PROJECT HANDBOOK

FOR THE PALME CENTER'S MEMBER ORGANISATIONS

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FOREWORD

THE PALME CENTER'S main task is to support its member organisations' international operations and thereby strengthen the global labour movement. The everyday work primarily involves helping individuals to organise themselves so they can improve their lives and their communities. That is something our 27 member organisations have a lot of experience of. The Swedish labour movement was established by people who lived under oppression and who realised that they could improve their terms if they fought together.

We are very proud of our extensive partnership work – more than 200 projects are currently being run in more then 20 countries. People involved in projects originating in Sweden can share their experience and gain knowledge and experience in return.

It all basically boils down to joining forces and working towards a better world.

From the Palme Center side of things, we try to support everyone that gets involved by way of advice, education and developing better methods for project work. This project handbook is one example of that.

Anna Sundström
Secretary General
The Olof Palme International Center

Anna Sundström. Foto: Ylva Säfvelin.

WELCOME TO THE PROJECT HANDBOOK

IN YOUR HAND you are holding a copy of our project handbook, written for people who are, or want to get, involved in international project work through the Palme Center. This handbook is intended to provide guidance, inspiration and solid advice for a successful project partnership. We will cover things like preparations, project planning, how to measure results, managing finances, reporting and evaluations. Each of the seven chapters describe the projects' various phases. Templates and forms have not been included, instead we refer you to the Palme Center's website, where the latest versions are available.

In the first chapter of the handbook you can read about the Palme Center's values and areas of operation and how our member organisations can get involved in international solidarity work.

Chapter two explains how you prepare for a partnership and what the Palme Center means by the terms partnership and organisational development.

Chapter three outlines the criteria for Swedish and local organisations wishing to cooperate. It also describes what is required of Swedish and local organisations wishing to work through the Palme Center.

Chapter four describes the things you should bear in mind when planning and initiating a project. It provides guidance on how to plan according to the LFA method and how to use 'SMART' objectives. Chapter four also briefly covers the policies and strategies that govern the Palme Center's operations.

Tips and advice for good financial management is provided in chapter five, where you will find information about budgeting, about various expenses you might have in a project and about cost-effectiveness, etc.

Chapter six focuses on implementation of the project, for example, how to plan and document your monitoring. As well as things to bear in mind when running a project in dangerous environments or conflict zones.

Last but not least, in the seventh and final chapter, we cover project reporting, evaluation and learning. There is also some practical advice about project work in this chapter.

> **"For us, democracy is a question of human dignity. And human dignity is political freedom, the right to freely express opinion, the right to be allowed to criticize and form an opinion. Human dignity is the right to health and work, education and social security. Human dignity is the right and the effective means to shape the future with others. These rights, the rights of democracy, are not reserved for a select group within society. They are the rights of all the people."**

Speech held by Olof Palme 1975.

WHO WAS OLOF PALME?

Olof Palme is the one person and politician to have been of most significance for the labour movement and Sweden's involvement in international issues.

He led the Swedish Social Democratic Party from 1969 and was Sweden's Prime Minister between 1969 and 1976, and from 1982 until his death in 1986.

Olof Palme was someone who aroused strong emotions, both nationally and internationally. But it was on the international political stage that he made his greatest mark. He stood up for the labour movement's values on peace, freedom and everyone being equal, and criticised human rights violations regardless of where they occurred. He became particularly renowned internationally for his fight against apartheid in South Africa and for his criticism of the Vietnam War. During his time as opposition leader, he was also appointed as a mediator in the Iran-Iraq War by the UN.

When Olof Palme was assassinated in February 1986 in central Stockholm, it was a shock to the Swedish people. The murder of Olof Palme remains unsolved.

1. ABOUT THE OLOF PALME CENTER

Olof Palme with Robert Malicki (from the US), October 1982.
Photo: John Wahlbärj.

The Olof Palme International Center was founded in 1992 to work in the spirit of Olof Palme to promote democracy, human rights and peace. At the same time, the Labour Movement's International Center, the Labour Movement's Forum for Peace and the Labour Movement's International Solidarity Fund were incorporated in the Palme Center. The Palme Center's overall objective is a world of peaceful communities founded on democratic ideals and where everyone is of equal value and has the same rights.

1.1 THE LABOUR MOVEMENT AND THE FIGHT FOR DEMOCRACY, HUMAN RIGHTS AND PEACE

The Palme Center's work is founded on the belief that it is possible to change the world. Our values and our practical work are based on the principle that human rights are universal, inseparable and mutually dependent. We strive towards a world in which everyone has the same opportunities and an equality of condition.

In order for this kind of development to happen you need peace, security, democracy and functioning government administrations that respect international laws and human rights. Prosperity must benefit all, and economic development must take into account that which is ecologically sustainable.

We believe in political parties, strong workers unions and broad-ranging civil participation as tools for achieving change. We believe that a social structure can only succeed and survive if it is built upon the free will of people to unite and organise themselves. Strong social movements and an active civil society are not just forces of change, but also pillars of democracy.

The Palme Center's theory of change means that we:
- see that the world is constantly changing and that people can influence the development
- believe in the positive force of people organising themselves into democratic associations
- recognise the importance of debate between various people and associations.

Basically every organisation within the Swedish labour movement is a member of the Palme Center, for example, the Workers' Educational Association (ABF), the Swedish Social Democratic Party, the Swedish Young Falcons, the Swedish Union of Tenants, the Swedish Trade Union Confederation (LO) and LO's affiliates.

Together we possess a unique collection of expertise and long-standing practical experience in democratic development, alleviation of poverty and international solidarity, going back more than 100 years. The labour movement's extensive international network allows us to work with partners who share our values all around in the world. The dedication of our member organisations and their experience of working as social movements and with popular education is crucial.

Together with our member organisations and partner organisations in the various countries, the Palme Center supports just over 200 solidarity projects each year. All of the projects work towards empowering people to shape the societies in which they live, and thereby shape their own lives.

1.2 HOW WE WORK

International solidarity, through making a difference and achieving change together, is what we strive for in all of our endeavours at the Palme Center.

Solidarity (from the Latin word solidum meaning 'whole sum') means taking joint responsibility for something. When a member of a group acts with consideration and with no vested interest, for the benefit of the group.

The labour movement has always used partnerships to work for capacity development of

organisations to achieve a fair, gender equal and environmentally sustainable society. The society we strive for is built upon social, economic, cultural, civil and politic rights. Within development cooperation work this is referred to as a rights-based approach to development. Fundamental to Sweden's international development cooperation work is that all activities must apply a rights-based approach.

Rights-based work

Applying a rights-based approach means focusing on people's rights rather than their needs. Which makes it easier for us to get to the root causes of vulnerability in society.

Towards the end of the Second World War, people started calling for an international law on human rights issues. The idea was to enforce minimum international requirements for the relationship between government and citizen, to prevent any government from being able to treat their people however they wanted. In 1948, the United Nations adopted a Universal Declaration of Human Rights. That is why these days people can exercise their human rights vis-á-vis governments. The UN's Universal Declaration of Human Rights consists of 30 articles and constitutes a coherent system that forms the basis of international agreements.

Human rights are universal, which means that they apply throughout the world, regardless of country, culture or other attribute. They apply to everyone, regardless of ethnic origin, skin colour, gender, language, religion, sexual orientation, political views or social status.

Human rights are not determined by the context in which we find ourselves. Nor can they be ranked as being of greater or lesser importance. This means that political and civil rights are as important as social and economic rights. Functioning freedoms of opinion and association are essential for a person's right to work, education and food, from a long-term, sustainable perspective.

In legal terms, the government is ultimately responsible for ensuring that human rights are respected, encouraged, defended and applied in each country. But in reality that responsibility is shared by society as a whole. Organisations, trade unions, political parties and religious groups, to name just a few, are under obligation to follow the human rights laws and systems that have been put in place by the government and they also have a responsibility to ensure that human value and dignity is respected by society.

A rights-based approach in cooperation work

All of the Palme Center's work revolves around human rights, because we want to help improve

The difference between rights-based work and needs-based work

Rights-based	Needs-based
Action is compulsory.	Action is voluntary.
The rights are universal and legally binding.	The needs are context-dependent.
The rights are inseparable and mutually dependent on each other, but practical prioritising may be necessary.	The needs are ranked.
The target group is eligible through mandatory conventions.	The target group deserves help.
The target group is active and eligible to join.	The target group is passive and can be invited to join.
Power structures must be changed.	Results-oriented and not interested in changing structures.

Source: UNSSC – United Nations System Staff College

life for people whose rights are being violated, and protect them from discrimination due to for example gender, ethnic origin or sexual orientation. The Swedish labour movement has a long history of non-discrimination, participation and transparency, as well as accountability. Our joint development cooperation work therefore focuses on helping people to organise themselves and on increasing the capacity of organisations and people to democratically achieve societal changes. The organisations we cooperate with act as channels for discriminated individuals so that they can demand their rights and pursue their interests. This might include the right to organise themselves into political parties or into trade unions or the right to protection from gender-related violence.

An important part of our work is making sure that people have the tools with which to change their situation, by educating them about their rights and about their government's obligations to them. Many of our development projects organise seminars on how to get organised, shape public opinion and influence legislation. Based on the Swedish labour movement's experience of societal changes, our partnerships are about:

• *Giving a voice* to those whose rights are being violated, by becoming organised
• *Sharing knowledge* about human rights
• *Acting for change* by making demands on relevant political representatives and authorities

The Swedish organisation has an important role to play in its work back in Sweden. We are able to influence the Swedish government to make demands on other governments to take responsibility for their human rights obligations. There are a lot of examples of how public opinion in Sweden has prompted the government to act, which has had an impact on the people in our partner countries.

Via things like seminars designed for decision makers, the general public and various international organisations, we hope to raise awareness, encourage discussions and generate debate about international issues. The Palme Center also provides support for its member organisations'

own communication work about international issues in Sweden.

And we should practice what we preach. The principles behind the human rights conventions on *non-discrimination, participation, accountability and transparency* should also characterise our own work and the relationship between the partner organisations in our projects and programmes. Concerning for example strengthening a local partner organisation and getting a target group involved in the planning and implementation of operations. Or the fact that we encourage open communication and joint decisions, are an effective equal opportunities employer and that a rights-based approach is an integral part of our leadership and values. There are a few concrete examples of when we can apply a rights-based approach in our international project and programme work later on in this handbook.

Our policy issues: gender equality, environment and climate, anti-corruption and conflict sensitivity and peace

There are a number of aspects that are particularly important contributors to the Palme Center's overall objective, as well as Sweden's objective, of 'helping to establish the necessary conditions to enable people living in poverty and oppression to improve their living conditions.' To ensure that we apply a gender equal, conflict sensitive, environmental and climate sensitive, as well as anti-corruption approach to all operations, the Palme Center has drawn up specific thematic policies[5] for these areas. The policies are based on our values, mission and objectives. Working with the Palme Center means accepting these values, exactly as they are expressed in our policy documentation.

Gender equality

The Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW), which was adopted in 1979 by the United Nations General Assembly, is often described as an international bill of rights for women. It consists of an introduction and 30 articles, which define what constitutes discrimination against women and

what national action needs to be taken to prevent discrimination.

Gender equality is an important factor for political participation[1] as well as for freedom of association and assembly.[2]

Environment and climate

There was absolutely no mention of environmental awareness in the 1948 Universal Declaration of Human Rights. When the declaration was drafted, the environment was viewed primarily as a source of raw materials and energy that each government could use as they saw fit. Today it is a well-known fact that there are clear links between promoting human rights on the one side and protecting the environment and climate on the other. The right to life, liberty and security of person (article 3 of the Universal Declaration of Human Rights) can, for example, be interpreted as the right to live in a healthy environment where a person's life and security is not under threat. In the same way, the right to a standard of living adequate for health and well-being (article 25 of the Universal Declaration of Human Rights) could be seen as the right to uncontaminated food and water.

Anti-corruption

Striving for a stronger democracy is about striving for more transparency. This is guaranteed in for example the International Covenant on Civil and Political Rights (ICCPR) from 1966, article 19 about freedom of speech. It is also one of the requirements for being able to hold political representatives accountable for their actions. Political participation is the very backbone of democracy and this right is also guaranteed in the ICCPR treaty, in article 25.

Peace and conflict sensitivity

Conflict sensitivity is in many ways synonymous with establishing and protecting a democratic culture and promoting respect, the right to be heard, non-discrimination, participation and non-violence.

Groups that are already marginalised often have even more difficulty asserting their rights during unrest or armed conflicts. Attempting to counter oppressive structures from within their own group is rarely appreciated when the group is under pressure. This particularly affects women's organisations, LGBT organisations and various minority groups. Which is why it is important for the Palme Center to establish the right conditions for a democratic civil society in which social movements and organisations can act. Preserving the scope for democratic action during armed conflicts is part of peacebuilding. Asserting complete neutrality in a conflict zone is not always easy. One rule of thumb is to differentiate between taking a stand for values and taking a stand for individuals or groups. Taking a stand against violence means criticising all violence regardless of who is committing the act. Taking a stand for democratic values, like the right to participation and non-discrimination, means preserving these values regardless of who has been deprived of them. The fact that a group has been subjected to oppression is never an excuse for them to subsequently persecute and dismiss others.

There are a few questions further on in this handbook that you can use when applying our principles on gender equality, environment and climate, anti-corruption, conflict sensitivity and peace in your international project and programme work.

1.3 THE PALME CENTER'S AREAS OF OPERATION

The work that the Palme Center carries out should primarily be based on each community's own circumstances and forms of organisation and participation. By focusing on the areas of civil participation, trade union community work and party political organisation, we can learn from the experience and knowledge our member organisations have gained, and at the same time provide any necessary support and contact details to the programme countries.

Civil participation

Civil participation is the foundation of a functioning democracy. People must be given the opportunity to organise themselves so that they can

change their society. Social movements that wish to change society must have knowledgeable and active members who support their work. Members who are responsible, independent and critical thinkers bring strength to democratic organisations. Furthermore, organisations enable citizens to exercise their rights from decision makers using a bottom-up approach. Active involvement in unions and associations is quite simply a key element of a democratic society. Through the Palme Center and our member organisations, our cooperation partners receive help in establishing and developing their organisations. Popular education, such as study circles, is a democratic and efficient way to reach socially vulnerable groups. The Palme Center's popular education activities focus on young people, women and the socially marginalised, as they are groups who usually have little opportunity for influence in their community. When people learn more about their rights and opportunities, it empowers them to work towards change. Organisation leaders can also receive training through the Palme Center, in subjects like leadership, gender equality and internal democracy.

Trade union community work

There is a lot of evidence to suggest that strong trade unions are extremely instrumental in bringing about change in a country, and counteracting poverty. When people organise themselves, exercise their rights and demand fair working conditions, they change the power structures and, as a result, society as a whole.

In today's world the power has shifted slightly, away from politicians and towards multinational corporations and financial markets. Companies are relocating their operations from country to country in pursuit of the highest return on their investment. Employees within a single corporation often have different employment terms and it is not uncommon for them to be on opposite sides. According to the Palme Center, the solution to this must be international political and union mobilisation. Strong, democratic, independent union organisations are essential for fair wages and good employment terms. Trade unions are also important contributors in ensuring that human rights are respected, and often play an important role in educating the public via courses and seminars. The Palme Center supports cooperation partners wishing to organise themselves into unions and who require training on issues like internal democracy, mobilisation, union-political cooperation or gender equality.

Party political organisation

Democratic parties and multi-party systems are essential for democracy to function in a country. Political parties should pursue policies on behalf of their members, which requires them to have a functioning internal democracy and a representation that reflects their membership groups. A democratic view of humanity means that any citizen can educate themselves and form their own opinion on various issues. The more people who become involved in the parties, the greater the chance of democracy working. The Palme Center particularly encourages young people, women and people from socially vunerable groups to get involved in party politics.

The cooperation work focuses on educating the party's leadership and members, on developing the party's organisation and facilitating knowledge exchange.

1.4 MANY ROUTES TO INVOLVEMENT

Some people think that working with international issues is difficult. It does not have to be, but it is important to understand that it involves lengthy processes. International work is about contributing with our knowledge as well as learning from others. Any individual members wishing to get involved in the work can start by finding out if their organisation is already involved in one of our partnerships. Contact the relevant international representative and tell them you are interested in getting involved. If there are not any partnerships, then we suggest you contact the Palme Center to initiate one.

If you and your organisation would like to get involved through the Palme Center, then there are a number of ways to contribute.

Active involvement in a project

The Palme Center's member organisations can apply for project funding together with a partner organisation. The Palme Center then applies for funding from government agency Sida (the Swedish International Development Cooperation Agency). The member organisation who applies is responsible for ensuring that the project is carried out in accordance with its plan and budget, whereas the Palme Center is responsible for quality assurance. In other words, we ensure the projects are planned and monitored satisfactorily and cost-effectively and that the contract terms are adhered to. The funding from Sida covers all, or most, of the budget (depending on the type of project) and the member organisation is responsible for raising the remaining sum. The project is planned, administered, implemented and monitored jointly by the Swedish member organisation and the partner organisation. And the project is coordinated with any other projects being carried out in that country. All projects belong to a country specific programme or thematic programme. More information about working in programmes can be found in chapter 3.1.

To enable more organisations to get involved in international operations, the Palme Center offers assistance in the management of projects. These types of cooperation are called projects without administration and this is where the member organisations' expertise in civil participation, trade union community work and party political organisation can be put to use, even in situations where the Swedish organisation lacks the capacity to take on budgetary responsibility. Contracts for projects without administration can be structured n various ways, so it is possible to tailor the structure to suit different member organisations.

Another way to get involved in international operations for a member organisation is to sponsor a project. A sponsor organisation pays that proportion of the budget not funded by Sida, thereby making the project possible. As a sponsor, you will receive information about the project's development and results.

Communication activities in Sweden

All Palme Center member organisations can apply for a funding for individual communication activities. You can, for example, organise a seminar, hold an exhibition, showcase a film, give talks to schools and associations about your operations, write a debate article or organise an international day within your municipality.

Become a Palme intern

If you are interested in international issues and

have experience from labour movement organisations, then you can be a Palme intern.

As a Palme intern you will work closely with the people carrying out the work and who are involved in the partnership organisation. This might, for example, include assisting with preparations and holding workshops on various topics, helping with the communication work, contributing to various surveys/studies and helping with the project planning and monitoring work.

Check our website regularly to see which countries and organisations are available. That is also where you will find our application forms.

Monthly donations to the Palme Center solidarity fund

As a monthly contributor, a sum of your choosing is automatically withdrawn from a specific bank account every month. This sum goes directly to the Palme Center's solidarity fund, which finances a large number of projects around the world every year. When you donate to this fund you are contributing to developmental work with a clear set of values – those of the labour movement. These projects are run by the Palme Center and its member organisations, in cooperation with local cooperation partners.

1.5 VARIOUS TYPES OF SUPPORT

As a Palme Center member organisation you can apply for three different types of support for your project. These are: party-oriented democracy support (PAO), support to civil society organisations (CSO) and contribution to information and communication efforts (INFO).

Party-oriented democracy support (PAO)

There are two objectives with this support: to strengthen sister parties and related political organisations and to support development of the multi-party system. Swedish political parties represented in the Swedish Parliament can apply for funds from Sida for party-oriented democracy support in developing countries, the Western Balkans and Eastern Europe. It is the number of seats held in the Swedish Parliament that determines how much money each party is assigned. Support for the Swedish Social Democratic Party is channelled through the Palme Center.

Besides political parties we also collaborate with regional platforms and think tanks.

Support to civil society organisations (CSO)

Collaboration work with CSO support is carried out between the Palme Center, the member organisation and a local partner organisation. The objective of CSO support is to 'help to establish the necessary conditions to enable people living in poverty to improve their living conditions.' The Palme Center is one of Sida's so-called framework organisations, which means that together with a number of other[3] Swedish organisations, we have multi-year contracts for framework grants for operations. The funding from Sida covers a large proportion of the project's running costs and the member organisation or the Palme Center pays the remaining sum. This is what is known as their own contribution.

Communicating and shaping public opinion – Support for Information in Sweden (INFO)

In order to be able to change the world, communication and shaping public opinion are also necessary, not least to ensure the structures behind inequality in living conditions are brought to forefront. By informing the world and communicating our opinions, we can help more people get involved and influence societal development. Together with the Palme Center, member organisations running a project can carry out communication activities that are funded by Sida's information grant. The purpose of the activities should be to increase interest and raise awareness about the situation in partner countries and about global development issues.

3. Sida's framework organisations are Forum Syd, Union to Union, the Olof Palme International Center, the Swedish Mission Council, Africa Groups of Sweden, Diakonia, We Effect, the Swedish Society for Nature Conservation, Save the Children, the Church of Sweden, Plan Sverige, RFSU (the Swedish Association for Sexuality Education), WWF, IM Swedish Development Partner, the Kvinna to Kvinna foundation, the Swedish Committee for Afghanistan and the Swedish Red Cross.

2. A COOPERATION TAKES SHAPE

Evaliz Morales and Fransisca Alvarado Pinto from Bolivia's ABC educational association visited Sweden in 2015.
Photo: Andrés Luna.

The Palme Center aims to be an organisation on the move - a social movement - which unites various organisations that have the same objective. Society is not static but rather constantly changing and democratic unions are able to follow societal development. When progress has been made, you must simultaneously defend the victory and prepare for your next move. You cannot stand still. In this chapter, we explain how a cooperation between two organisations is established, what we mean by partnership and organisational development, and why an organisational assessment is necessary.

2.1 PARTNERSHIPS BETWEEN ORGANISATIONS

The Palme Center and our member organisations cooperate with organisations, networks, interest groups and parties that share the values of the labour movement. The fact that our partnerships are characterised by positive cooperation and solidarity is essential. Solidarity and partnership cannot be likened to charity, in which the rich give to the poor. It is about us being stronger together. About everyone benefiting.

In 2014, seventy people from the Palme Center's office, member organisations and partner organisations were asked the following question: What characterises a good partnership?

Shared values and ideology, same vision

Trust, solidarity, kindness

Act selflessly, open dialogue, good communication, listening

Clearly defined roles, problems resolved together, decisions taken together, mutual support, celebrate together, mourn together, learn from each other, help each other to grow

Gender equality, participation, solidarity, respect

The following nine points came up as the most important points for building a strong partnership in the two research studies the Palme Center carried out in 2005 and then ten years later in 2015.[4]

1. Shared values, ideology and strategic direction

Partnership is about having a common goal and understanding each other's long-term priorities, expectations, strengths and experience. Discussions should arrive at a common vision for strengthening the organisations in the long term, in line with their fundamental objective. Initial clarification of each organisation's objectives within the partnership as well as their need for the partnership and project is important.

2. Equality

Equality is a fundamental value for social and democratic movements and a central aspect of partnership. It differentiates our work from donor-recipient relationships or standard contractual relationships.

3. Open communication, responsibility and honesty

Maintaining regular contact and communication about the cooperation's progress strengthens the feeling of joint responsibility and prevents misunderstandings. The organisations need to be open and honest so that neither party feels that information is being withheld. The Palme Center provides a forum for communication and meetings within each programme, such as conferences, seminars

4. Partnership in development - what does it mean, how is it done? (2005)
Partnership Evaluation of the Olof Palme International Center – Follow up of the Partnership Evaluation from 2005 (2015).

and networking events, as well as local offices. The project teams themselves remain in contact with each other, for example, via email, Skype, telephone, social media or meetings in Sweden or the partner country. There are examples of cooperation projects in which all internal communication related purely to formal matters, such as application and reporting, and others in which friendships developed between the organisations and they communicated about everything from national progress and ideology to personal matters. Have a think about your communication styles and possible language barriers.

4. Long-term commitment

In most cases a cooperation between two organisations lasts for a long period of time and relationships develop between them. It is important that the cooperation does not become dependent upon a few individuals, but rather that there are broad-ranging, firm roots in place within each of the organisations so as to ensure long-term success. Spending time getting to know each other, particularly during the early stages of the cooperation, is a key to success.

5. Efficient project management

Project management and good administration are requirements for receiving funding from Sida. There are a number of criteria to be met, and the Palme Center provides instructions and forms to assist you with them. It is, however, important that the focus of your cooperation does not become overshadowed by rules and guidelines, and the Palme Center works hard to maintain this balance.

6. Clearly defined roles

Clearly defined roles based on the various strengths of each organisation will benefit the cooperation. Over the course of a project, the project teams in Sweden and in the partner organisation and the Palme Center will find themselves in a number of different roles, including administrator, implementer, evaluator, strategist, moderator, donor, mediator, quality assurer and controller, resource, expert, educator, advisor, organiser and influencer, to name just a few. Clarifying responsibilities and expectations at an early stage can help to make the cooperation run more smoothly.

7. Mutual exchange

It is important that the two cooperating organisations benefit from the partnership and that their various strengths are put to good use. But at the same time, they should be aware of the power balance that often accompanies partnerships involving a donor and a recipient. How do you both feel about the notions: to 'help the needy without a vested interest' and to 'create a mutual partnership between equals'?

8. Results for society

The Palme Center's projects and programmes have generated positive results in raising awareness about human rights and organising people into associations to exercise their rights, as well as supporting the growth of democracy. The purpose of partnerships between organisations will always be to improve conditions for people in the partner countries.

Examine the structure of your cooperation in practice and consider what it is that makes your partnership special. If you feel that one or several aspects could be improved, talk to the programme managers at the Palme Center about your options.

2.2 HOW COOPERATION IS ESTABLISHED

There are several ways for the Palme Center's member organisations and their partner organisation to establish contact in order to develop a long-term partnership. It is often through the contacts that the member organisation has in their international network that a cooperation idea arises, and where the two organisations approach the Palme Center for financing under one of the Palme Center's programmes.

In some cases it is the Palme Center who invites one or more Swedish or foreign organisations to a meeting to explore cooperation options. Others meet through international seminars, conferences or joint campaigns. One member organisation can even 'take over' a cooperation project from another member who is no longer able, or assume the role as partner (or sponsor) of a project that has previously been supported by the Palme Center directly.

Please do not hesitate to contact the Palme Center with your questions, proposals and ideas.

2.3 CONTEXT ANALYSES FORM THE BASIS OF OUR PROGRAMMES

The Palme Center has ongoing programmes in a number of countries in Southern Africa, Asia, the Middle East, the Western Balkans and Eastern Europe, as well as a number of thematic programmes. The Palme Center, together with the member organisations in Sweden and partner organisations in the partner countries, has drawn up social and contextual analyses for each programme. They outline the situation in the various countries, the ways in which the Palme Center and member organisations can contribute and the programme objectives. In order for a project to receive support through the Palme Center, it must be possible to link the project to a programme and it must clearly contribute to the programme's objectives.

2.4 ORGANISATIONAL DEVELOP-MENT FOR SUSTAINABLE DEMOCRATIC CHANGE

Organisational development is the collective name for various activities that improve an organisation's ability to achieve its objectives. It must be a continuous process, particularly if you are operating in an environment that is constantly changing. Organisational development cannot therefore be a temporary exercise that lasts just a few years, but rather an ongoing, systematic and deliberate process.

There must be an ongoing dialogue: what is the purpose of the organisation, who are the people working here, what procedures do we use, what is our vision and what message are we communicating to the general public?

Not only must the organisation develop its ability to deal with existing problems and any foreseeable problems. It also has to be able to deal with its unidentified future challenges. Furthermore, the term civil society is often a new concept in a lot of developing countries and they do not have the same traditions of social movements as there are, say, in Sweden. But change requires organisations that are democratic, transparent, down to earth and constantly learning.

It is important to remember the tool itself: how do we want to achieve change? Because you cannot convincingly attempt to effect democratic changes if you do not work with democratic tools yourself.

Democracy and organisational development must be put in focus.

The Palme Center has several publications about democracy and organisational development. *For example, our publication "How to run a trade union" and "How to run and represent a party" can be downloaded from our website.*

2.5 ORGANISATIONAL DESCRIPTIONS

Organisational descriptions are used to assess the partner organisation's fundamental strengths and weaknesses and provide a basis for discussion and dialogue about potential organisational development during the cooperation period. They are prepared by the partner organisations and submitted as part of the application.

Partnerships are built on shared values and ideology between the partner organisations. It is about having a common goal and understanding each other's long-term priorities, expectations, strengths and experience. The organisational descriptions are a good basis for discussions about common values and useful for getting to know each other better. Initial clarification of each organisation's objectives within the partnership as well as their need for the partnership and project is important.

In addition to determining whether you share the same values, the organisation's ability to implement a project must also be taken into consideration. What strengths and weaknesses does the cooperation partner have? What does their internal democracy look like? What administrative capacity does the organisation have?

If you wish to know more and establish even better conditions for a successful cooperation and for organisational development, you can carry out a joint SWOT analysis of both the cooperation partner and your own organisation. This means assessing the strengths, weaknesses, opportunities and threats for each organisation. It is slightly more time consuming but puts the cooperation on more equal terms. In a SWOT analysis, S stands for strengths, W for weaknesses, O for opportunities and T for threats.

You can download an organisational description template from the Palme Center's website. You will also find our 'How to carry out a SWOT analysis' on the website.

3. PREREQUISITES FOR GRANT APPLICATIONS

NLD - National League for Democracy during the election campaign in Burma in November 2015.
Photo: Frida Perjus/the Palme Center.

To ensure the best possible prospects, there are certain criteria that all Palme Center member organisations, partner organisations and project teams must meet in order to run an operation.

3.1 OPERATIONS ARE RUN IN PROGRAMMES AND PROJECTS

The Palme Center works in programme form when it comes to support for civil society organisations (CSO) and for sister parties (PAO). In short, this means that all projects within a certain area must contribute to a common objective. The advantage with this way of working is that you can benefit from each other's experiences and it is easier to see how the entire operation is connected and how the projects complement each other in pursuit of the common objective.

In order to start a project with the support of the Palme Center it must fit in to the bigger picture. Information about ongoing and planned programmes can be found on the Palme Center's website. The planning of new programmes is carried out together with the member organisations and following approval from the Board of the Palme Center.

Every programme consists of a number of projects. Support from the Palme Center is always applied for in project form, but cooperation projects and partnerships can extend far beyond one specific project. Projects can be said to be a way to differentiate the cooperation.

What characterises a project is that:
- it is limited in time
- it has its own budget
- it is managed according to an objective, i.e. something to be achieved
- it is managed by a team who plans and carries out activities in pursuit of the objective
- it is evaluated on completion to determine whether the objective was achieved.

3.2 BASIC REQUIREMENTS FOR SWEDISH ORGANISATIONS

The basic requirements for a Swedish organisation wanting to work through the Palme Center are that the organisation:

1. Is one of the Palme Center's 27 member organisations or a regional or local subdivision of one of them, which should be verified with legal documentation.
2. Is registered in Sweden.
3. Has a democratic structure, active members, an elected board, statutes and regular meetings.
4. Has a voluntary or cooperative structure, and works for societal development based on democratic principles.
5. Has operated in Sweden for at least two years and has documented this in annual reports and financial accounts.
6. Can assume responsibility for the planning, implementation and monitoring of the proposed project, which includes having sufficient human and financial resources.
7. Has experience of development work in the partner countries, or communication operations in Sweden. If this experience is lacking within the organisation, then the Palme Center can assume a more active role in the project work.
8. Agrees to complete the Palme Center's project management training course.
9. Has a project proposal that falls within the bounds of the Palme Center's strategy for that region.
10. Can demonstrate that they carry out equal opportunity work within the organisation.
11. Is in possession of expertise that is relevant for the local partner organisation.
12. Has fulfilled its obligations, such as reporting and accounting obligations, for previously received grants.
13. Is not a political party, if the grant applies to information work in Sweden.

3.3 COOPERATION WITH LOCAL CIVIL SOCIETY ORGANISATIONS OR POLITICAL PARTIES

Tour local partner organisation also has to meet

the basic requirements. The partner organisation must:

1. Be an organisation with a nonprofit or cooperative focus whose activities are based on democratic values and characterised by transparency and the assumption of responsibility, in the case of CSO programmes. Be a political party, in the case of PAO programmes. Party-affiliated organisations, such as a party's women's association, can participate both in CSO and PAO programmes.
2. Preferably be a member-based organisation whose members represent a target group the Palme Center wishes to support. Alternatively be a professional organisation that actively supports and strengthens social movements.
3. Be registered as a non-governmental organisation with the authorities.
4. Have undertaken documented operations for at least a year. In certain circumstances, organisations under development or informal structures, such as networks, may be classed as local cooperation partners if their actual democratic character and voluntary or cooperative nature can be substantiated.
5. Be able to present financial accounts for the previous year.
6. Work for societal development based on democratic principles.
7. Be able to assume responsibility for the proposed activities and have the necessary human and financial resources.

3.4 OWNERSHIP, FIRM ROOTS, ROLES AND RESPONSIBILITIES

In our experience, projects are more effective when both organisations have a strong sense of ownership. But be aware of the power balance that often accompanies partnerships involving is a donor and a recipient. This is the reason why constantly highlighting the local organisation's ownership in the cooperation is particularly important. It is about planning according to the local context and making important decisions together throughout the project. Do both parties feel that their experience, expertise and organisational development are valued and included in the cooperation?

Firmly rooted within the organisation

The project is a cooperation between two or more organisations. Which is why the project teams need to be firmly rooted in both organisations' boards of directors. To ensure firm rooting within your own organisation, it is a good idea to have a board member in the project team.

Agreements

The agreements that are drawn up between the Palme Center and member organisations are designed to clarify responsibility and rules. One piece of advice is to go through the agreements together in your project team so that everyone knows the rules. It is the responsibility of the Swedish organisation to ensure that the cooperation partner is aware of the rules for administration, use of project funds, audits and accounting. It is also worth pointing out that it is the Swedish project organisation who is legally responsible for the project towards the Palme Center.

As a project organisation, you must also sign an agreement with your partner organisation. Agreement templates for member organisations and their cooperation partners can be downloaded from the Palme Center's website.

Project teams

Running an international project can sometimes be hard work. Which is why it is always a good idea to have more than one person running a project. It minimises the risk of certain tasks not being done properly or not being done at all due to lack of time. It is easier to identify any necessary changes, possible improvements or mistakes if there are more people to share the responsibility.

Smaller project teams are more vulnerable: in the event of staff relocation, job changes, illnesses or other changes, the project may have to be terminated. Which is why the composition of project groups is such priority for the Palme Center. Ideally the group should consists of four to five people in Sweden and four to five people in the partner country.

Roles and responsibilities

A cooperation will benefit from clearly defined roles based on the various strengths of each organisation. Before planning the structure of the actual project, it is important that you make it clear to everyone involved how the responsibilities will be allocated: who does what, how and when, both within the project team in Sweden and within the partner organisation. By discussing expectations and responsibilities before the project begins, a lot of costly misunderstanding can be avoided later on. Experience shows that the roles you should have in place both in Sweden and in the partner country are project manager, finance manager and gender equality manager.

As all operations that the Palme Center supports should promote gender equality, it is also important that you reflect upon how the roles and responsibilities are allocated in the project teams from a gender equality perspective. As we mentioned earlier, over the course of a project, the project teams in Sweden and locally as well as the Palme Center will find themselves in a number of different roles, including partner, administrator, implementer, evaluator, strategist, moderator, donor, mediator, quality assurer and controller, resource, expert, educator, advisor, organiser, influencer and more. Clarifying responsibility and expectations at an early stage helps the cooperation run more smoothly.

Visit the Palme Center's website for support on how to draw up a communication plan for the project, including templates, and advice about how to arrange a joint workshop to ensure a successful, practical division of responsibility for the project group.

3.5 SIDA FUNDING AND THE MEMBER ORGANISATION'S OWN CONTRIBUTION FOR CSO

The 'own contribution' principle is based on Sida providing funding for most of the project costs and the Palme Center or the member organisation paying a small percentage. The minimum level for own contribution is set by the Swedish government and is seen as a demonstration of the organisations' ability to mobilise a commitment for their development work. This own contribution should consist of cash funds raised in Sweden. Examples of what is seen as own contribution are membership fees, bequests, donations from private individuals or companies, lottery proceeds or revenues from the sale of goods.

Please note that own contribution is not currently required for PAO projects.

4. PROJECT PLANNING AND PROJECT LAUNCH

Makram Daragmeh, Farah Said and Raed Debiy from Palestinian Fateh's youth association.
Photo: Ahmad Daghlas.

In order to apply for project funds from the Palme Center, you must have developed a partnership with a partner organisation with whom you share visions and ideas as described previously. There must also be a project proposal in the application, and the project proposal must have an overall objective that has been broken down into intermediate objectives that can be monitored. For the project to be feasible, cost-effective and have good chances of leading to long-term sustainable results requires careful planning based on thorough analysis. Project planning can therefore be quite demanding. But you recover the time spent on planning later on, in the form of fewer surprises and less time-consuming work rectifying errors.

4.1 PROJECT PLANNING

Good planning is essential for successful projects and programmes. Planning is mostly about deciding how to allocate your resources and choosing between the various options in order to achieve the desired result. Planning is also a communication process. Everyone who is involved in a project and its activities will have their own opinions about which situations are desirable and how to achieve them, but in order to agree we must first tell each other our ideas.

The principles of non-discrimination, participation, mutual accountability and transparency during the planning phase are about carrying out the planning in cooperation with the local organisation and involving the target group. Bear in mind that there may be structural obstacles that make it difficult for everyone to have their say. For example, gender, age or level of education. These obstacles must be brought to the forefront and deliberately counteracted.

It is in other words absolutely essential that the member organisation, partner organisation and target group are involved in planning the project to ensure everyone has the same understanding of the situation, of what can realistically be achieved within a certain time period and of the most appropriate activities to get there. There are a lot of things to consider when determining the best structure for a project. You need information about the context where the project will be implemented and an analysis of what the project will achieve, as well as what needs to be done in order for that to happen. Everyone involved in the planning process contributes with their specialist expertise, perspective and experience.

When you are done planning, you should have determined which problems need resolving, how they will be resolved, what the project's objective is and how it will be monitored.

In order to fully complete a project application, you need to be able to answer the questions: what needs doing, with whom, how and when it should be done and what should it lead to.

One way of planning the project together is to, at an early stage, arrange a meeting, or planning workshop, for the project teams from both the Swedish organisation and the partner organisation, as well as the target group. It is a good way to get to know each other and establish a common understanding of how the project will be structured.

A lot of people choose to hold their planning workshop during a pre-study visit.

4.2 PRE-STUDY

The pre-study is regarded as an opportunity for the Swedish organisation to plan a forthcoming project cooperation together with their proposed partner organisation. You can apply for a pre-study grant, with which you organise one or more seminars so the project teams can discuss all aspects of the project.

You should have already established contact with a local partner organisation and have a specific project idea before submitting a pre-study application. In other words, the pre-study may not solely consist of a field trip in order to establish contact or to research the available partnership options.

Pre-study applications can be submitted at any time throughout the year. Always contact the relevant programme manager at the Palme Center who will assess whether your proposed project can be part of any of the ongoing pro-grammes and whether the Palme Center is able to co-finance a pre-study. A programme manager from the Palme Center normally takes part in the pre-study visit, acting as a resource.

A pre-study includes preparation of the following:
1. A project plan. This can, for example, be drawn up during a project planning workshop according to the LFA method.
2. A baseline study, in which you gather information about the target group's situation prior to the project start. This type of statistic/ information is essential for being able to monitor the project's results at a later date. (Read more in chapter 4.8)
3. An updated organisational description of the partner organisation. A template in the correct format can be downloaded from the Palme Center's website (organisational description). The description also provides a good basis for discussions between the cooperating organisations, so they can learn more and understand how each of the organisations work.
4. An initial assessment of the risks involved in a potential project partnership (see chapter 4.7 on risk analysis).
5. A project application, based on the pre-study.

A summary report of the pre-study should be prepared as soon as possible after your return and it must be audited by an elected representative auditor.

Pre-study application forms are provided by the relevant programme manager.

4.3 LOGICAL FRAMEWORK APPROACH (LFA)

The Logical Framework Approach (LFA) has emerged as a result of experiences and from assessments that show which factors are of vital importance in order for a project to achieve its objectives. The LFA method has grown to become the most common method within international development work and enables you to plan, implement and evaluate your project in a structured and logical manner.

It is usually said that LFA is a *goal-oriented* method and by that we mean that the focus is always on what you will achieve (the objective) and not what you will do (activities). The thing that justifies a project is the result that the project delivers. In other words, it is not the resources and activities that we deploy that are important, for example advice, education and field trips. It is what is achieved, i.e. what the activities lead to with regard to improving the target group's situation, that is important.

The Palme Center's application and reporting forms are designed as a kind of simplified LFA method, with target group, objective and activities in focus.

If you are interested in learning more about the LFA, we recommend Sida's *Logical Framework Approach* (LFA) publication from 2003. There is also a chapter on the LFA at the end of this handbook.

The various steps in the LFA method

The LFA method requires a participatory process in which the two project teams and representatives from the target group get together to draw up an outline of the current situation and identify the main problem that the project will work with. That problem is then broken down into sets of cause and effect.

A project planning process according to the LFA method consists of nine steps:
1. Social and contextual analysis
2. Stakeholder analysis
3. Problem analysis
4. Defining objectives on different levels
5. Activity plan

6. Resource planning
7. Indicators of objective achievement
8. Risk analysis
9. Analysis of necessary conditions for objective fulfilment

The elements that are usually the most time consuming are the problem analysis, objective definition and indicators (steps 3, 4 and 7). We will go into a little more detail on these subjects later on.

The various steps are not always carried out in the above numerical order, i.e. 1 to 9. How the planning process is carried out can vary slightly from project to project depending on the circumstances and needs, as well as the knowledge the project team already has. You may need to go back and forth between the various steps and sometimes even skip a step if you already have enough information.

The LFA method is not carved in stone, but rather can and should be adapted according to each situation. If the project aims to resolve a minor, isolated problem, it is not always necessary to go through every step of the LFA analysis as thoroughly. You may not always need a comprehensive social and contextual analysis or a comprehensive risk management plan, if the background information and risk analysis have been already been gathered and carried out or if the project is already in progress and entering another phase.

You will find a detailed description of how to use the LFA method to draw up a project plan at the end of this handbook. We suggest using it as a starting point when deciding on a specific direction for the project. In addition, there are templates and more advice for LFA workshops on the Palme Center's website.

Identifying problems – the problem analysis

One of the first steps in planning a project is carrying out a problem analysis. The purpose of the problem analysis is to identify the specific problem that the project will help resolve. (Step 3 in the LFA).

The problem analysis will provide the basis for the project's objectives. Always start with the needs of the target group. It can help to carry out the problem analysis as a brainstorming session, where you all discuss which problems there are in the area/subject that the project will work with. So feel free to organise a workshop in which you test – and reject – various problem and objective definitions before you finally agree on which problems you can realistically focus on. Discuss them with your cooperation partner.

Objectives on various levels

Once you have jointly identified which problems the project will tackle, the next step is to define objectives for the project. (Step 4 in the LFA) An objective can be likened to a state of affairs, a situation that you wish to achieve. In order for a project to achieve a good result, all parties must agree on the project objective that has been set, i.e. what you wish to achieve with the project together.

When the Palme Center talks about *project objectives*, we mean the specific development that will be achieved through the project. The project objective describes the change that should have occurred by the end of the project and it must address the problem that has been identified. If the project objective is more like a vision of a future situation, i.e. something that the project wishes to contribute to, but will not achieve alone, then it is not a project objective.

When identifying objectives for your project, you also need to remember that they must correspond with the objectives for the programme your project will be part of. It should be defined in a way that clearly demonstrates that your project will contribute to the programme's objective achievement.

The project objective is usually broken down into *intermediate objectives*, the idea being that all of the intermediate objectives combined will result in achievement of the project objective. This means that there should be a logical chain between the project objective and intermediate objectives, so that when you look at the intermediate objectives you should be able to see their connection to the project objective and understand how they will lead to the project objective being achieved.

Similarly, there should be a logical connection between the intermediate objectives and activities. An intermediate objective should be seen as the results of an activity. For example, an intermediate objective might be '30 people have more knowledge about their union rights' rather than '30 people have completed a training course about union rights'.

The LFA method also helps you prevent a common project-related mistake, namely the sometimes tricky differentiation between activities and objectives. Activities are always a means to an end – they cannot be an objective in themselves.

Achieving the objectives – indicators

When determining your project objectives and intermediate objectives, you also need to agree upon how you will monitor and be able to see how well you are achieving the objectives. (Step 7 in the LFA). By establishing specific factors that you can monitor and measure throughout the course of the project – known as indicators – it will be easier for you to determine whether the objectives will be achieved or not. In other words, indicators are measurable signs that indicate whether the objectives have been achieved. They can be quantitative, i.e. demonstrated using figures and statistics. They can also be qualitative and defined using 'soft' data, like the participants' experiences due to them having improved their knowledge or their self esteem, or examples of how the participants have acted after completing a training course.

By monitoring the indicators throughout the course of the project you can see whether the project is on the right track. The indicators must therefore be both quantifiable and verifiable (provable). They must also be clearly linked to the indicators in the programme to which your project belongs, so your project monitoring provides the necessary information for your subsequent report about how your project has contributed to achieving the objectives at programme level. In other words, the indicators are important sources of information for your project reporting and if they have not been monitored properly throughout the project then knowing whether the project has

achieved its objectives or not could be difficult. So remember to monitor and document everything as you go along!

Preferably use both quantitative and qualitative indicators as evidence that you are achieving the objectives. But limit the volume and select a few indicators for each objective. You can of course spend time looking for all sorts of evidence that an objective or intermediate objective has been achieved, but collecting the evidence must be a realistic workload.

4.4 SMART OBJECTIVES

A common mistake during project planning is not defining the objective clearly enough, which makes it difficult to monitor and measure. Your work will be easier if the project objective is so clearly defined that there is very little room for interpretation and so realistic that it can be achieved within the bounds of the project. One tool you can use for getting your objective and indicator definitions right is the SMART method.

SMART is an acronym for:
Specific
Measurable
Acceptable/Adopted
Realistic
Timebound

In other words, the project objective and intermediate objectives should be clearly defined (specific) and you should be able to demonstrate that they have be achieved (measurable). Everyone in the project team also has to agree on the objective/objectives (accepted/adopted). Given what you know about the circumstances, you also know what can reasonably be achieved (realistic) and when it should be completed (temporary).

Discuss the objectives and intermediate objectives you have chosen to focus on. If it transpires that any of the objectives are not SMART, you need to redefine them.

In the chapter about the LFA towards the end of this handbook, there is an example of a SMART-ly defined objective and example indicators.

4.5 THE PALME CENTER'S POLICY ISSUES DURING PLANNING

The analysis of gender equality, environment and climate, anti-corruption and conflict sensitivity (and HIV/AIDS if applicable) in your project country is preferably carried out by the partners in cooperation and forms part of the 'social and contextual analysis' in the Palme Center application (step 1 of the LFA). The social and contextual analysis should describe the situation in the country/county/municipality where the project will implemented.

Plan for gender equality

All projects that are run using funds from the Palme Center should contain a gender equality component with a thorough gender equality and power balance analysis. Below are a few supporting questions that you can use during your project planning to increase gender equality and reduce discrimination:

- What is the situation like in the area in which the project will be run, with regard to gender equality and discrimination (what does the

power balance look like between men and women, which groups are discriminated)? Reflect on who/which people identified the problem that the project will work with.

- What expertise on gender equality and non-discrimination work is there in your organisation as well as the partner organisation?

- Does the project target any groups that are discriminated? Which and why?

- How can we ensure that men and women are equally involved in the design of the project?

- How can we ensure that men and women are equally involved in the implementation of the project? What obstacles are there for women's participation today and how can these be dealt with?

- How can we ensure that the discriminated group is involved in the design of the project?

- Have you analysed whether there is any possible opposition to women/the discriminated group being involved in or influencing the project?

- Has anything specific been done to help women/the discriminated group be involved in various decisions?

- Does the project help empower of the discriminated group? This empowerment could be within the organisation or the local community.

Part of the project goal is usually about the partner organisation itself becoming more gender equal. For example, the partner organisation adopts a gender equality policy, more women are given decision-making roles and the organisation recruits more female members.

Providing a description of how they intend to become more gender equal is compulsory for cooperation parties/organisations running PAO projects.

What challenges have you identified with regard to achieving gender equality in your party? Describe how the project will contribute to increasing female participation and influence in the party/organisation and how you will work with gender equality and non-discrimination in the project.

The Palme Center's method manual for gender equality is a support tool for putting our fundamental values into practice. The manual can be downloaded from the Palme Center's website or a printed copy can be ordered.

Plan for a sustainable environment and a sustainable climate

Analysing the project from a climate and environmental perspective serves two purposes: firstly to identify possible environmental connections that may not be noticed unless you focus on them specifically, and secondly to ensure that the planned operations will not have any negative impacts on the environment. Including climate and environmental issues in the project is about finding ways for more people to contribute to the objectives of fair and globally sustainable development. All project applications should answer questions about which environmental problems affect the target group and project, describe how the project could impact the environment and explain how any negative impacts can be minimised.

- Which environmental problems are the most critical for the residents in the area where the project is taking place? How can these issues be included in the project?

- What knowledge do we and our partner organisations have about climat impact and pollution?

- What impact will the project's activities have on the environment and how can we deal with this?

- Can the project be used to educate the target group about their rights and to strengthen their opportunities to deal with issues about the environment/environmental problems and natural resources?

- How much awareness of climate change and its consequences is there in the project area?

- Is the project's target group affected directly or indirectly by climate change and pollution?

- Is there a risk that environmental impact and climate change could affect the project's implementation and results?

Plan for anti-corruption

Countries in which the government and governmental departments and agencies are weak, governance is undemocratic and civil society is undeveloped have the highest risk of corruption. Furthermore, underdeveloped democratic institutions and a lack of democratic culture are instrumental in enabling the spread of corruption. Corruption undermines good societal governance and prevents the efficient use of resources, resulting in a destructive downward spiral. We feel that anti-corruption work is necessary for strengthening democracy and increasing transparency. The Palme Center's operations are run in contexts that generally have a high risk of corruption. If we adopt a zero tolerance policy on corruption this could, in the short term and in individual cases, lead to problems like delays or difficulties for the project. When comparing the damage that corruption causes - in society, for organisations and for individuals - within the project groups, you need to discuss whether they are consequences you are prepared to accept.

- To what extent do people living in poverty have an opportunity to demand accountability from the government or decision makers/ those in power at other levels of society (e.g. workplaces)?

- How much corruption is there in the country?

- Can the project be used to promote increased civilian accountability with regard to corruption issues?

- Is there a risk that a zero tolerance policy on corruption could affect the project's implementation and results? How can the project be planned to counteract that?

- Differentiate between corruption in society and the risk of corruption internally within the project. In the risk analysis you will describe how you deal with corruption in your own projects and organisations, and that forms part of the project application.

The Palme Center's 'Corruption - an obstacle to development' contains tools for internal corruption prevention work. Also on our website is the Palme Center's corruption risk classification table for the various countries. It is updated every year.

Plan from a conflict perspective

By this we mean that firstly we must ensure that our efforts do not aggravate an armed conflict or strengthen destructive parties, and that secondly we must use peacebuilding techniques. The Palme Center's development work is often carried out in areas where there are conflicts between groups. If conflicts are not dealt with and remain unresolved they can grow, become increasingly hostile and be harmful to everyone involved and even to a lot of people who are not involved and are already vulnerable.

In a conflict zone, somehow or another the project will affect the conflict and the conflict will affect the project.

The Palme Center's core operation, to organise and provide people with the tools for change, is about developing sustainable societal institutions that can deal with social conflicts without resorting to violence. It is important to remember that we are constantly getting involved in conflicts because the purpose of our development work is to change, highlight injustices and redistribute power. When people get organised and come together to demand their rights, there will be others resist these changes. Development and conflict are related, but conflicts should be resolved or dealt with constructively, without violence. It is the violent and armed conflicts that are problematic.

Our work must therefore always be *conflict sensitive.*

In order to minimise the risk of our impact being negative it is important that we are prepared. We need to know what the conflict is about and which parties are involved in it, and we need to learn about their interests and fears. Can the project in any way help to resolve or prevent conflicts?

- Describe which conflict(s) there is/are in the area where the project will be run and describe the way in which they have been taken into account in the project planning.

- Is the project's target group affected directly or indirectly by the conflict?

- What are the factors that unite the people in the region? Can the project contribute to a peaceful coexistence?

- What impact can the project have on the conflict and how can the project help to minimise the negative impacts of the conflict?

Plan to reduce the spread of HIV/AIDS

Carrying out an HIV/AIDS analysis is not compulsory since circumstances vary considerably in different parts of the world in terms of the spread of the disease, the level of knowledge and access to inhibitor drugs. If HIV/AIDS is relevant for your project, here are a few supporting questions you can use in your planning.

- How much awareness of HIV/AIDS is there in the project area?

- How can the project help increase this awareness?

- How is HIV spread in the area in question?

- What knowledge do we and our partner organisations have about HIV/AIDS?

- How can we help strengthen the human rights for those who are HIV positive?

- Is the project's target group directly or indirectly affected by HIV/AIDS?

- Is there a risk that HIV/AIDS could affect the project's implementation and results?

The Palme Center's method manual about HIV/ AIDS can be downloaded from our website or a printed copy can be ordered.

4.6 PLAN FOR SUSTAINABILITY AND ORGANISATIONAL DEVELOPMENT

The Palme Center endeavours to contribute to long term change through project funding. Project cooperation can last anything from a couple of years to decades, but the objective is always to contribute to lasting results, for the target groups and for the organisations. Since projects are by definition temporary forms of cooperation, this may seem contradictory. But throughout the project it is important to always be thinking about sustainability. Sustainability means institutionalising the project's achievements within the social movements, the party, the organisation or local authorities in such a way that cannot be reversed. It might mean a range of different things, such as an educational institution for new members continuing to operate within the party or a network of popular education organisations in a particular country uniting over demands for local funding. Taking sustainability and durability into consideration means thinking strategically, allocating scope within the cooperation project for to reconsider plans, and rethinking things with the objective in mind.

More importantly, it is *the changes* that the programme or project have contributed to that need to be sustainable in the long term. In other words, the project's specific activities need not necessarily continue after the project ends, but if they are important for achieving the objective then, during the planning phase before the project starts, you should discuss how the partner organisation could, for example, continue attracting the target group to training courses once the project has come to an end, how you can continue to employ a training coordinator within the organisation when the person's salary is no

longer paid for by the Swedish member organisation and so on. It is usually the strength of the organisation that ensures durability, being able to go on fighting for their objectives with increasing force, once the project has come to an end. In which case it is specifically the capacity of the organisation that is in focus for the project.

Collectively think about the following: What results do the partner organisations feel are most important to maintain and further develop?

What can you do to maintain and further develop the identified results?

What resources are there? What additional resources are needed? What other possible sources of funding can be identified? What type of capacity is required locally to ensure sustainability of the results? What capacity is there in the local partnerorganisation? What needs strengthening? What can the Palme Center do to facilitate sustainable results?

4.7 ASSESSING RISKS AND CARRYING OUT A RISK ANALYSIS

We define risk as the *probability of an incident occurring that impacts our operations in a negative way*. There could be risks that impact the organisations, the project's activities and the possibility of achieving the project objective.

Having a well-developed strategy for risk management means that you are working preventatively and are well prepared should anything happen to impact operations in an undesirable way. Before planning for the project is fully completed, you must therefore carry out a risk analysis. When the project groups carry out a risk analysis, you determine the extent to which there is a risk that the project will be unable to achieve its set objectives as a result of internal or external circumstances, i.e. discuss the things that could possibly prevent or restrict implementation of the project. The results of these discussions and how you categorise the risks and what the plans for dealing with the risks look like should be submitted in the project application under the heading "risk matrix". The risks should then be monitored throughout the project's implementation and the risk matrix should show up again in the project reports.

How do you carry out a risk analysis?

The easiest way is to do it in the form of brainstorming with the project team, where you explore various risks. You can either do this individually in your respective project groups and compare your results to determine what your common risk matrix will look like or you could brainstorm together.

Every risk analysis consists of - basically - four different steps: First you need to *identify* the risks. After that you discuss what *consequences* there would be for the organisation or project if the risk should occur. The third step consists of you jointly assessing the *probability* of a risk occurring. The final step is to draw up a *plan of action* for what you should do if the risk occurs.

The number of risks that will be identified cannot of course be determined in advance, but if you end up with less than five identified risks then you have probably positioned yourselves on too much of a general level. If you identify 100 risks then you have in all likelihood been too detailed. Normally a risk analysis for a project contains about 10 risks.

A fundamental distinction is usually made between external and internal risks. External risks are those which the project teams have no control over (the political situation in the country, authorities' attitudes and so on). Internal risks are those which can obstruct the project from within, such as exceeding the budget, conflicts within the project team or people leaving the organisation. Both external and internal risks should be taken into account in the risk analysis.

If you think it helps, you can go through different types of risk and discuss how things are in your organisations and project teams:

Disasters (examples): Drought, war breaking out in the country or region.

Financial risks (examples): Major change in exchange rate, bank goes bankrupt, corruption. Break-in or theft at the office.

Staff risks (examples): The project manager does not work full time with the project. The members of the project group are torn between different projects or other duties. Someone has more than one role in the project. Internal disputes. Illness.

Legal risks (examples): Registration of organisations. Difficulties being granted various permits.

Security risks (examples): The authorities confiscate the project/organisation's material. The project's activities are being monitored by the authorities. The project's computers have no anti-virus protection.

Organisational risks (examples): Lack of support from the management and board, certain skills are lacking in the project teams/organisations.

Note that the risk of corruption in the project should always be included and assessed.

In steps two and three, you should evaluate the various risks that were identified in the first step. This is when the group should assess the probability and consequences of the various risks. For each of the identified risks, the group should jointly (here it is important that you agree and reach a consensus) assess the probability of the risk occurring. If the risk should occur, regardless how probable it is, how much of an impact would it have on operations.

Please go to page 66 for templates for calculating the risk factor.

What isn't a risk in your risk matrix?

Bear in mind that events that can occur in the country or area, but do not have direct consequences for the project's ability to achieve its objectives, are not relevant for inclusion in your risk matrix. Nor is it the case that everything that prevents us from achieving our objectives is a risk. The difficulties the project group is already aware of should be part of the social and contextual analysis and problem definition in the application, not part of the risk matrix. You might conclude that there is a risk that certain individuals in the target group cannot participate in activities due to language barriers. So you may have to budget for an interpreter and the adaptation of material and training courses. Changing power structures will also always meet with resistance, and this predictable resistance should of course influence how you plan the project. For the resistance to be categorised as a risk, it should

be worse and more serious than what you could have predicted, or come from an unexpected direction.

Plan of action or adjusting the project plan

Normally we cannot work with all of the risks, but rather we must prioritise the most serious risks. Select those risks that are overall most likely and would have the greatest impact on achieving the project's objectives.

Once you have selected the risks to be processed, you may have to re-plan the project slightly or choose another route to eliminate or minimise the risks. That way the risks can be prevented and dealt with.

It is a good idea to start with the following questions when deciding what to do:
- Can we do anything to minimise the probability of the risk occurring?
- Can we do anything to minimise or lessen the consequences?
- Can we deal with the consequences?
- Can we accept the risks?
- Do the risks require us to revise the objectives and activities?

4.8 PLANNING FOR MONITORING THE PROJECT RESULTS

In order to determine whether the project is moving in the right direction as things progress it is important that, as early as during the planning phase, you decide how you are going to monitor the project throughout the year and assign responsibility for monitoring different stages to various individuals. If you are planning the project according to the LFA method, then in step 7 – indicators of objective fulfilment – you will have established measurable indicators for determining how the project is progressing. These indicators should be regularly monitored throughout the project.

Be in agreement with your partner organisation at an early stage about how you are going to stay in touch, as well as which reports will be sent and when. This should be stated both in the project application and in the contract with the partner organisation. Monitoring can be carried

out in the form of verbal and written communication, reporting or visits. It is a good idea to keep a project journal. Accumulating positive and negative experiences, minor changes and impressions allows you to gain a better picture later on of what has been achieved over time.

Bear in mind that monitoring sometimes requires new activities in the project plan. It takes time, requires staff and therefore a budget, for example, to draw up a questionnaire and organise the dispatch of questionnaires, or to hold interviews with the target group and subsequently analyse the results. So remember to make sure that your monitoring activities are also included in the activity plan and that someone is assigned responsibility for their implementation. That way the project group can continually monitor the results and see if they are on the right track.

A monitoring plan does not have to be particularly complicated. On the next page is an example of a simple plan.

Baseline situation prior to the cooperation

In order to be able to monitor the project's results at a later date, you must have information about the baseline situation. What was the situation like before we began? If, for example, a project aims to strengthen an organisation, we might want to know how many members the organisation has when the project begins. If we do not know that, it is difficult to say whether the fact that organisation has gained new members is due to the project. One suggestion is to use information that the partner organisation has already compiled. If, for example, the party already has statistics about its membership base then establishing the baseline situation will not require too many resources. The same applies if you wanted to find out if the party's members feel that the internal democracy is working well before the project begins. You may have to allocate resources in the project application for 'before and after interviews' with the target group?

Information about the partner organisation in the *organisational description 1 & 2* form is important to the baseline situation in organisation reinforcement projects.

Monitoring plan

Objective	Indicators	How to monitor	When to monitor	Who monitors
The target groups have increased their knowledge and their ability to run rights-based actions and there are more public awareness campaigns.	The percentage of people who have received training in the project say that their knowledge and their ability to act and achieve the desired change has increased.	Through evaluation questionnaires and group discussions. Question: Has your knowledge and ability to act and achieve the desired change increased as a result of this training course? If yes, describe how.	Evaluation questionnaire for attendees after completed study circle. Final group discussion within the circle. Group discussion with the circle leaders at final seminar.	The circle leaders and the project coordinator.

5. FINANCES IN ORDER

Muris Spahic with colleagues from Bosnian metal workers association, FFA.
Photo: Aida Burnett-Cargill.

This chapter contains information about the specific requirements and rules that apply to projects financed by the Palme Center. All of the forms you need can be found on the Palme Center's website. We occasionally update the forms, so make a habit of always downloading them from the website so you have the latest version. There is also a more detailed FAQ section on the website.

5.1 BUDGETING AND BUDGET MONITORING

It is of course difficult to know in advance just how much the project will cost. However, a reasonable estimate of costs and revenues must be carried out before the application is submitted to the Palme Center. Preparing a budget is also one of the steps in the project planning. Remember that there must be clear ties between activities and the budget. In other words, if an activity in the project is a seminar, all costs that can be attributed to the seminar should also be in the budget (flights, hotel, food, other transportation costs, costs of renting premises, etc.). The budget should be prepared in Swedish kronor (SEK), as the project contract will be in Swedish kronor (SEK).

Costs for operations in Sweden should always be a minor proportion of the budget and operations in the project country should always be prioritised. All Swedish costs, such as travel, should be explained and clarified.

Budget items

Examples of costs (budget items) that may arise in a project are: food and accommodation for seminars and courses, venue rental for seminars and courses, fees for lecturers, travel costs for participants and project management, costs for interpretation/translation, purchase of materials and administration costs for activities.

And do not forget to budget for monitoring and evaluation activities, as well as for a project audit. Read more about audits in chapter 5.4.

Always use the Palme Center's budget form when planning your budget. There are instructions for the budget form explaining each budget item and what it may and may not include. For example, expert fees will not be paid to members of the project team and the Palme Center cannot reimburse for loss of earnings.

If the project is extensive and requires a lot of time from one individual, then in some cases it may be possible to include costs for project management in the budget. The rules vary depending on whether the project management relates to the local organisation or the Swedish organisation.

Division of costs

The Palme Center requires a division of costs to be carried out between the project costs incurred by the organisation in Sweden and the money forwarded to your partner organisation. This division provides an overview of what portion of the funds is actually being used in the partner countries.

This means that you need to plan the project budget in close collaboration with your partner organisation and estimate the costs together, as well as agree on the allocation of budgetary responsibility and the amount of money to be forwarded.

If you are unsure of cost levels in the partner country, you can contact the Palme Center's programme manager and they can help you carry out an assessment of the budgeted costs.

Project management for the local organisation

The project can finance a local project manager in the partner country. This person should primarily work with implementing the project's operations. Costs for project management must be explained in the application and be reasonable. The Palme Center will want to know what proportion of a person's working hours will be spent on the

project. Will it be full time for a certain period of the year or perhaps part time for the entire year? What is the cost of a monthly salary for a full time employee of the partner organisation and how much should the project contribute? Your partner organisation can also receive reimbursement for other functions, besides a project manager, that are important for the project, such as a financial manager. The size of the project management item is assessed for each individual case and the costs must always be reasonable in relation to the scope of the project and the project manager's or the financial manager's work input.

Project management for the Swedish organisation

If a project manager or financial manager runs a project during his or her working hours within the Swedish project organisation then you can invoice the project for part of the related salary costs. These costs should also be included in the budget. You can only budget for costs for the project manager and/or financial manager, not for other members of the project team. In addition, the total sum for this may not amount to more than 10 percent of the project's overall budget.

Remember that salaries and other remuneration must be paid in accordance with tax and salary legislation for the country in question.

Administration costs

In order to successfully run a project, there are a number of peripheral costs. This might include costs for telephone, postage or office rental. It is these costs that we refer to as 'administration'. There are two types of administration costs in a project: project administration and administration grants.

Project administration is any administration work that you can clearly demonstrate relates to the project. You should be able to calculate and include these costs in your project's budget. What is the cost, for example, of an extra telephone subscription for a year? And what are the estimated postage costs per year? At the end of the year, these costs must be verified by supporting documents. A verification might be an invoice, receipt or rental contract, for example. It is

important to remember that when budgeting for project administration, you can only include the administration for Sida-financed operations. If, for example, one of the project's activities, such as a summer school for teenage girls, would have been paid for entirely by you, the Swedish organisation, or by your local cooperation partner, then the administration for this activity cannot be included in the budget.

So what is an administration grant? It is a routine sum comprising 3 percent of the funds granted by Sida. There are going to be administrative costs incurred by staff who spend some of their time working on the project, but calculating how much of their office costs, such as photocopying, office space and telephones, specifically relate to the project is not feasible. So the administration grant compensates your Swedish project organisation for any costs that are not tied to the project. All projects financed with CSO funds receive administration grants. But you cannot receive one for projects financed with PAO funds.

Expert participation

In conjunction with various types of training and knowledge exchange there may be reason to retain individuals with specialist expertise. This may, for example, be useful when training study circle leaders or for courses in negotiation techniques. Local experts should to be retained as far as possible. If you apply for funds for this you must state who it is for, what he or she will be doing and how much time the expert will spend on the project. Also explain why you need an expert and that the expertise is not available in the country or area in which the project is being run. Preferably describe the expert's skills and previous experience in the subject. The expert participation item should be included in the project budget and explained in the budget template and partly in the narrative part of the application, under the heading 'Budget'.

Capital goods

By capital goods we mean 'durable goods', in other words anything other than consumables such as books, notepads or pens. Capital goods could be furniture, computers, printers, flip charts,

cameras or vehicles. Purchasing this type of thing for the project can be permitted, but it must be approved in advance by the Palme Center. When applying, you must also provide a detailed justification for why it is required in order to achieve the project's objective. Can the objective be achieve without purchasing the material?

When capital goods are purchased, you must sign a separate contract between yourselves and your partner organisation to regulate the ownership. Capital goods with an acquisition value greater than SEK 10,000 should be depreciated in accordance with the legislation of the country in which the goods are purchased and recorded. Depreciation is the reallocation of the costs of an asset over its useful life span. In cases where the capital goods item is still of value at the end of the project, the goods should be either sold and the proceeds repaid to the Palme Center, or the future ownership of the goods should be regulated in a new contract in consultation with the Palme Center. You must also establish a plan for how the project will use the capital goods before you purchase them.

5.2 BUDGET MONITORING

The project's costs should be monitored on a regular basis. One piece of advice is to do this monthly or after each activity is completed. That way you avoid sitting there trying to sort out your finances afterwards, as it is even harder since you might have have trouble remembering. There are no requirements on using accounting software, an Excel sheet or hand-written is fine. However, there may be other regulations requiring organisations in certain countries to perform, for example, double-entry bookkeeping, but the Palme Center has no such requirements. If you notice that you have budgeted incorrectly, or something unexpected happens and affects the project costs, you can ask to redistribute your budget. There is more information about his in chapter 5.6.

5.3 FINANCIAL REPORTS

A project must provide financial reports for each project year, i.e. 1 January to 31 December. A comprehensive financial report consists of:

• The 'expenditure specification' form, signed by

both the auditor and the company signatory.
• The 'Accounts in Swedish kronor' and 'Accounts in local currency' forms.
• Auditor's report
• Management letters and any management responses

When reporting, you should always 'mirror' the approved budget and use the same headings that were in the budget that was approved by the Palme Center at the start of the fiscal year. The applicable budget is appendix 1 of the project contract. The exception being if you have made adjustments during the financial year. In which case you will have received a copy of the budget and it will be this version that your report should 'mirror'. In order to keep to the time schedule and produce high quality reports, planning, good communication and regular monitoring of the project throughout the year is essential. Remember that finalising the report often takes longer than expected.

Reporting in two stages

The local partner organisation prepares their financial report which is audited and approved by an auditor in the partner country. The accounts are then sent to the Swedish project organisation. In order to allow the relevant organisation in Sweden enough time to review the accounts and forward them to their auditor in Sweden, they must be submitted no later than 1 February following the end of that fiscal year.

Source documents, i.e. the supporting documentation for the financial report – receipts, invoices, etc., are not normally sent to Sweden, but are kept by the partner organisation. Note that the source documents should be kept for ten years. However, the audit documents (see point 5.4 below) should be attached to the accounts that you send to the Swedish organisation.

The Swedish organisation's financial report for the Palme Center must be submitted no later than 1 March each year.

5.4 AUDITS, MANAGEMENT LETTERS AND MANAGEMENT RESPONSE

To audit is to critically review, assess and comment

6. Apart from pre-studies below SEK 100,000 which do not have to be audited.

on your accounts and those of your partner organisation. The term audit could also include reviewing whether operations are being run efficiently and achieving the objectives. All projects[6], regardless of the amount, must be audited in connected with the financial report. The audit must be carried out by a qualified auditor once a year. The auditor should also be independent of your organisation and your partner organisation in order to guarantee that the audit is impartial towards you and your client. This is an important part of the Palme Center's financial management and control system. The Palme Center needs to ensure that the audit can be carried out in accordance with international standards, which is not always the case in some partner countries, and we therefore have contracts with local auditing firms in almost all of our partner countries.

When auditing the yearly report, the Palme Center's audit instructions should be used. You will find them on our website.

Management letters and management response

A management letter is another type of audit report that is more free-form. It might contain a description of the observations the auditor has made and recommended actions that the auditor feels are warranted in order to correct any possible weaknesses. Even if the auditor only reviews the project, a management response often provides valuable information about how the entire financial management system is working for the project organisation or organisations. A management response is the organisation's answer to a management letter. If the auditor was to recommend that you change something in your administration, then the Palme Center wants to know what you think and how you plan to fix it.

5.5 COST EFFICIENCY

Cost efficiency is a measure of a project's ability to achieve its objectives through the best possible use of its resources. There are many ways to be cost efficient. One way is to choose affordable goods and services and to compare prices. Good planning usually means lower prices: a flight that is booked late can cost twice as much as the same trip booked early. However, it is also about achieving results in the project for a reasonable cost. If a project does not achieve its objectives then it cannot be considered cost efficient, even if the project's activities were inexpensive. In other words, it is important that the project's costs are relative to what you think you will achieve, as well as how many and which people the project is targeted at. When the programme managers at the Palme Center assess cost effectiveness, they look at things like whether the activity's costs are justified by the expected results. A general guideline is that the fewer people there are in a target group, the more important it is that these people are or have the potential to become central agents of change in their environment.

You should carry out cost efficiency assessments both during the project's planning phase and after the project has come to an end. During the planning phase the project groups can assess various ways of achieving a particular result. Questions you could ask are:

Which method requires the least resources to achieve the desired objective?

Are all of the activities necessary to achieve the objective?

Are we reaching enough people?

Is it better to educate a few people who can educate others?

An explanation of the budget can be written in both the financial template and the project application's chapter on budgets. For example, why you choose to hold seminars in a remote region entailing expensive travel expenses, instead of more seminars closer to the capital.

Once the project has been implemented, it is assessed to see how well the project's objective has been achieved and at what cost. Are the costs reasonable in relation to the achieved objective? Could we have achieved our objectives better by using the same resources differently? That way the lessons learned can be used for future projects.

5.6 MANAGING THE FINANCES IN THE PROJECT TEAM

The following is particularly aimed at the people responsible for managing the finances in the project groups, both in Sweden and in the partner country.

Separate bank account

According to Sida's regulations, the Swedish organisation should keep the project funds in a separate bank account. This bank account should be co-signed by at least two people. Under no circumstances may revenues and expenses for the development cooperation be integrated with the Swedish project organisation's other operations. The local partner organisation should hold the project funds in a bank account, but the Palme Center strongly recommends that a separate account be opened here as well. This is because not having a separate account for a project complicates accounting and auditing as well as the calculation of interest received by the project.

Interest rates

Interest on Sida funds should be specified and be included in the financial report you submit to the Palme Center. You do not need to repay any interest to the Palme Center for ongoing projects, instead any interest is used in the project. But when the contract period comes to an end, accrued interest that is not used for Sida-funded operations is repaid to the Palme Center. For PAO contracts all interest should be repaid regardless of amount, but for CSO contracts you do not have to repay interest if it amounts to less than SEK 500.

Procurement of goods and services

You may have to prepare a procurement tender for major purchases of goods or services for the project. If so, all procurement tenders should follow to the Palme Center's tender procurement regulations. That is also where you will find information about applicable amounts and limits. If you procure goods and services for about SEK 75,000 you must carry out a price comparison and if the amount is more than about SEK 280,000 you must carry out a proper tender procurement process.

The Palme Center's tender procurement regulations can be found on our website.

If you do not use all of the funds

Project funds that are not used during the course of the year cannot automatically be rolled over to the following fiscal year. A written clarification and a new activity plan for the following year must first be approved by your programme manager at the Palme Center. Contact your programme manager as soon as possible if you notice that you will not be using your entire grant. If you do this in good time, funds that have not been used can then be redirected to other projects and we avoid having to return them to Sida.

If you need to make changes to your budget

As we have outlined the budget in the project contract, all major changes to the agreed budget must also be approved by the Palme Center. By major change we mean a change that is greater than 10 percent of the project's overall budget. If this is the case, contact your programme manager and explain why you wish to make the change.

Supporting documentation and receipts

There should always be supporting documentation (i.e. invoices and receipts) for the project's expenses. For cash payments where there is no invoice or receipt, you can write a one yourself. Make a habit of always bringing a receipt book. It is important that receipts are signed by both the purchaser and the seller and that the date and purpose are specified. All financial supporting documentation and other documentation relating to the project should be kept for ten years after the last payment has been made. This is because the Palme Center and Sida have the right to request and review project documentation for the seven years following the end of a project.

Encourage a formal economy

The informal sector, or what we colloquially refer to as the black market, is extensive and widespread in many of the countries in which the Palme Center and our member organisations operate. There is substantial evidence that the informal sector obstructs development. One example is taxes. If a country does not collect taxes, then there will be no political opportunities for fair distribution of a society's resources. So it is important that the Palme Center's projects encourage a formal economy and we try to help 'formalise the informal economy'. This can be on both a small and a large scale. Remember, for example, that expert fees cannot be paid to members of the project group and that all salaries and remuneration must be paid in accordance with salary and tax legislation for the country in question.

6. THE COOPERATION IN PRACTICE:
Project implementation and monitoring

The Yalo Institute cooperates with ABF Södra Småland in a gender equality project in Nablus, Palestine.
Photo: Yalo Institute.

Once the application has been approved and the contracts are signed, operations can begin. During the course of the project, the project team usually travels to the partner country on a number of occasions. Meetings in other countries might be planned too, or seminars, knowledge exchange and study visits to Sweden for the partner organisation.

6.1 MUTUAL TRUST IN THE PARTNERSHIP

In our experience, the best projects are those in which a human rights perspective permeates our organisations' leadership and values, and the partnership between the partner organisations is characterised by *non-discrimination, participation, accountability and transparency.*

It is important that you maintain a good level of contact between you and the partner organisation throughout the project, even if you run into difficulty or face setbacks. Making it clear, at an early stage, that you are prepared to discuss and help resolve potential problems and setbacks – to ensure the project is as successful as possible – increases trust and thereby the likelihood that you will be able to discuss even the most difficult issues.

If you are not meticulous about contracts and agreements, this sends signals that following rules is unnecessary.

You must strike a balance between trust and local responsibility for the project on the one hand and a need for control on the other. It can be difficult but you must remember that the Swedish organisation not only has a right, but also an obligation, to ensure that everything relating to the project is in order. A good approach is to not be suspicious but to always be observant. If you detect signs of irregularities in the project you should immediately contact the relevant programme manager at the Palme Center to discuss the matter.

6.2 THE IMPORTANT DOCUMENTATION

As previously mentioned it is important that, before you begin, you and the partner organisation agree on how you will be preparing the project's reports. This should be stated both in the project application and in the contract with the partner organisation.

In order to easily monitor the progress of the project work and to make future reporting easier, we recommend that you save everything relating to the project in a shared folder that everyone in the project team has access to.

In this folder you can store reports from pre-study trips, project trips and visits. All important documentation should also be stored in the folder, for example, the original application, budget and approval letter from the Palme Center, contracts as well as interim and final reports. Important correspondence between the organisations is also among the documentation that should be saved. If Swedish experts have been retained, documentation such as CVs and information about the consultant's expertise and experience is required. If Sida selects the project for a random audit, they will go through the documentation and sometimes also evaluate the project on location.

It is a good idea to keep a project logbook. Accumulating positive and negative experiences, minor changes and impressions allows you to gain a better picture later on of what has been achieved over time.

6.3 VISITING THE PROJECT ON LOCATION

The project's activities often involve travel for the various project teams, for example, to give lectures in connection with seminars or for field trips. Other trips might be more focused on monitoring the project, to check on progress. It might also be the case that you must travel to a networking meeting for a programme or for some form of knowledge exchange. These objectives can often be combined. It is important that, prior to each trip, you discuss the purpose of the trip and who should travel.

When the Swedish project team visits partners, aside from checking the progress of the project with local project management, it can also be a good idea to meet the organisation's board, administrators and project auditor, as well as visit field operations.

Most important is the opportunity to discuss activities with the project's target groups and get their views of how things are going. This can require some forward planning: contacting the partner organisation and agreeing upon the objectives for various meetings, who you would like to meet and clarifying which issues you wish to discuss and which they wish to discuss. It goes without saying that during the actual trip you should make sure you meet and hear the opinions of men as well as women, and the Swedish delegation should, of course, include both men and women.

You must also be able to cast a critical eye over the project. Do not just hear the positive things, find out what can be improved too. Ask whether anything has gone better or worse than expected. Take the project application with you as well and compare it with actual progress.

6.4 VISITS TO SWEDEN

Within the bounds of the project, it may be necessary for the partner organisation and/or target group to make field trips, attend seminars or take part in other activities in Sweden.

The programme content should, of course, be relevant for the project's purpose and objectives. It is important that the project teams develop this together, to ensure it is based on the needs and expectations of those taking part.

Remember to arrange all necessary insurance in good time for everyone involved, as well as visas if necessary. Prior to the visit, those travelling should be given as much information as possible about all the practical details, particularly if they are not experienced travellers. Information about flights, hotel transfers, where they will be staying, weather conditions, which costs will be covered by the project and which will not, are a few examples of important advance information for those travelling. Provide examples of living costs, such as the price of a cup of coffee, a meal at a restaurant or a short taxi journey.

6.5 THE PALME CENTER'S CODE OF CONDUCT

The Palme Center's board of directors has adopted a code of conduct for representatives of the Palme Center when travelling or working abroad. It covers anyone working with Palme Center support. The code should be seen as the minimum regulations. If the Palme Center discovers that a person active in a project has behaved in such a way that breaches the code of conduct during a trip, then that person may be forced to leave the project team or, in the worst case scenario, the project may be terminated.

If you are travelling within the bounds of your project, you must remember that you are not travelling as a private individual but as a representative of your organisation and of Sweden. People will associate you with the organisation and with the country. You must remember this even when you are not working. You stand out and people can see you.

Although a delicate matter, it is also your responsibility to deal with any colleagues who behave inappropriately, have alcohol problems, etc.

Before you travel you should go through our code of conduct together with the rest of the project group and discuss it, in order to gain a common understanding.

Some of the central guidelines included in the code of conduct are:

• We may not abuse our position of power. It is not unusual for us to come into contact with people who are or who feel they are dependent on us. Whether or not the person in question truly is dependent on you or simply feels that is the case, you may never abuse your position of power as an international representative in an inappropriate manner. Nor may you use your position of power to favour people in ways they would not otherwise have benefited from.

• Your behaviour and conduct towards other people should be such that it can never be interpreted as you demanding or expecting various services or benefits.

• Sexual relations with people who are or could

be seen as being dependent on you (i.e. involved in the project) are completely inappropriate and should be strictly avoided. Through such relations you risk putting the other party in a situation with negative consequences, both during the project and in the future.

- When it comes to alcohol, we adopt a restrained approach. Project funds may not be used for hospitality expenses involving alcohol.

- Drugs are strictly off limits.

The code of conduct also includes chapters about discrimination, corruption, prostitution, sexual assault and harassment. *Our full code of conduct is available on the Palme Center's website.*

6.6 PROJECT MONITORING

Project monitoring is mainly about keeping track of the project's progress. Constantly keeping your sights on the target and continually evaluating what we are doing improves the everyday routine work. For that reason, it is also important to stay abreast of the general political and social developments in the area. The Palme Center's responsibility is to quality assure all operations and monitor programme results. This means that even programme managers from the Palme Center might visit the project during the course of the work.

What should be monitored

The results of the work can be monitored in the short and the long term and it is by keeping your sights on the target that you will see if you are on track. Intermediate objectives are a way to continually monitor the results of the project work. There may be unexpected positive and negative results of the project that are worth noting.

Finances are monitored to ensure that resources are being used according to the budget and that the administration is working.

The initial risk analysis must be updated and monitored throughout the project period.

Every project is part of a programme and contributes to its results at that level. The Palme Center requires information about the way in which each project contributes to *the programme's objectives*.

You should also monitor the work with the *policy issues*: gender equality, environment and climate, anti-corruption, peace and conflict sensitivity.

As mentioned previously, it is important that you plan how the monitoring will be carried out (a monitoring plan) at an early stage and include it in the contract with the partner organisation.

Monitor the results, finances, risk matrix, your project's contribution to the programme and the Palme Center's policy issues.

Issues to monitor during the course of the project

It is a good idea to always have the project application to hand and go through completed activities and update yourselves about the forthcoming period when meeting partners. The objectives and activities in the application form the basis for your project and you should discuss any possible deviations with the partner organisation. Maintain regular contact about:
- deadlines and budgets for the project,
- how well the administration is working,
- whether the partner organisation needs any particular support,
- keeping up to date about political developments in the area,
- whether the monitoring plan is being implemented.

It is also important to monitor, through strategic discussions about whether the project's objectives will be achieved using the existing plan or whether we have to modify the strategy.

How are issues like gender equality, the environment, conflict sensitivity and anti-corruption dealt with in the project?

Before every yearly report to the Palme Center it is a good idea to discuss any issues raised about the project's completed activities, achieved objectives and things learned. We suggest you follow the monitoring questions in chapter 7.2.

1.
Project application approved

Year 2–4:
Annual reporting approved

2.
Requisition of project funding part 1

3.
Activities and monitoring

4.
Half Year Report and requisition of project funds part 2

5.
Activities and monitoring

6.
(CSO) work plan and preliminary budget for next year

7.
Annual meeting/ network meeting

8.
Annual reporting

Pilot study/ project planning

Application to Palmecenter

The project cycle outlines the most important steps and when they will be carried out.*

Processing impressions and writing monitoring reports

The majority of project-related travel is to countries with a generally volatile security situation or a war-like situation, political oppression or authorities that oppose the partner organisation. It is not uncommon for travel and work in these countries to lead to stress that needs to be dealt with on your return home.

Even trips involving minimal stress may result in a need to discuss the visit before continuing with other work. It is important that the Swedish project organisation has specific procedures for this, which are followed before and after the trip. If something particularly dramatic happens you may even need to talk to a therapist.

After each project trip you should write a report. Travel reports serve several important purposes. They can serve as a support tool for colleagues and other organisations who work with the same type of project. The Palme Center's quality assurance work for the development cooperation is helped tremendously by member organisations' travel reports. Outlining your thoughts in report form makes it

* Important dates for different steps in the project cycle can be found on www.palmecenter.se (for application) and in your project agreement (for reporting).

easier for you to understand and remember the experiences and also makes it easier to monitor the results and prepare reports. Complete the report while your memories are still fresh. The report should to be sent to the Palme Center's programme manager.

Perhaps your monitoring report could be used as the basis for articles about your project in a local newspaper, trade union press or other labour movement publication? There are also good examples of reports written in blog form.

It is a good idea to start to structure the report before you even leave. Think about what information you need in order to report on the project and make it easy to understand for others. We suggest you follow the monitoring questions in chapter 6.6.2. A description of every single visit you made is not necessarily the most important component of a report. Focus instead on the project work: prioritise what was discussed during the trip, any answers to your questions and assessments of operations.

The report should always include the following:
• The date of the trip.
• The project name and project number.
• The purpose of the trip.
• Those travelling.
• A copy of the programme.
• A list of people you met, both at meetings with the project partner and at other meetings.
• Impressions and conclusions from discussions.
• Results, tendencies or noticeable changes resulting from the project.
• Any problems and possible solutions.

6.7 MID-YEAR REPORT

When roughly six months have passed and about half of the planned activities have been carried out, a mid-year report should be submitted to the Palme Center. It should be submitted together with request for funds no. 2 and it is essential for payment of the second half of the year's project funds. Templates for mid-year reports can be found on the Palme Center's website. The mid-year report consists of two parts:
A narrative report (descriptive report) based on the approved application and the results matrix.

A financial report based on the approved project budget.

The main purpose of the mid-year report is to demonstrate that there have not been any major deviations from your activity plan or budget and that everything appears to be going according to plan. It is also an important gauge for the Palme Center and if you are not making use of all the funds, or if you need to make changes to your budget or operations, then this is normally when that is done.

It is not unusual, at some point during the course of the project, for it to transpire that the project plans need revising for various reasons. It might turn out that you are exceeding the budget or that activities have to be cancelled due to unforeseen circumstances. But do not make any changes until you have contacted your programme manager at the Palme Center and had them approved. Changes that have not been substantiated and approved in advance could result in you having to reimburse the grant.

Mid-year reports do not have to be audited.

6.8 PRACTICAL ADVICE FOR TRAVELS

Here are some practical advice for travels:
• Use an interpreter if necessary.
• Take a little extra time to interview people from the target group and maybe take pictures that you can use in your home-based information activities.
• Hire a local professional photographer to get better photos that can be used in printed material, newspapers or published on your website.
• Meet other organisations with similar activities in the country to get a wider perspective.
• Book time with the partner organisation's auditor to discuss the development and to ensure that he / she knows what needs to be reviewed.

Safety advice
The Ministry of Foreign Affairs website www.ud.se provides information about the current security situation in different countries. Here are also links to Swedish embassies abroad that can

provide further information. The British Ministry of Foreign Affairs also has good information on its website: www.fco.gov.uk.

For information on vaccinations and diseases, see www.smittskyddsinstitutet.se.

Before departure you must check that your Swedish organisation has insurance covering your trip. Bring your insurance card from the insurance company. Also, remember to bring your European Health Insurance Card for travel in Europe. The card can be ordered at www.forsakringskassan.se.

Passport and tickets
Take copies of the passport and tickets and keep the copies elsewhere. Always use the hotel's safe box for valuables. To enter some countries, the passport must be valid for six months to come. Check this on the respective Embassy website. The police can issue an extra passport for a person who needs more than one valid passport for his work or for any other reason. It is recommended if you travel to, for example, Israel and Palestine. The applicant must have a verification from his employer explaining why an extra passport is necessary.

Important phone numbers
Program important phone numbers in your mobile phone before departure, such as the phone number to block your credit card if you should lose it, the numbers to some of your contacts and the number to the hotel. Also, write important phone numbers on a paper so that you have them even if you lose your mobile phone, if the battery is disconnected or if the phone stops working for other reasons. Include the phone number for SOS International in Copenhagen, +45 70 10 50 50.

Facebook and other social media
Consider carefully what you are writing, where you check in and what photos you post of yourself and people from the partner organisation. An option is to log out completely from Facebook, not just closing the page.

The traffic
Traffic accidents are the most common cause of injuries and deaths abroad. The risk is increased because driving habits and traffic discipline are different from Sweden. Traffic conditions can be particularly chaotic and dangerous in conflict situations. Therefore, hire local drivers and do not drive yourself. Always wear a seat belt. Tell the driver if you think someone drives too fast and refuse to go with the driver if you feel insecure. Do not go with someone who has been drinking alcohol. Avoid unregistered taxis.

If you are stopped by the police or military
If you are stopped in a checkpoint or a passport control/customs, keep calm and answer only politely on questions. Do not discuss and don't give to much information. Tell, for example, as little as possible about your local partner organisation, and do not express personal opinions about an ongoing conflict.

Robbery
Avoid wearing expensive jewelry and watches. Do not carry other valuables such as computer and camera in a visible way. But if you would still be threatened, keep in mind that money and things are not important, give them what they are asking for. One advice is to always have small cash in your pocket that you can easily afford to lose. Always contact your closest manager directly after a robbery / assault, then the police and if needed a hospital and a Swedish embassy or consulate. Remember that your partner organisation most likely has the best local contacts. Remember to block credit cards and driving licenses if you lose them.

6.9 INFORMATION IN SWEDEN
A very important part of the cooperation between the Palme Center member organisations and partner organisations around the world is our information in Sweden about what we do and why. By highlighting groups and individuals who lack of influence and resources, and inform on how we work together for change, we can increase understanding of global development issues. It is also a way to utilize our own and our partner organisations knowledge and to create an opinion for justice and a better world.

What should we inform about?

Most Swedes are positive to aid against poverty, but they often do not know much about the countries we work in or the content of the projects. Inform about the partner organisation and how they work, about the target group's living conditions and how they want to change their lives. Try to find ways that describe the projects in a vivid manner, preferably by letting individuals who are part of the project's target group have their stories told. Share copies of articles or other information material that you have produced within the project with your project officer at the Palme Center.

Who should we inform?

It is easier to reach people with whom you have a relationship with or who are already interested in international issues. For example, the first category includes members of your own organisation and members of other organisations in the labour movement. It is of course extra important that your own organisation at different levels gets information about the development project. Perhaps the association's membership magazine is interested in making a report or publishing an article you wrote?

How should we inform?

There are many different ways to work with information. Some cost money, such as printed material and exhibits, while others actually do not cost more than time. Writing articles or recording short movie clips for websites and social media is one way. If you can interest the local newspaper or local radio to interview you or your partners, you will reach many people with information. Within your own and affiliated organisation you can offer your participation in meetings and courses.

Contact the Palme Center for more advice. There is also the opportunity to apply for financial support for information efforts through cooperation with the Palme Center.

7. REPORTING AND EVALUATING

Meeting with Tunisian political party, Ettakatol.
Photo: David Isaksson/ Global reporting.

The project reports should be seen as feedback for the project team, target groups, donor organisations and Swedish taxpayers. The reports should also help you ensure that the partner organisation develops and has the necessary tools with which to continue the work without the support of the Swedish organisation.

7.1 THE ANNUAL REPORT TO THE PALME CENTER

Following each year of operations, a project report should be prepared in order to present the results achieved and lessons learned throughout the year. The report is also an important tool for improving the ongoing work - it highlights problems, difficulties and deviations from objectives and plans.

The final date for submitting the annual report (consisting of the narrative report and the financial report) can be found in the agreement. The Palme Center recommends that the Swedish project team and the local partner organisation write the report together.

The report should respond to the application's objectives, intermediate objectives and approved budget. Your project is part of an overall programme and you must therefore also respond to the programme's intermediate objectives that apply to your project. In order to write the report you need the project application, the project's results matrix, the project's risk matrix, the programme's results matrix and any other relevant documentation that you have accumulated over the course of the project, such as travel reports, questionnaire summaries or monitoring reports you have written.

The annual report consists of two parts:
A narative report (descriptive report) based on the approved application and the results matrix.
A revised financial report based on the approved project budget.

At the end of projects lasting several years, the operations report will also refer to issues relating to the entire contract period. Otherwise the same format applies for the financial report and the operations report.

It might be good to know that the narrative report is divided into several sections. Firstly you should outline the project's results and lessons learned. You also have to outline everything you have done and achieved with regard to the Palme Center's policy issues during the year, the lessons you have learned over the past year and how you have dealt with the risks that were identified in the application over the past the year. One section of the operations report relates to feedback and recommendations for the Palme Center. There are also sections in which you should provide statistics for the year's activities and explain any possible deviations from the plans you had at the time of your application. Deviations from the budget should also be commented on and explained in writing.

And finally, you should complete the results matrix which is a summary of the results achieved by the project throughout the year.

For information about procedures for the financial report and the audit, please go to chapter 5.

Every year the Palme Center organises training courses on reporting for our member organisations. The dates for these will be published on the Palme Center's website.

7.2 REPORTING THE RESULTS

Working with democracy, human rights and peace involves development work that takes time. Changes in behaviour, structures and power balances are long-term processes, in addition to being tied to general societal development.

At the same time, together with our partner organisation, we of course have a responsibility to report the results of our operations as best we can to the members of our organisation and to the target groups in the partner country. Swedish taxpayers who are financing the development

cooperation want to know that the money is being well spent, which is why both the Palme Center and Sida must be able to demonstrate how funds are being used. The report is important for you too, as it helps you to establish what works well and what does not, and to constantly improve operations.

As previously mentioned, it is important that you monitor developments throughout the project and assess how the work is progressing. It can be a good idea to, as the final activity for the year, get together and discuss the project's successes and setbacks with your partner organisation and representatives from the target group.

One of the most common follow-up questions we get is what the target group did with their new knowledge and whether the project has led to any positive changes for the target group.

We suggest you use questions to discuss the results, for example:
- What has the project's target group learned from the activities?
- How is the target group using this new-found knowledge?
- Are there visible changes in the target group's behaviour and relationships as a result of the project?
- Did it lead to any changes/improvements for the target group?
- What internal changes has the partner organisation made as a result of the project?
- What evidence is there that these changes were brought about by the project?
- What were the most important processes in generating the changes?
- Is it likely that these changes will be permanent? Why?

When describing whether the project resulted in any changes for the target group, it is a good idea to do this using real-life examples. Did the people in the target group become more active? Did they become members of the organisation, take part in demonstrations, demand their rights by writing protest letters, did they ensure they pushed for social change?

At this stage you should also take a look at the

Prepare and review the project application, the project's results matrix, the project's risk matrix and the programme's matrix when completing your reports.

indicators you initially drew up for the project, i.e. the benchmarks for measuring whether the objectives were achieved.

Try to plan time for a more open discussion about improvements. Here you can ask questions like: What do we need to change? What do we need to do more of? How did things work out with the indicators we initially drew up for the project? Do we need to change the indicators? Add some? Remove some?

7.3 EVALUATIONS AND LESSONS LEARNED

Projects should always be monitored, by monitoring the project's budget to ensure that costs remain within the boundaries and you making

sure you are on track so that the activities being carried out will lead to the changes you want to achieve. But sometimes it may also be necessary to carry out a more extensive evaluation of the cooperation. This evaluation does not necessarily have to be carried out at a specific time. It can be done at any point during the course of the project, at the end of the project or a number of years afterwards.

The Palme Center carries out evaluations for several reasons, but the main reason is to learn from the experiences gained in these projects so that we can improve international development cooperation work. Evaluations can be initiated by one of the cooperation partners, by the Palme Center or by Sida, and are most often carried out by an external evaluator. The Palme Center's ambition is for programme managers – together with member organisations and local organisations – to be involved in formulating questions, voicing their opinions on the choice of methods and participating in data collection and analysis. These types of participatory evaluations are recommended for strengthening the organisations' learning.

The Palme Center has drawn up evaluation guidelines that describe the evaluation process in detail. These can be found on our website.

One important element is detailing the lessons you have learned from the project work and how they will affect your future work as organisations. Within your project teams, reflect on your partnership, transparency, division of responsibilities and efficiency over the year.

For example:
- Were there any particular difficulties you ran into and how did you resolve them?
- How has the communication between your project teams worked throughout the year?
- Have you maintained an open dialogue and made decisions together?
- Is it time to rotate the responsibilities within the project teams?
- How did you work to ensure women were given

as much responsibility as men throughout the year?
- How well did you manage to inform your target group and your organisation about the project, activities and project results?
- How did you work to include the target group and other stakeholders in the planning, implementation and evaluation over the course of the project?

7.4 PROJECT COMPLETION AND LOCAL HAND-OVER

Phasing out the project, which the partner organisations should discuss at the beginning of the project, is an important partnership issue. Responsible phasing out contributes to sustainable results and durability in the partner organisation's operational planning.

The project is intended to contribute to lasting changes for target groups and so the local partner organisation can continue its work.

The purpose of the project should of course be for the partner organisation to develop and have the necessary tools for continuing the work in the long term, as ambassadors of change, without the support of the Swedish organisation.

Before the project comes to an end, it is particularly important that you work strategically so that the results are long term and the organisation remains strong once funding ends. The final year's activity plan should set aside resources specifically for strengthening sustainability and durability, in the results for the target group and of the organisation. In many cases this involves a plan to ensure financial sustainability.

Suggested actions for the final year of the project are:
- To include, within the project, training courses in things like strategic planning and project management.
- To strengthen the partner organisation's knowledge of and ability to apply for funding from local authorities and other organisations, such as the European Union.
- To identify other possible cooperation partners and various potential operations that could generate revenues.

Cooperation between two organisation need not end simply because a specific project is over. Sometimes projects result in other forms of cooperation, such as the twinning of towns between two municipalities or the cooperation partners staying in touch and using each other's knowledge in other contexts.

The Palme Center has a strategy for handing over projects to the local organisation, the Exit strategy for sustainability, which can be downloaded from our website. Make sure you prepare well in advance.

7.5 SOME GOOD ADVICE AND PITFALLS TO AVOID

Here are a few words of advice and examples of problems that the Palme Center's member and partner organisations regularly come across in their projects. Please discuss them and think about how you can work to avoid them:

Learn about working in project form and the challenges involved

It takes time to get acquainted with project-based work and the various elements of the project process. Not taking this particular exercise seriously will lead to problems, usually as early as the application stage and then throughout the process. Even if you have a good understanding of a subject, you still need to constantly refresh your knowledge with the latest information, tools and training.

Plan more

It is all about planning. Remembering important things too late will mean unnecessary extra work, misunderstandings that need resolving and a frustrated project team. Planning should not just be about the development objectives, it also has to include a risk analysis.

Involve more people in the project team. One of the keys to a successful project is having a project team that shares the responsibility.

Clear division of responsibilities

It bears repeating that a whole lot of problems can be avoided by being very clear about the terms of the cooperation and about how the responsibilities will be shared.

Communicate more

Get to know the local area. Lack of knowledge about the country, area and target group's situation can result in culture clashes, communication problems and conflicts due to misunderstandings about each other's circumstances. Without an objective understanding of the situation, there is a risk that during field visits the Swedish organisation will simply follow the local partner organisation's agenda and not make their own assessments.

Finances and reporting

From the very beginning, everyone involved must be made aware of the financial reporting criteria and, even here, there should be a clear division of responsibilities. Inadequate accounting and administration may lead to the project having to be terminated, even if operations are going well otherwise. If the Swedish organisation cannot manage its 'own contribution' in the long term, it could lead to problems for the entire project. Problems can even arise during the hand-over phase if the plan for self-funding has been too optimistic.

Ask someone with experience

Everyone is a rookie at some point and must be given the opportunity to learn. But the project will be easier if at least one person in the group has experience of international solidarity work. You should not be afraid to ask for help or employ someone who can compensate for a lack of knowledge. The most dangerous attitude is 'I can manage', i.e. not respecting the fact that it takes knowledge and experience to understand a problem and thereby find solutions.

HOW TO PLAN WITH THE LFA METHOD

Good planning is essential for successful projects and programmes. It is important to, at an early stage and together with everyone involved in the project (local partner organisations and target groups), determine which problems need resolving, how they will be resolved, what the project's objective is and how it will be monitored. In order to do that the Palme Center recommends using the LFA method.

The LFA (Logical Framework Approach) is a method for goal-oriented planning, analysis, assessment, monitoring and evaluation of projects and programmes and is used in international development cooperation work. The LFA is used in every phase of the project (i.e. during preparation, implementation and evaluation), but the structure is established during the planning phase.

LFA acts as a framework to help you achieve sustainable, lasting results with your project through:
– realistic and clear objectives,
– involving the target group in the design of the project,
– clear connection between the work being carried out within the bounds of the project (activities) and what will be achieved (objectives),
– commitment and responsibility from everyone involved,
– clearly defined roles (division of responsibilities),
– flexibility to adapt processes/project plans in the event of changes,
– capacity to deal with risks.

The basic concept with the LFA method is focusing first on what needs to be achieved with the project (objective), i.e. what changes the target group wishes to see happen. Only when this has been established can you proceed with deciding what needs to be done to achieve that objective.

Plan the LFA workshop

In order for a programme or project to succeed, the planning must be carried out as a participatory process, in which the people who will be affected by the project are also involved in its design. An LFA workshop involves assembling everyone who is relevant to the project and working through the steps that lead to a project plan with them. In order for the method to work, it requires participation, joint responsibility and shared 'ownership' of the project between everyone involved.

If you cannot meet in person, use communication tools like telephone conferencing, for example via Skype. The process will strengthen your relationships and the joint assumption of responsibility, which will provide better conditions for a successful project.

Before a planning workshop can be held, there are two basic boundaries that should be established by you and your partner organisation together.

These are:
1. Who is the project's target group, i.e. who are the people the project is for? For example, 'women in ten villages in region x' or 'employees of the factory in town y'.

2. What kind of problems will the project focus on working with? For example, 'gender equality and women's influence in political processes' or 'organising trade unions in the workplace'.

As projects being operated using funds from the Palme Center are organised into programmes,

THE NINE STEPS OF THE LFA METHOD

THE VARIOUS STEPS OF THE LFA METHOD	BASIC QUESTIONS FOR EACH STEP
1. Social and contextual analysis	What is the situation like in the country/county/municipality where the project will be carried out?
2. Stakeholder analysis	Who will be affected by the project? Who will affect the project? Will some of them be winners and some of them be losers as a result of the project? Will anyone oppose the project?
3. Problem analysis	What problems are there in the area? What is the main problem the project can help resolve? What are the causes of the problem? What are the consequences of the problem?
4. Defining objectives on different levels	What changes do we want to achieve with the project – in the short, medium and long term respectively?
5. Activity plan	What needs to be done to achieve the project's various intermediate objectives?
6. Resource planning	What resources (human and financial) are required to implement the project?
7. Indicators of objective achievement	What can help us measure whether we are on track towards the project objective? How will we, once the project is completed, determine whether we have achieved our objectives?
8. Risk analysis	What risks and threats may prevent us from achieving our objectives? Can we rank the risks ? Can we deal with the risks?
9. Analysis of conditions for objective achievement	What conditions are necessary for the success of the various activities, so that the project objectives are achieved?

the boundaries you set must be in line with the programme and project they will be part of. Objectives have usually already been defined at programme level, so the objectives you define for your project must tie in with the programme's objectives. In other words, it is important that you find out the what the overall objective is where your project will take place. Project objectives and intermediate objectives, on the other hand, should be defined by the applicant organisation together with anyone involved in the project.

The sort of operations, in the form of political and social processes, that the Palme Center supports are not simple and a lot of thought and analysis is therefore required to obtain a clear and solid picture of what needs to be done. So set aside enough time for workshops. The Palme Center recommends two days, where you work with the problem analysis on the first day and with defining objectives on the second day.

One you have completed an LFA workshop you will have a good outline of why and what needs to be done within the bounds of the project/programme. The Swedish project team and the project team in the partner country then progress with developing how the project will be implemented, i.e. detailed planning and the project application to the Palme Center.

The various steps in the LFA method need not necessarily be carried out in numerical order one after the other. Nor is it the case that the steps should be carried out and then be seen as completed. Each step may need to be fine-tuned and adapted during the course of the analysis work, and you often have to hop back and forth between the steps, and not everyone has to necessarily go through or complete every single step.

You may ask yourself why nine different steps are necessary during planning. Although at first glance it might seem like a lot, but you soon realise that each step serves an important purpose. Preparing a good project plan is a process and every single step fills an important function in enabling the project groups to develop a quality assured plan, i.e. a plan that is both relevant and viable, and which leads to a project with sustainable long-term results.

Relevance: Using steps 1–4 of the LFA (social and contextual analysis, problem analysis, stakeholder analysis, objective definition) we can see if we are doing the right things, if the project idea is relevant, i.e. if the project resolves the target group's problem. It is usually these steps that an LFA workshop mainly focuses on.

Viability: Using steps 5-7 of the LFA (activities, resources, measuring objective achievement) we can see that we are doing things in the right way, i.e. if the project is viable. Project viability means achieving the objectives through sufficient and relevant activities (step 5) and sufficient resources (time, staff and budget - step 6). This is measured through continuous monitoring with the help of indicators and verification sources such as questionnaires, interviews, studies, etc. (step 7).

Sustainability/Durability: Using steps 8 and 9 of the LFA (assessment and management of risks, as well as analysis of conditions) we ensure that the project can continue under its own steam without external support, i.e. that it achieves long-term, sustainable results. The project teams must therefore analyse and deal with potential risks (step 8) and have a realistic idea of what other stakeholders can deal with (step 9) in order to achieve a lasting outcome and sustainable results.

The various steps should be carried out at different stages. During an LFA workshop, the stakeholders carry out a problem analysis (step 3). They also then draw up a list of proposed objectives (step 4), develop an preliminary activity plan (step 5) and carry out an initial risk analysis (step 8).

The first step: The social and contextual analysis

Change processes are always contextual. In order to succeed, it is important that you are aware of the context in which the project will take place. The social and contextual analysis describes the general situation, challenges and circumstances in the project area.

A common weakness with social and contextual analyses is that they do not dig deep enough

into the subjects you want to focus on. Another weakness is that they are far too broad-ranging and try to grasp at too much. Try to be specific and focus on the geographic area and the issues you will be working with.

Bear in mind that the social and contextual analysis will turn out differently depending on the perspective it is viewed from (woman, man, young, old, disabled, gay, straight, etc.) It can sometimes be difficult to find good information sources and it is a good idea to bear in mind that different sources can build on different perspectives and still be more or less relevant.

Here are a few questions/topics you can discuss: What does the political, economic and social situation look like in the area and what role does the local party or organisation play? What legal frameworks exist? Relate to the human rights situation in the country. Have relevant treaties been signed? Link the problem that the project will tackle to specific human rights issues, e.g. the right to political participation in your own country, the right to freedom of expression, protection from discrimination, the right to decent working conditions and to form trade unions, and the right to liberty and security, among many others. What opportunities does the target group have to exercise their rights?

If you are cooperating with a political party, is it in opposition or in power? If the partnership is at a local level, describe the target group's situation/political situation from a local perspective.

Are there any statistics, such as voter turnout, that are relevant for the project's objectives?

What do the laws state about the topic your project is focusing on? What other organisations are active in the same area?

The Palme Center considers certain topics to be particularly relevant for succeeding with the project and achieving lasting sustainable results. These are the things we refer to as the Palme Center's policy issues: gender equality, environment and climate, anti-corruption and conflict (and in some cases HIV/AIDS).

The Palme Center's work is based on the conviction that all people are equal and have equal rights. We see gender equality as central to our non-discrimination work. Including climate and environmental issues in the social and contextual analysis means finding an environmental perspective that can enhance the projects and make them more pressing for more people and contribute to the objectives of fair and globally sustainable development. We feel that anti-corruption work is necessary for strengthening democracy and increasing transparency. Corruption undermines good societal governance and prevents the efficient use of resources. A conflict perspective is necessary as the Palme Center's development work is often carried out in areas where there are destructive conflicts between various groups. If conflicts are not dealt with and remain unresolved, they can grow, become increasingly hostile and harmful. Our work must therefore always be conflict sensitive.

The analysis of gender equality, environment and climate, anti-corruption and conflict sensitivity (and HIV/AIDS if applicable) in your project country is better carried out together and forms part of the social and contextual analysis in the Palme Center application.

There are a few sample questions you can use and brainstorm with in chapter 4.4.

Step 2: Stakeholder analysis

A project usually has a lot of 'stakeholders', i.e. people who can affect or be affected by the project. In other words: target groups, project workers, decision makers, politicians, financial sponsors, competitors, organisations with similar operations, etc.

Discuss the following together with your cooperation partner:
Who will be affected by the project? Which groups or individuals have the power to implement change? Will some of them be winners and some of them be losers as a result of the project? Will women and men be affected differently? Can we identify anyone who has reason to oppose the project? Your local cooperation partners are more than likely to know a lot about the external stakeholders, both those who support and those who oppose the project. But consult other independent sources as well.

CONSEQUENCES

WOMEN CONTINUE TO HAVE A SUBORDINATE POSITION IN SOCIETY

Decisions taken favor men

Women's subordination is reproduced

Prejudices and traditional beliefs that women are not capable to participate in social activities, politics and decision making are reproduced

Women do not participate in social activities, politics and decision making

Women's ability to influence their local communities is limited

WOMEN IN THE REGION HAVE NO POSSIBILITIES TO INFLUENCE THEIR LOCAL COMMUNITY

Decisions taken favor men

Women are not organized and do not challenge the prevailing structures

Decision bodies, boards, political institutions, authorities, companies, civil society are dominated by men

Women lack knowledge about organising and influencing in the local community

CAUSES

Men have power over women

Few women in leading positions in institutions with influence potential (political institutions, governments, civil society, local businesses)

Women's time to engage in their local communities is limited by their responsibility for children and domestic work

Women who dare to take place and engage in community outside the home are met by prejudice and criticism and, at worst, of threats

Women are afraid to engage in their local community

Women lack self-esteem

Women are economically dependent on men

TRADITIONAL NORMS, PREJUDICES AND BELIEFS LEGITIMIZE AND REPRODUCE UNEQUAL STRUCTURES IN WHICH WOMEN ARE SUBORDINATE

Women have low education

Step 3: Problem analysis and problem tree

The problem analysis will provide the basis for the project's objectives. The aim is to identify the specific problem that the project will help resolve. The problem analysis should always begin with the target group's human rights.

The problem analysis should answer the following questions:
– What is the main developmental problem that the project will help to resolve?
– What is causing the problem? What are the actual, fundamental reasons that the main problem exists?
– What is stopping the parties from resolving the problem themselves?
– What are the consequences of the problem?
– Who is affected by the problem? Who 'owns' the problem?

It can help to carry out the problem analysis as a brainstorming session, where you all discuss which problems there are in the area/subject area that the project will work with. So feel free to set aside a session during a workshop in which you test – and reject – various problem and objective definitions.

After discussing your way to a number of problems the next step is to rank the problems you have identified into main problems, causes and consequences. The purpose of this exercise is to establish what the main problem is, figure out the cause of the problem and determine the consequences (effects) that the problem will lead to. It may not sound difficult, but since the political and social processes that the Palme Center supports are complicated, getting a clear grasp of the situation can be a bit tricky. It usually requires a lot of deliberation to differentiate the causes from the consequences, but spending time on this is important so you ensure that you really are focusing on the causes of the problem and not the consequences. That way you will be contributing to lasting, sustainable change.
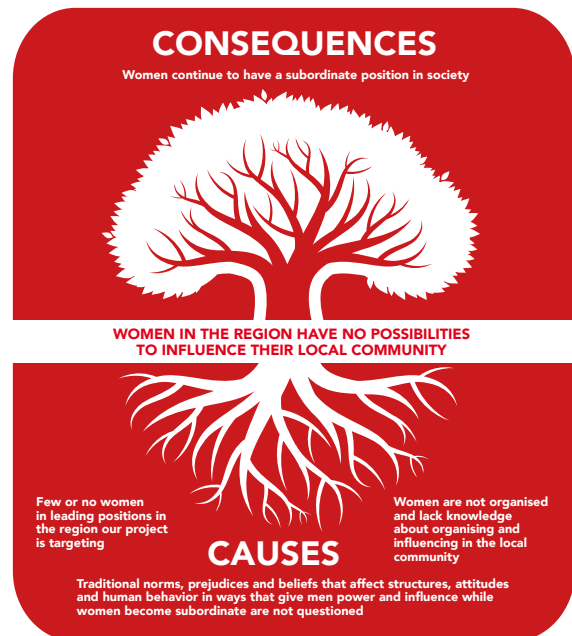
To make this a little easier, you can think of the causes as the answers to the question 'why?', i.e. the reason the problem exists. The consequences are a description of what the problems will lead to. And you can think of the consequences as an argument for why the project should be carried out.

The best way to structure the problem, causes and consequences is to create a problem tree. We have used an example problem tree to illustrate the process. See previous page.

After you have brainstormed and added your identified problems to a problem tree, in most instances you will discover that there are a variety of causes and consequences for your main problem and the connections between them can go in several different directions. Because the problem tree is designed to be easy to understand and to clarify which causes are relevant to the work of your particular programme or project, it may be necessary to group the identified causes into a few (2–4) main causes. In the same way, it is important that you spend time finding the links between the consequences you have identified in order to establish the main consequence of your main problem.

After having completed this exercise using our example, our problem tree looks like this:

CONSEQUENCES

Women continue to have a subordinate position in society

WOMEN IN THE REGION HAVE NO POSSIBILITIES TO INFLUENCE THEIR LOCAL COMMUNITY

CAUSES

Few or no women in leading positions in the region our project is targeting

Women are not organised and lack knowledge about organising and influencing in the local community

Traditional norms, prejudices and beliefs that affect structures, attitudes and human behavior in ways that give men power and influence while women become subordinate are not questioned

When carrying out your problem analysis, you must think about which of the causes you believe the project has the resources and capacity to do something about. To change male dominance within the space of a few project years is unrealistic. However, the women can be progressively empowered and the balance of power between the genders gradually shifted, for example, through questioning and challenging prevailing norms, by the women organising themselves and making demands and by the women being provided with earning opportunities and thereby reducing their dependency.

Step four: Objective definition

The next step is to redefine the problems, causes and consequences that the project will focus on and turn them into objective definitions. When using the LFA method, objectives are usually split into three levels.

At the Palme Center we use the terms:

Overall objective: The results the project is expected to contribute to in the long term. For example, for the organisation to have increased its influence in society and perhaps even contrib-

uted to positive change for development. This can be at a local, regional, national or international level.

Project objectives: The specific change in the form of clear, measurable, long-term results that the programme/project is expected to achieve. For example, for an organisation to have become stronger and more efficient as a result of its members increasing their knowledge.

Intermediate objectives: Steps along the way that, when combined, lead to the programme/project objective being achieved. For example, increased knowledge or an increased ability to apply knowledge as a result of one or more training courses.

The objectives at the various levels should all fit together, forming a logical chain and with clear links to the identified problems. This is now achieved through mirroring ('flipping the cards'). The problems, causes and consequences that were identified in the problem analysis will now be transformed into project objectives, intermediate objectives and overall objectives. Since the objectives for your project must be specific (clear) and realistic (feasible) is it often necessary, after

PROBLEM

CONSEQUENCES
Women continue to have a subordinate position and lack power and influence over their situation.

PROBLEM
The women in the region lack authority and the opportunities to influence their local community.

CAUSE
Traditional norms, prejudices and beliefs that affect structures, attitudes and people's behaviour in a way that gives men the power and influence while the women are subordinate, are not put into question

CAUSE
Few or no women in leading positions in the region our project is targeting

CAUSE
The women are not organised and lack knowledge about their opportunities for organising themselves and having influence in their local community

OBJECTIVE

OVERALL OBJECTIVE
Women have a position that is equal to men and have power and influence over their situation.

PROJECT OBJECTIVE
The women who are covered by the project have increased their authority and are influencing decision-making processes in their local communities

OBJECTIVE
Traditional norms, prejudices and beliefs are challenged and questioned

OBJECTIVE
The number of women in leading positions in the local community has increased

OBJECTIVE
The women in the region have increased their knowledge about organising. They influence their local community to a greater extent

mirroring, to limit and clarify the objectives (see the following example).

Redefining problems into project objectives:

By mirroring the problem that was identified in the problem analysis, we can define a project objective for our example. When we do this, we must also think about which change is feasible, realistically, through the project and adjust our objective definition so that it is consistent with what is feasible.

Problem (as identified as the main problem in our problem analysis):
'The women in the region lack authority and the opportunities to influence their local community.'
Project objective (proposed definition of a project that 'mirrors' the identified problem):
'The women who are covered by the project have increased their authority and are influencing decision-making processes in their local communities.'
The project objective answers the question: What situation do we want to see when the project comes to an end?
'What we want to achieve is that…'
The project objective should always describe a state of affairs. The phrase 'what we want to achieve is that…' can be used to help define objectives on all levels. Read the project objective in our example, adding the phrase 'what we want to achieve is that…', for example:
What we want to achieve is that… 'The women who are covered by the project have increased their authority and are influencing decision-making processes in their local communities.'

Redefining the causes of the problem as intermediate objectives:

When defining intermediate objectives for our example project, it is the causes that we identified in our problem analysis that we need to be looking at. By mirroring these we can define an intermediate objective for our example. Just as was the case when we defined our project objective, it may also be necessary here to adjust our objective definition slightly to ensure it is realistic.

We also have to have a think about which of the causes are relevant and can realistically be tackled within the bounds of our project, and it might transpire that our project can only deal with one or some of the causes.

Causes of the problem:

The causes we identified in our problem analysis were as follows:
- 'Traditional norms, prejudices and beliefs that affect structures, attitudes and people's behaviour in a way that gives men the power and influence while the women are subordinate, are not put into question.'
- 'Few or no women in leading positions in the region our project is targeting.
- 'The women are not organised and lack knowledge about their opportunities for organising themselves and having influence in their local community.'

When we mirror these causes we get the following intermediate objectives:

Intermediate objective 1: 'Traditional norms, prejudices and beliefs are challenged and questioned.'
Intermediate objective 2: 'The number of women in leading positions in the local community has increased.'
Intermediate objective 3: 'Women in the region have increased their knowledge about their opportunities for organising themselves and having influence in their local community and are organising themselves to a greater extent.'

SMART objectives:

The objective must be defined in such a way that enables it to provide direction for the project. It must be so clear, attainable and substantiated that we do not risk 'getting lost' on route to our objective. It should also be defined in such a way that enables us to measure our progress on route to the objective (our results). One method that helps us to check whether our objective is working or not is SMART. An objective should be SMART, in other words:
S = Specific

M = Measurable
A = Acceptable/adopted by the target group
R = Realistic
T = Timebound

So when we define objectives for our project, we also need to discuss the objectives we have chosen to focus on, both the project objectives and the intermediate objectives, and ensure that they are SMART. If it transpires that any of the objectives are not SMART, you need to redefine them. The SMART analysis can sometimes mean having to dismiss an objective if it fails the SMART test, for example, if it is unrealistic or not accepted by the target group. In which case you may have to go back a step in the project planning and choose another problem to focus on.

When we analyse the objectives from our example project according to the SMART method, and redefine an objective to meet all five points, then we get the following objective definitions:

Project objective:
'The women in the ten villages in Palestine who are covered by the project have increased their political influence and are influencing decision-making processes in their local communities.'

Intermediate objective 1:'Awareness and knowledge about how traditional norms, prejudices and beliefs affect men and women, and their respective opportunities for influencing their local communities, has increased among the residents of the ten villages in Palestine that are covered by the project.'

Intermediate objective 2:'The number of women who have been elected onto village councils and/or committees in the ten villages in Palestine covered by the project has increased.'

Intermediate objective 3:"Women in the 10 villages in Palestine who are covered by the project have increased their knowledge about their opportunities for organising themselves and having influence in their local community and are taking part to a greater extent in advocacy actions and local organisations and networks that work to increase women's political influence in the villages."

This is how we carried out the analysis:
S = Specific: We have specified the geographic area covered by the project (ten villages in Palestine) and we have checked to make sure that it is clear who the target group is for each objective.
M = Measurable: In step 7 of the LFA - indicators - we will determine how each objective will be measured and monitored, and set targets for the progress we want to see. But for this to be possible, our objectives must be defined in such a way that enables us to measure our progress along the way. The clearer an objective, the easier it will be to decide upon a measurement method.
A = Acceptable/adopted by the target group: The best way to ensure that the objectives correspond with the target group's needs and preferences is for the target group to be involved in the problem analysis and help define the objectives.
R = Realistic: Is it realistic to assume that we will be able to achieve any changes in the direction of our objectives during the course of the project? In step 7 - indicators - we will establish specific targets for each objective, for example, the number of women we expect to be elected onto village councils and village committees during the course of the project (intermediate objective 2).
T = Timebound: The objectives are limited to the duration of the project (usually bound to a contract period, which could be anywhere from one to four years). In step 4 - indicators - we can choose to set more short-term benchmarks, such as annual ones if applicable, for the monitoring of our project.

Step five: Activity plan
Only after the objectives have been established, an activity plan can be drawn up. The activities are the work carried out by the people involved in the project, and the activities should help to resolve the identified problems. The activities must therefore be entirely related to the project's various intermediate objectives, which when combined will enable the project objective to be achieved.

If one of the project's intermediate objectives is 'increased knowledge about opportunities for organising themselves', then the activities

Intermediate objective 2: The number of women who have been elected onto village councils and/or committees in the ten villages in Palestine covered by the project has increased

Baseline situation:	Indicator: 1	Target:
In the ten villages covered by the project, there are only seven women in positions of responsibility on village councils and committees One village has two women on the village council, five villages have one women on the council and two villages completely lack women in positions of responsibility.	The number of women who have been elected onto village councils and committees. The number of villages in which women hold positions of responsibility.	At least 14 women in positions of responsibility on village councils and committees. All ten villages have at least one women in a position of responsibility on the village council.

relating to this intermediate objective should, for example, involve the use of training courses, study circles and mentorship programmes, etc. to help increase knowledge of things like human rights and how to exercise them, getting organised and negotiation techniques, and the target group's ability to apply that knowledge.

The question you need to ask to determine the most suitable activities is: What needs to be done to achieve the project's various intermediate objectives?

Step six: Resource planning

The resource planning is closely linked with the activities. It is simply a case of reviewing which human and financial resources are required to carry out the activities. This includes areas like expertise, equipment, premises/venues, materials, travel, financing and time frames. The Palme Center has specific rules for how a budget should be structured and the type of costs that can be included, which you can read about in chapter 5. If you come to the conclusion that there are insufficient resources to achieve the objectives, you need to reassess the activities.

Step seven: Indicators of objective achievement

When determining the project objectives and intermediate objectives, you also need to agree

upon how you will monitor and be able to see how well you are achieving the objectives, something that aid organisations refer to as performance measurement.

By establishing specific factors that you can monitor and measure throughout the course of the project - known as indicators - it will be easier for you to determine whether the objectives will be achieved or not. In other words, indicators are quantifiable signs that indicate whether the objectives have been achieved entirely or in part. By that we mean you should identify a few specific outcomes, or products, that the project is expected to generate, which you then monitor over the course of the project. The indicators must be both quantifiable and verifiable (provable).

They must also be clearly linked to the indicators in the programme to which your project belongs, so your project monitoring provides the necessary information for your subsequent report about how your project has contributed to achieving the objectives at programme level.

The indicators can be quantitative, i.e. demonstrated using figures and statistics. They can also be qualitative and defined using 'soft' data, for example, like the participants' experiences due to them having improved their knowledge or their self esteem, or examples of how the participants have acted after completing a training course. Preferably use both quantitative and qualitative

RISK MATRIX					
Risk	**Consequences**	**Proba-bility**	**Conse-quence**	**Risk factor**	**Action plan**
War in the area	Project terminated	1	5	5	No action
Corruption within the organisation	Target group affected, project terminated	2	5	10	Strengthen the administration
Internal disputes within the project group	Target group affected, repayment of funds	3	4	12	Discuss potential conflicts, draw up a clear division of responsibilities
Key people leave the project group	Delays in the project, Re-payment of project funds	2	4	8	Written documentation and expand the project group with one person

indicators as evidence that you are achieving the objectives. An example of an indicator that is both quantitative and qualitative is as follows: 'At least 60 percent (quantitative) of those participating in the project feel that their social and political status (qualitative) in the community is higher than it was before the project began.'

Bear in mind that most of the indicator monitoring is carried out by the local partner organisations. So they have a better idea of what can be monitored without it causing too much extra work. Limit the volume and select a few indicators for each objective.

Baseline and targets:
Indicators are used to measure how well the results have been achieved, so they need to be measurable. For that to be possible, we need to know what the situation was like before the project began. You must therefore select your indicators during the planning stage of the project and document your baseline at this early stage. The baseline shows what things were like 'before' the project was implemented.

When defining your indicators you also need to think about the objectives for each of the indicators, and establish a target for the change/outcome that the indicator will measure.

Remember that indicators must always be verifiable (provable). Discuss how you are going to measure the changes to the indicators, for example, by using statistics, interviews, questionnaires or observations.

Step eight: Risk analysis
Project planning involves carrying out a risk analysis, i.e. discussing potential obstacles or things that could make it difficult to implement the project as planned. A risk is an unpredictable event that could have a negative impact on the project. The reason a risk analysis is so important is that it enables risks to be prevented and perhaps even planned 'out'.

There are a few sample questions you can use and brainstorm with in chapter 4.5.

The Palme Center recommends using a simple model for identifying and dealing with risks. The first step of the risk management model is identifying risks. Make a list and describe the risks that could affect the project. Step two involves assessing the possible consequences of the risks. In step three we calculate the so-called 'risk factor'. This is where you first estimate the probability of the risk occurring, on a scale of 1 to 5 (1 = least probable, 5 = most probable). You then estimate the scope of the consequences in relation to the project, on a scale of 1 to 5 (1 = of least consequence, 5 = of most consequence). You then calculate the overall risk factor based on the probability and scope. You

do this by multiplying the probability figure (p) by the consequence figure (c).

Then in step four you rank the risks according to the risk factors and then analyse which risks should be focused on. Step five entails drawing up an action plan for the identified risks. That way the risks can be prevented and dealt with. Depending on how serious the risk is and how probable it is that the risk will occur, you can choose to accept the risk without action or prepare an action plan for dealing with the risk should it occur.

Start with the following questions:
- Can we do anything to minimise the probability of the risk occurring?
- Can we do anything to minimise or lessen the consequences?
- Can we deal with the consequences?
- Can we accept the risks?
- Do the risks require us to revise the objectives and activities?

Above is an example of what a risk matrix looks like. In this example the main focus should be on the risk of internal disputes, which has the highest risk factor, and the least focus should be on the risk of war. That is why it is important that the project team has detailed discussions about how internal disputes should be handled, and then prepares an action plan. This may mean that new activities have to be added to the project plan (activity plan) or that you have to change or even remove a few planned actions. It is not always the case that risk management means increased costs.

As reality is always changing, the project teams must carry out new risk analyses regularly throughout the course of the project and, if necessary, establish new actions for risk management.

If you have to change your plans, always have a dialogue with your programme manager at the Palme Center.

Step nine – Analysis of conditions for objective achievement

Last but not least, you should discuss and analyse the conditions for achieving your objectives. This involves identifying the necessary conditions for successful outcomes for the various activities so that the project objectives can be achieved. This could include things like limited time and resources, distance, different languages and different cultural backgrounds, i.e. traditions and values. The analysis of assumptions will draw your attention to anything that needs to be taken into account when planning your activities.

Examples of conditions in our project:
Assume that: 'The women are interested in taking part in the activities.'

If the social and contextual analysis has been carried out properly, and if the target group has been involved in the problem analysis and objective definitions, then hopefully you can answer yes to that question.
Assume that: 'The women can take part in the activities.'

Here you need to think about whether there are any obstacles that could make it more difficult for the women to take part. For example, if the project's activities will be held at a time that enables the women to take part. If the project's activities will be held at a location that the women can get to.

As you see in the above example, the analysis of assumptions will help you to identify any potential problems. The analysis of assumptions can also lead to the identification of new risks that need to be included in the risk analysis (see step 8), for example, if you discover problems that could result in activities not being possible.

The completed LFA matrix
Once you have completed all of the steps in the LFA process, the project should be summarised in what is known as a matrix. This provides a good overview of the project's objectives, indicators, measurement methods, risks and conditions. You can then regularly use this matrix throughout the project to make sure you are progressing in the right direction.

Once the LFA process is complete you are well on your way to completing the application. The reason for completing this process together with your local cooperation partner is so that you will have both learned a great deal about the project and you will both know what needs to be done. Joint participation increases the quality and sustainability of the project.

On the next two pages you will see what the completed LFA matrix from our example project looks like.

RESULTS MATRIX

Overall objectives: Women have a position that is equal to men and have power and influence over their own way of life

Project objective	Indicators
The women in the ten villages in Palestine who are covered by the project have increased their political influence and are influencing decision-making processes in their local communities.	**Indicator 1:** Examples of political decisions made, where women have been involved and had an influence on the decision. **Target:** At least one example per village. **Indicator 2:** The number of women who report that their political influence and their opportunities to influence decision-making processes in their local communities has increased. **Target:** At least 50 pervent of the interview selection
Intermediate objective 1 Awareness and knowledge about how traditional norms, prejudices and beliefs affect men and women, and their respective opportunities for influencing their local communities, has increased among the residents of the ten villages in Palestine that are covered by the project.	**Indicator 1:** The number of men and women (in total) who have attended training courses and discussions about gender, gender roles and stereotypes, gender equality and human rights. **Target:** 900 people in total, divided into 300 people a year. Of which 50 percent men and 50 percent women. **Indicator 2:** The number of men and women who report that their awareness about gender, gender roles and stereotypes, gender equality and human rights has increased. **Target:** At least 675 people (75 percent of the people who have attended training courses and discussions). **Indicator 3:** The number of people reached by local radio programmes in which gender, gender roles and stereotypes, gender equality and human rights issues are discussed. **Target:** An estimated 3,000 listeners in total, divided into 1,000 a year. Of these it is estimated that approx. 30 percent were the same people who listened to the same broadcasts on different occasions/year which means that the project is expected to reach approx. 2,100 unique people in total with the radio show. 60 percent women and 40 percent men.
Intermediate objective 2 The number of women who have been elected onto village councils and/or committees in the ten villages in Palestine covered by the project has increased.	**Indicator 1:** The number of women who have been elected onto village councils. **Target:** At least 14 women in positions of responsibility on village councils and/or committees (an increase of 100 percent) **Indicator 2:** The number of villages in which women hold positions of responsibility on village councils and/or committees **Benchmark:** All 10 villages have at least one women in a position of responsibility on the village council.
Intermediate objective 3 Women in the ten villages in Palestine who are covered by the project have increased their knowledge about their opportunities for organising themselves and having influence in their local community and are taking part to a greater extent in advocacy actions and local organisations and networks that work to increase women's political influence in the villages.	**Indicator 1:** The number of women who have attended training courses about organising themselves and advocacy work for demanding human rights. **Target:** 800 women in total (200 year 1, 300 year 2 and 300 year 3). **Indicator 2:** The number of women who report that their knowledge about organising themselves and advocacy work for demanding human rights has increased. **Target:** At least 75 percent of people attending the training courses report that the course has resulted in them increasing their knowledge. **Indicator 3:** Women who organise themselves into local organisations and networks. **Target:** Women's networks established and functioning in all ten villages, with an average of at least 20 active members in each. **Indicator 4:** Examples of completed advocacy actions run by women. **Target:** At least one example from each village.

Baseline situation	Information source for verification
Women do not participate in political contexts or public debates in their villages and no, or very little, influence on decisions made. Even decisions that directly affect women are generally made by men. There are no examples of decisions in which women have been involved and had an influence on the decision.	Documentation and decisions from village councils and committees, preparatory documents, minutes of meetings. Information is gathered by the partner organisations and documented in project logbooks, as well as summarised in yearly project reports. Research interviews of a selection of 300 women in total from the ten villages covered by the project.
Knowledge and awareness of gender, gender roles and stereotypes, gender equality and human rights is generally low in the villages. The local radio has good coverage in the villages and is a popular method for the dissemination of information. However, gender, gender roles and stereotypes, gender equality and human rights have not been discussed on the local radio before.	Attendance lists from the training courses. Evaluation forms completed by attendees at the end of the training course. Sample interviews are carried out with a small selection of attendees every year. Documented in the project logbook. Sample interviews in the villages are carried out by the partner organisation after each broadcast to get an idea of how many villagers the programme has reached.
In the ten villages covered by the project, there are only seven women in positions of responsibility on village councils and committees. One village has two women on the village council, five villages have one women on the village council and three villages completely lack women in positions of responsibility.	Election results, minutes/notes. Election results, minutes/notes.
The partner organisations have been holding training courses about organising and advocacy work for a period of three years, but on a smaller scale. About 200 women in total have completed the course so far. There is huge scope for increasing this and educating more women. Knowledge about organising and advocacy work is very low among the women in the villages. In evaluations from previous training courses, the women who have completed the courses report that they have increased their knowledge. There is very little group organisation among the women in the villages. Over the past year the partner organisations have worked to organise women's networks in the villages, which has resulted in the beginnings of organising gathering speed in five of the ten villages. What remains to be done is to establish women's networks in the other five villages.	Attendance lists. Evaluation forms completed by attendees at the end of the training course, and in connection with discussions held. Sample interviews are carried out with a small selection of attendees every year. Documented in project logbooks. Member directory, minutes of meetings. Documentation about advocacy actions, such as motions, minutes of meetings, debates and activity reports. The information is documented continuously in project logbooks and summarised annual in project reports.

Glossary

ACTIVITY PLAN A detailed plan of operations (e.g. study circles, seminars and campaigns) to be run within the bounds of a project.

ADMINISTRATION Peripheral costs incurred while running a project. There are two types of administration costs in a project: project administration and administration grants (only for CSO projects). Project administration is any administration work that you can clearly demonstrate relates to the project. An administration grant is a standard amount received for all projects financed with CSO funds.

AUDIT Financial review of an organisation's accounts in order to ensure the accounting is reliable and that the funds have been used for the intended purpose. The audit is carried out by an auditor.

CAPACITY Ability.

CIVIL SOCIETY Also referred to as the 'third sector', it is the sector of society that is separate from the authorities, other public bodies and the private sector, for example, families, churches, trade unions, amateur sports clubs and interest groups.

CRITERIA Defining characteristics that help to determine if a particular condition has been met.

CSO Support for Civil Society Organisations. A civil society organisation is an autonomous organisation that is characterised by volunteer work and is, to varying extents, independent from national government, local authorities and the commercial market. Civil society organisations operate on a non-profit basis and usually follow a common set of values. The Palme Center's CSO operations are financed by Sida via the 'Support through Swedish CSOs' grant.

DEVELOPING COUNTRY A country in considerable need of development, often with a low GDP per capita and poor infrastructure.

INDICATOR Sign/example/evidence that a change has taken place.

MEMBER ORGANISATION The 27 Swedish organisations that are members of the Olof Palme International Center.

MONITORING Following up, checking, monitoring, gaining an overview of.

ORGANISATIONAL DEVELOPMENT consists of activities aiming to improve an organisation's capacity to be more democratic, accountable and have stronger social impact. For example, reflecting on and taking actions to improve internal rules, methods, strategies, decision making process, and forms of cooperation and mobilisation.

OWN CONTRIBUTION Portion of cash funds that the Swedish organisation must contribute in order to receive project support from the Palme Center.

PAO Party-affiliated organisation. Through party-oriented democracy support (known as PAO support), Swedish parties represented in the Swedish parliament can support their fellow parties around the world. The objective being to aid the development of well-functioning party systems in developing countries, as well as Eastern Europe and the Western Balkans.

PARTNER ORGANISATION An organisation in a developing country, the Western Balkans or Eastern Europe that is participating in a partnership project with a Swedish member organisation or with the Palme Center.

POLICIES Fundamental principles and comprehensive guidelines for an organisation's conduct within a specific area, for example, a gender equality policy or a travel policy. PRE-STUDY A field trip with the purpose of planning a project together with a partner organisation.

PROGRAMME, PROGRAMME COUNTRY Several different projects with the same overall objective are grouped into programmes. If all of the projects are operating in the same country, this country is called a programme country.

QUALITY ASSURANCE Taking action to ensure a high quality.

REQUEST FOR FUNDS Request for the payment of project funds.

RIGHTS-BASED APPROACH Operations that put the individual's rights first, rights that are set out in international human rights declarations and in national laws.

SOCIAL AND CONTEXTUAL ANALYSIS An important step in the planning of a project that involves researching things like the social, political and economic environment in which the project will be carried out.

STAKEHOLDERS People who affect or are affected by a project. One of the initial steps when using the LFA method to plan a project is a stakeholder analysis.

STRATEGY A long-term plan that regulates how work should be carried out in order to achieve the set objectives.

TARGET GROUP The group of people for whom the project is intended

PROJECT HANDBOOK

This handbook is intended as methodology material for organisations running, or engaged in, projects funded by the Palme Center.

Please also refer to our in-depth methodology support material on gender equality, HIV/AIDS and anti-corruption, etc.

www.palmecenter.se