

Information relating to southern projects [projects relating to countries in the southern hemisphere] to advance development cooperation

1. Projects may be ambitious, but they must be planned realistically. This means that the project aim must be achievable within the projected time and with the available human and financial resources.
2. The reliability of the southern partner in the target area is indispensable for the success of the project. For projects of € 10,000 or more, please base the cooperation with the project partner on a cooperation agreement (a template for such an agreement is available on the Bingo - Environmental Foundation website).
3. Outline the target group(s) and the number of beneficiaries. Please explain why this specific group(s) is/are targeted and how they will participate in the project during and after the funding period.
4. A careful and quantified description of the starting situation ‘on the ground’ will provide an outline of the changes that the project seeks to bring about in the short and medium term. The aims must be derived from an analysis of the problem(s).
5. Compile an ‘effects matrix’ to describe the project aims. The project aims are the intended improvements for the target group(s); describe what the project specifically strives to achieve (not how). The target situation after successful implementation of the measures must be clearly described.

The following effects matrix with examples is taken from a project with the overall objective of ‘Sustainable improvement of school education in Tchécou with approx. 16,000 employees’.

Project aims	Indicators	
	Current situation (starting value)	Target (target value)
<p>Orientation question: <u>Which capacities</u> (structures, products, services or capabilities) <u>are to be created, and how will they be used by the target group?</u></p> <p><i>No activities or measures are listed here.</i></p> <p>Example: By renovating a run-down school and erecting an additional new building, at least 600 children will be able to visit the school in future; the child-to-teacher ratio allows for a qualitatively appropriate learning environment.</p>	<p>Orientation question: <u>What, concretely, is the existing situation?</u></p> <p><i>Describe the current situation in the project region by reference to measurable, observable characteristics.</i></p> <p>Example: The existing school, which is in considerable need of repairs, can cater for approx. 300 pupils with a child-to-teacher ratio of more than 50 children per class; school rooms are lacking for more than 300 children.</p>	<p>Orientation question: <u>How can we measure whether the target has been achieved at the end of the project term?</u></p> <p><i>Describe the quantitative indicators with which the success of the project can be measured at the end. The target indicators should be formulated in line with the SMART (specific, measurable, adapted to current needs, realistic, time-bound) principle.</i></p> <p>Example: The existing school building has been renovated and six class rooms offer space for approx. 300 learners. Six class rooms were added for 300 additional learners from the region, which means that all classes now have a maximum of 50 children.</p>

6. As proof of achievement of the targets, please refer to the measuring instruments, the indicators. These reflect the changes from the current situation to the target situation, in other words, they reflect the existing situation at the outset of a project compared to the target situation at the end of project and thus offer a fast, easy overview of the project aims. It should be possible to measure the indicators regularly and without disproportionate effort.

Indicators should be formulated as far as possible in accordance with the 'SMART' principle:

- Specific: target a specific area for improvement
 - Measurable: quantify or at least suggest an indicator of progress
 - Adapted to current needs: in line with current needs and desirable for all participants
 - Realistic: state what results can realistically be achieved, given available resources
 - Time-bound: specify when the result(s) will be achieved
7. The project aims can be achieved through measures or actions that you describe comprehensively with quantitative and qualitative information along with a timeline (both as regards the duration of the measure and its sequence within the project). You can also create a timeline that spans from the start of the project until its end, along which you can position the measures.

As with all project initiatives, all measures must be defined and agreed in advance with the southern partner.

The project presented in the effects matrix is a measure, e.g. renovating a run-down school building, with the following consecutive activities:

- production of approx. 5,000 bricks by at least 20 parents of the school children over a period of four weeks under the guidance of the local project manager; the material is to be provided by the local authority.
 - repair of the brickwork on three external walls by two local bricklayers over a period of two weeks;
 - repair of the roof (approx. 100 m²) using eight roof beams and replacement of the damaged corrugated iron sheets (approx. 50 m²) by a local roofing contractor, who will supply both the wood and corrugated iron sheets;
 - Installation of ten new windows including security bars and three doors, which are to be manufactured and installed by a local supplier.
8. Please pay particular attention to the aspect of sustainability in your explanations. After the project has come to an end, there must be a continuing benefit for the target group without requiring funding by third parties.
9. The Applicant and the southern partner should be aware of potential risks as part of the project; hence, those risks must be represented realistically with any required countermeasures.
10. In the preparatory phase of the project, you should, therefore, plan for a (self) evaluation of the educational programme using the appropriate means/tools. If no external evaluation is possible, discuss items 1 to 8 within the project team and consider which information must be documented in the course of the project and how it is to be evaluated and analysed.