The End-of-Project Report Guide:

How to Prepare an End-of-Project Report for your Project Supported Through the Canadian Foodgrains Bank

Last Revised: December 15th, 2004

Canadian Foodgrains Bank
A Christian Response to Hunger

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This guide is not a stand alone document. It should be consulted along with the Canadian Foodgrains Bank Proposal Guide, TIPS sheets, your project's proposal and the information or guidance your Canadian partner agency has provided. If you are missing either the proposal guide or TIPS sheets go to our website at: www.foodgrainsbank.ca and look in the programming section or ask your partner.

WELCOME

Welcome to the Canadian Foodgrains Bank End-of-Project Report Guide. This guide is designed to assist you in writing your end-of-project report.

The End-of-Project Report
The End-of-Project Report is a great way to document and celebrate what you accomplished in your project. It is not intended to be the onerous, bureaucratic task that it has often become. Nor need it be a lengthy, complicated or heavy document.
Do not write your End-of-Project Report only for your donors; write it to share (in written or oral format) with everyone that participated in your project – local government officials, other organizations working in the area, community leaders, committee members, volunteers and project beneficiaries. Write it to maintain a written record for your own organization of what was accomplished during the project. Write it to prove to future potential donors and financial contributors what you can accomplish!

This Guide
This guide is not to be used as the one and only format for sending in End-of-Project Reports to the Canadian Foodgrains Bank. Rather it is meant to provide some guidance and discussion around some of the key pieces of information that need to be provided in a complete End-of-Project Report. If you have developed your own End-of-Project Report format or if you are more familiar with the format of another donor, we encourage you to follow it. However reading through the next few pages will make it clear what our expectations are – regardless of the format in which you choose to present it.
We encourage you to also review our Proposal Guide as well as the proposal you submitted to the Foodgrains Bank as you prepare your End-of-Project Report. The Proposal Guide will provide valuable additional information (such as definitions, guidance on data collection, types of information required, the rationale for why information is required, etc.) which we have not repeated in the End-of-Project Report Guide. Your proposal should be your starting point – this is what is already known about your project. This is the basis from which you can explain the changes your project made in the community where you worked.

As with the proposal, gender is expected to be integrated into each section. Gender *must* be considered in *all* aspects of the End-of-Project Report, particularly in the section on results where specific ways in which women and men have been affected differently by your project should be clearly explained.

Likewise, environmental issues must be discussed in each section of the End-of-Project Report where they are relevant. You should follow-up on the environmental analysis you submitted in your proposal. Be sure to note any new information gained about the environment where your project took place or the effect of your project on the environment. If you did an environmental assessment at the beginning of your project, you will have designed an environmental monitoring and evaluation system for your project which should be provided to us as well. The results section should clearly indicate any positive or negative effects of the project on the environment, with a clear description of how these effects were measured. See the “Environmental Analysis” section in the Proposal Guide for more details.

Each sub-section of this guide is divided into at least two of the following headings:

> *Key Information* – the basic information that is being requested;
>
> *Example(s)* – some examples of questions to ask or types of information to report – these are usually included in textboxes in the appropriate section;
>
> *Discussion* – some ideas on why this information is important, the kinds of details to include and not to include and/or how to go about collecting, interpreting and analyzing the information.

COMPARING THE TWO GUIDES: THE PROPOSAL & THE END-OF-PROJECT REPORT

When you wrote your proposal you likely read and used our Proposal Guide. The Proposal Guide gives a lot of information on what should be described and analyzed in the planning phase regarding each aspect of the project. The End-of-Project Report Guide assumes you are already familiar with the Proposal Guide. If you are not, be sure to read it first - even if your proposal has been submitted a long time ago or using a different format. Looking at the proposal guide will give you a detailed list of the kind of information that is useful to know for each item in the End-of-Project Report Guide. The following table compares the Proposal Guide with the End-of-Project Report Guide so that you can see which sections of each guide are referring to similar information. See the Proposal Guide for more details on each section.

The Proposal Guide	The End-of-Project Report Guide
1. IMPLEMENTING PARTNER INFORMATION **2. SITUATION ASSESSMENT** **2.1 Project Location** **2.2 Local Food Economy** **2.3 Problem Description** **2.4 Effect on Population** **2.5 Coping Strategies**	**SECTION 1: CONTEXT** **The Original Situation** **An Update on the Situation**
3. IDENTIFYING THE BENEFICIARIES **3.1 Description of Beneficiaries** **3.2 Local Participation**	**SECTION 2: BENEFICIARIES** **Description of Beneficiaries** **Targeting**
4. EXPECTED RESULTS **4.1 Purpose** **4.2 Objectives** **4.3 Expected Outputs** **4.4 Evaluation Plan** **5. ACTIVITIES AND INPUTS** **5.1 Description of Activities and Inputs** **5.2 Environmental Analysis** **5.3 Risks and Assumptions** **5.4 Co-ordination** **5.5 Timeline** **6. FOOD AND SEED INPUTS** **6.1 Food Commodities** **6.2 Seeds** **6.3 Inland Transport, Shipping, and Handling** **6.4 Field Support**	**SECTION 3: YOUR RESULTS CHAIN** **Inputs** **Activities and Outputs** **Results (Objectives)** **Impact (Purpose)** **Evaluation Methodology** **Risks and Assumptions** **Updated Project Logical Framework**
	SECTION 4: LEARNING **Lessons Learned** **Testimonials**

EXECUTIVE SUMMARY: A CHECKLIST

This checklist summarizes the key information that should be provided in the end-of-project report.

SECTION 1: CONTEXT
The Original Situation

- ✓ a brief summary of the situation at the time of writing the proposal.

An Update on the Situation

- ✓ a brief description of any relevant changes in the community, region or country you are working that occurred between the time you wrote your proposal and the end of the project implementation;
- ✓ a brief description of any changes in the type, quality or quantity of information on the situation that was available at the time of writing the proposal;
- ✓ an analysis of how these changes directly affected the project's implementation and/or the project's beneficiaries.

SECTION 2: BENEFICIARY INFORMATION
Description of Beneficiaries

- ✓ the number of people who directly received the food, seed or other item distributed (if this was part of your project) and/or the number of people who directly participated in your project's activities;
- ✓ the number of men, women, boy children and girl children who are included in the above number of direct beneficiaries;
- ✓ a brief description of the direct beneficiaries;
- ✓ the number and a brief description of any indirect beneficiaries of your project.

Targeting

- ✓ an explanation of how and why the particular area or community was chosen for the project;
- ✓ an explanation of why you chose to distribute the food, seed or other item distributed to the people you did (if your project included a distribution), and/or an explanation of why you chose the participants you did for your project activities;
- ✓ a detailed description of how these participating people were chosen;
- ✓ as many relevant details as possible about the process used to select the people participating in the project;
- ✓ the criteria on which targeting decisions were made;
- ✓ an explanation as to why other community members were not chosen;
- ✓ the efforts made to ensure the targeting process was transparent (i.e. how you made sure the community was aware of who was being chosen, who wasn't, and why);
- ✓ any challenges encountered during the targeting process as well as what was done to overcome them.

SECTION 3: YOUR RESULTS CHAIN
Inputs

- ✓ the community's major contributions towards the project;
- ✓ the amount of food or seed or other item received from Canada or purchased locally (if your project included a distribution) and how it was used;
- ✓ one or more completed Commodity Utilization Tables in attachment 3 (if applicable);
- ✓ the amount of money received and details on how it was spent;
- ✓ a completed Comparative Financial Information Table in attachment 4;
- ✓ a detailed explanation of any significant (plus or minus 10%) difference between the amount spent and the amount budgeted on an individual item;

- ✓ all major receipts and other financial documentation (clearly identified with the item line it relates to).

Activities and Outputs
- ✓ a description of the activities that were carried out;
- ✓ a description of what changed in the community or within the beneficiaries' households because of these activities – these are your outputs;
- ✓ an analysis of whether or not any of the changes affected men and women differently;
- ✓ an explanation of why these changes affected men and women differently, if that is the case.

Outcomes (Objectives)
- ✓ a description of what the project was trying to accomplish (objectives from proposal);
- ✓ a description of what the project actually accomplished (objectives achieved);
- ✓ an explanation of any differences between what was planned and what was accomplished;
- ✓ any changes made to the objectives of the project in order to adapt to the context described in section 1.

Impact (Purpose)
- ✓ the long-term impact of your project;
- ✓ any real or anticipated difference in impact on men and women;
- ✓ any contribution made towards the purpose statement in the proposal.

Evaluation Methodology
- ✓ information you collected in order to measure your indicators;
- ✓ clear description of how this information was collected and analyzed;
- ✓ complete analysis of the results and implications of your evaluation.

Risks and Assumptions
- ✓ any risks you identified in the proposal – or anything else – that interfered with reaching the project's objectives and purpose;
- ✓ a description of what was done to overcome these risks and obstacles in order to continue pursuing and/or achieve your objectives;
- ✓ any assumptions from your proposal that did not hold true;
- ✓ an analysis of how the fact that these assumptions did not hold affected your project.

Updated Project Logical Framework
- ✓ a thoroughly revised and updated Project Logical Framework;
- ✓ any relevant reflection on how your project changed between the time your proposal was written and the end of the project's implementation;
- ✓ an explanation on how these changes affected the various parts of the Project Logical Framework.

SECTION 4: LEARNING
Lessons Learned
- ✓ anything that you – the implementing organization - learned related to the activities, outputs or objectives of the project;
- ✓ anything you learned about the communities, beneficiaries or other organizations you worked with;
- ✓ anything that the community learned during their participation in the project;
- ✓ details on how each of the lessons was learned.

Testimonials
- ✓ a few stories from the people that benefited from your project.

Future Planning
- ✓ ideas about what needs to be done next.

SECTION 1: CONTEXT

The Original Situation

This section should remind the reader of the end-of-project report of the situation that existed at the time of writing the proposal.

Key information

- ✓ a brief summary of the situation at the time of writing the proposal.

Discussion

This information can likely be taken from your project proposal. It can include relevant information from sections 1 (Implementing Partner Information) and 2 (Situation Assessment) of the proposal guide. Please refer to your proposal or to the Proposal Guide for more information on what is included in these sections. However, make sure that you only summarize the key pieces of information; this should only take about one short paragraph.

An Update on the Situation

This section should inform the reader of the end-of-project report of any changes affecting the project that have taken place since the writing of the proposal.

Key information

- ✓ a brief description of any relevant changes in the community, region or country you are working that occurred between the time you wrote your proposal and the end of the project implementation;
- ✓ a brief description of any changes in the type, quality or quantity of information on the situation that was available at the time of writing the proposal;
- ✓ an analysis of how these changes directly affected the project's implementation and/or the project's beneficiaries.

NOTE: Do NOT include changes that your project brought about in this section – there will be many opportunities to provide that information in other sections.

Discussion

If you have done a baseline survey, do not try to list all the information here. Pick the most important pieces of information to put in this section and refer the reader to the survey report for other information. This section should only take a couple of paragraphs, but should include references to other relevant documents (nutrition surveys, UN reports, baseline survey reports….) that can be referred to if more information is needed. Any relevant survey reports or key documents that have not already been communicated to your partner and/or to the Canadian Foodgrains Bank should be attached to the end-of-project report.

Examples of changes that may be relevant and that you may want to include:

- the results of a recently conducted nutritional survey;
- relevant updated government agricultural statistics;
- any significant changes in rainfall pattern (drought, sufficient rains, timely rains, flood) that has or could seriously affect the beneficiaries;
- any change in the level of violence;
- any change in the level of cooperation of government officials;
- any information on a particular health issue (e.g. malaria, TB, HIV/AIDS) that has been affecting beneficiaries;
- any key piece of information from a baseline survey or from secondary sources that you did not have at the time of writing the proposal.

SECTION 2: BENEFICIARIES

Description of Beneficiaries

This section should provide sufficient information about the beneficiaries to allow the reader of the end-of-project report to understand the level of vulnerability and need of the beneficiaries and the scope of the response.

Key Information

- ✓ the number of people who directly received the food, seed or other item(s) distributed (if this was part of your project) and/or the number of people who directly participated in your project's activities;
- ✓ the number of men, women, boy children and girl children who are included in the above number of direct beneficiaries;
- ✓ a brief description of the direct beneficiaries;
- ✓ the number and a brief description of any indirect beneficiaries of your project.

Discussion and Examples

What can be said about the beneficiaries of your project: socio-economic status, income, employment, (the information that you can provide here will likely depend on the information you chose to collect in your surveys, focus groups or other formal interactions with beneficiaries). What can the beneficiaries tell us about themselves and their situation?

Examples of indirect beneficiaries can include family members with whom a food-for-work participant shared his or her food ration, community business people who saw an increase in their profits because of the improved situation of the beneficiaries or church communities who saw an increase in church attendance due to the road built through a food-for-work project.

Targeting

This section should provide the rationale for targeting beneficiaries so that the reader will understand why the project activities were needed in this area for these people.

Key Information

- ✓ an explanation of how and why the particular area or community was chosen for the project;
- ✓ an explanation of why you chose to distribute the food, seed or other item distributed to the people you did (if your project included a distribution), and/or an explanation of why you chose the participants you did for your project activities;
- ✓ a detailed description of how these participating people were chosen;
- ✓ as many relevant details as possible about the process used to select the people participating in the project;
- ✓ the criteria on which targeting decisions were made;
- ✓ an explanation as to why other community members were not chosen;
- ✓ the efforts made to ensure the targeting process was transparent (i.e. how you made sure the community was aware of who was being chosen, who wasn't, and why);
- ✓ any challenges encountered during the targeting process as well as what was done to overcome them.

Discussion

a) Community-Level Targeting

It is not sufficient to simply state that the community in which the project was implemented was chosen because that's where your organization has worked in the past. Perhaps your relationship with the community was an important factor that you considered, however other considerations must also be documented. Clearly outline your rationale for choosing the community for your project.

b) Individual-Level Targeting

Note that targeting at this level refers to how the people or families involved in your project were chosen. It is not sufficient to simply report that the food was given to categories of vulnerable people such as the unemployed, women, children and/or disabled. Although this may accurately reflect who benefited from your project, it does not tell us the precise criteria used to determine which people were needier than others. There are always exceptions to categories of people. Also, a project rarely has enough resources to feed each and every member of a particular category of vulnerable people, so other more precise criteria need to be used to decide which households will receive food and which will not.

Sometimes the community leaders, church leaders, or community members will just know which families need the food and which ones do not. This can be a very good way of identifying needy families, as members of the community are the most knowledgeable about the community in which they live. However, you need to explain HOW they know. This may be a difficult thing to document, but it is very important information to have.

The rationale for choosing the people you did as project participants needs to be clearly explained and supported with information collected in surveys, participatory sessions (such as focus groups) and/or other means (including secondary data). If the choice of who would receive food or who should participate in project activities was left to a group of community members or some form of committee you need to explain the decision-making process they took to choose who would receive food and who would not. If decisions were made based on information about the vulnerability of households within the community, you need to report that information as well as how it was obtained.

Targeting is a challenging process. Were any errors of inclusion of exclusion brought to your attention? What challenges did you encounter as you targeted your distribution? How and to what extent did you overcome these challenges?

Examples of Factors Considered for Community-Level Targeting

When you chose to conduct a food distribution - or implement any other project - in a particular community there are a variety of factors that you may have considered:

- the level of need;
- the presence of other compounding problems;
- the level and type of the response of other organizations;
- the relationship formed between the community and your organization;
- government permissions or requests;
- the leadership and/or the level of participation and engagement of the community.

Example of Individual-Level Targeting

If you chose to distribute food to households that had no livestock because in your community that is a good determinant of who is hungry, then you need to explain how you chose livestock ownership as your main criteria and how you found out which households had livestock and which did not. How did you adjust your targeting to cope with changes in information or to particular circumstances (i.e. if a household had only one animal, which died half way through the project, were they added to the list of beneficiaries? If a household owned two animals but were in obvious need were they also included, how was this determined?).

Targeting Challenges

The most common challenge of proper targeting is avoiding errors of inclusion and exclusion. These errors most commonly occur when targeting criteria is imprecise or ill-defined or when incorrect information about the situation of an individual or family is used in targeting. These errors can also be due to changes in the situation of individual families during the life of the project. Despite best efforts, these errors can occur in even in well-thought-out targeting processes.

Errors of Inclusion

An error of inclusion is when a person or family who does not meet the established level of need is included in a food distribution – essentially this means giving food to people who are not in need.

Errors of Exclusion

An error of exclusion is when a person or family in great need of food is excluded from a food distribution – essentially this means not giving food to people who need it.

SECTION 3: YOUR RESULTS CHAIN

Inputs

The inputs section should provide a complete list of the resources that were used to complete the project. The inputs section is an important part of the results logic and allows the reader of the end-of-project report to see all that was required to achieve the results.

Key Information

- ✓ the community's major contributions towards the project;
- ✓ the amount of food or seed or other item received from Canada or purchased locally (if your project included a distribution) and how it was used;
- ✓ one or more completed Commodity Utilization Tables in attachment 3 (if applicable);
- ✓ the amount of money received and details on how it was spent;
- ✓ a completed Comparative Financial Information Table in attachment 4;
- ✓ a detailed explanation of any significant (plus or minus 10%) difference between the amount spent and the amount budgeted on an individual item;
- ✓ all major receipts and other financial documentation (clearly identified with the item line it relates to).

Discussion

a) Local Community Contributions

Did men and women contribute different things? If so, be sure to mention this.

Do not forget to include community member's contributions to the project. These contributions are important inputs. These contributions are even more important than what was received from others outside the community as they are still there when external support is gone! You likely have your own way of recognizing and thanking community members for their contributions. However, formally documenting these contributions in your end-of-project report is an important way of acknowledging and communicating these contributions.

b) Canadian Partner Contributions

If your project included the distribution of food then you will need to complete one of the Commodity Utilization Tables in attachment 3. Note that the method of distribution you used determines which table you fill out. The first table is for free distribution and the second if for food-for-work.

In terms of documenting the use of the financial contributions received from your Canadian partner agency and the Canadian Foodgrains Bank, it is usually sufficient to go back to the original budget agreed upon at the beginning of the project and add a column to include the actuals beside each budgeted amount for each budget line. Be sure to clearly indicate and explain any significant differences (more than 10% variance) between what was planned and what was spent. An example of a Comparative Financial Information Table is provided in attachment 4.

Examples of relevant inputs:

- money, food and/or seed;
- tools, equipment or other material goods;
- technical support or training;
- leadership;
- governmental support;
- time of community members;
- a space to meet;
- land to use as a demonstration plot;
- knowledge or expertise on local conditions or agricultural practices;
- information on themselves, their families and the way their community functions;
- labour and materials to build a distribution hut.

Activities and Outputs

This section of the end-of-project report should provide a quick overview of all the activities carried out during the life of the project as well as the immediate effects of having completed those activities.

Key Information

- ✓ a description of the activities that were carried out;
- ✓ a description of what changed in the community or within the beneficiaries' households because of these activities – these are your outputs;
- ✓ an analysis of whether or not any of the changes affected men and women differently;
- ✓ an explanation of why these changes affected men and women differently, if that is the case.

Discussion

If you have decided not to do some activities explain which ones and why. If you carried out some activities that were not originally planned in your proposal, tell us what you did and why. Realistically reflect on the accomplishments that stem from your activities. You collected and analyzed information in order to be able to measure your outputs. What do the related indicators show? Why do you think they show this? Can you explain any variations you notice?

Outcomes (Objectives)

Key Information

- ✓ a description of what the project was trying to accomplish (objectives from proposal);
- ✓ a description of what the project actually accomplished (objectives achieved);
- ✓ an explanation of any differences between what was planned and what was accomplished;
- ✓ any changes made to the objectives of the project in order to adapt to the context described in section 1.

Discussion

You may be able to copy and paste the objectives set out in the proposal. Sometimes objectives may have changed a bit, may have been reformulated, or may have become more precise. Other times you will have changed your objectives, either based on feedback received on the proposal, or because of changing conditions on the ground, or because of changes in activities and outputs.

Realistically reflect on how much you have accomplished. You collected and analyzed information in order to be able to measure your objectives. What do the related indicators show? Why do you think they show this? Can you explain any variations you notice?

Impact (Purpose)

This section should provide the reader with an idea of the long-term impact of the project and of the sustainability of the results achieved over time.

Key Information

- ✓ the long-term impact of your project;
- ✓ any real or anticipated difference in impact on men and women;
- ✓ any contribution made towards the purpose statement in the proposal.

Discussion

Note that the purpose statement is like the long-term goal you are trying to contribute to; it is usually much broader and further removed from your project than your specific objectives.

If you implemented a multi-year project you may have identified indicators and collected and analyzed information in order to be able to measure the long-term impact of your project. If this is your situation, report what the relevant indicators show, why you think they show this and any explanation you have for any variations noticed.

However, if you implemented a shorter-term project, you have not been able to directly measure the long-term impact of your project. You may only have antidotal evidence (i.e. observations, hints, guesses) as to what the long-term impact of your project will be or of how sustainable the project's results will be. If this is your situation, you can share your thoughts and the community's thoughts on the probable long-term impact of the project in this section.

Do you think your project is having other long-term impacts that you did not think of or write in the proposal? Are there other things that need to be done to ensure a positive long-term impact in these areas? Are these things being done? If so, by whom? If not, what can be done about it and by whom?

Evaluation Methodology

This section should explain to the reader of the report how the information used to measure the results of the project was obtained and how the meaning of this information was determined.

Key information

- ✓ information you collected in order to measure your indicators;
- ✓ clear description of how this information was collected and analyzed;
- ✓ complete analysis of the results and implications of your evaluation.

Discussion

Essentially, you need to go back to your LFA and report on indicators identified there. Tell us what data sources you used, what tools you used and who you talked to get your information. Discuss whether or not you achieved what you set out to achieve and how you know this based on the information you collected and analyzed. Be honest and critical – there are perfectly good reasons why you may not have achieved you objectives: these could be related to factors beyond your control or to the fact that your objectives were too ambitious for your level of inputs or timeframe. This does not mean you did not implement a good project – it just means the work isn't done; it is important to provide an analysis of why this occurred as well as what should be done about it if this is your situation. You may also be confident that you achieved your objectives, but your indicators may not be reflecting that improvement. Reflect on why this may be the case. Are you indicators not sensitive enough to show the desired change in such a short period of time? Can you collect other information – even qualitatively – that can show that you have still made a difference and that the indicator will likely show this in time. Are there other factors (either negative or positive) beyond your control that may be affecting your indicator? However, another aspect of results that is often overlooked but equally important, is what else was achieved that you did not plan for in your objectives. Your project may have had some unexpected outcome or impact – document it and celebrate it! Tell us here how you know that these unplanned results were achieved? Who told you? Did you ask others as well? Did you verify this information with other sources?

Risks and Assumptions

This section will help the reader of the end-of-project report understand some of the judgments that were made about the situation in order to design and implement the project effectively.

Key Information

- ✓ any risks you identified in the proposal – or anything else – that interfered with reaching the project's objectives and purpose;
- ✓ a description of what was done to overcome these risks and obstacles in order to continue pursuing and/or achieve your objectives;
- ✓ any assumptions from your proposal that did not hold true;
- ✓ an analysis of how the fact that these assumptions did not hold affected your project.

Discussion

There may be some risks, such as risks of negative environmental impacts that needed to be monitored more formerly throughout the life of your project. If this is the case, and you followed the agreed upon monitoring plan, report that information here or in the impacts section above.

Updated Project Logical Framework

This Project Logical Framework will provide the reader of the report with a concise picture of what was accomplished.

Key Information

- ✓ a thoroughly revised and updated Project Logical Framework;
- ✓ any relevant reflection on how your project changed between the time your proposal was written and the end of the project's implementation;
- ✓ an explanation on how these changes affected the various parts of the Project Logical Framework.

Discussion

The Project Logical Framework is the matrix in which you list and organize your objective, outputs, activities, indicators and purpose or goal statement. This matrix is sometimes called a Logical Framework Analysis (LFA) or simply a logframe. The Project Logical Framework is essentially a summary of all the information asked for in the Your Results Chain Section of this End-of-Project Report Guide. More information on the Project Logical Framework can be obtained in the proposal guide. Note that there is a blank matrix included in this End-of-Project Report Guide as attachment 2. However, it will likely be more useful to use the Project Logical Framework from your proposal as your starting point rather than the blank matrix.

Ideally, you have been making regular changes throughout your project to your Project Logical Framework as you received advice or as your project's circumstances changed. Your indicators, too, may have been changed: it may have proven too ambitious or time-consuming to collect the information necessary or the indicators did not measure what you intended or you just thought of better indicators.

All of these changes to the Project Logical Framework are normal. Having to make changes to your Project Logical Framework does not mean that you produced a poor Project Logical Framework, rather it means that you are managing your project in a results-based manner and that you are continually learning.

If you are using a different management tool on a regular basis you will need to fully update your Project Logical Framework. If your project was long or complex, it is wise to have updated the Project Logical Framework at regular intervals even if it is not being used as your principal management tool.

If you find yourself in the situation where you need to revise your Project Logical Framework, you can read through each piece of information in your logframe and ask yourself some of the questions in the textbox on the right.

Examples of Questions to Ask to Update a Project Logical Framework

- What has changed since this proposal was written?
- Does this statement (be it purpose, objective or output) accurately reflect what the project accomplished?
- Does each indicator and data source accurately reflect what, how and where each piece of information was obtained?
- Is the list of activities complete and up-to-date (hint: refer to activities and output section above)?
- Is the list of objectives complete and up-to-date (hint: refer to the objectives section above)?
- Is the list of risks and assumptions complete and up-to-date (hint: refer to risks section above)?

SECTION 4: LEARNING

Lessons Learned

This section allows the reader of the report to see and learn from your experiences and insights.

Key Information

- ✓ anything that you – the implementing organization - learned related to the activities, outputs or objectives of the project;
- ✓ anything you learned about the communities, beneficiaries or other organizations you worked with;
- ✓ anything that the community learned during their participation in the project;
- ✓ details on how each of the lessons was learned.

Discussion

These lessons can be related to any part of the project and learning can occur at any time during the project cycle. For that reason it is important to establish a way of documenting lessons learned during the life of the project, while they are fresh, rather than waiting until the End-of-Project Report needs to be written. These lessons are just as important for your organization to reflect upon and use as they are for us. You may collect a lot of lessons learned throughout the life of the project, some of which you may want to keep for yourselves, to document your own learning. Some, however, you may want to communicate to us in order to share your learning and experience with us. The lessons learned from all our projects could teach us – Foodgrains members, partners and staff - important things about how we work, what works best, what does not and how we can improve. It is through this collective learning that we will all become better able to work towards achieving food security in our communities. This is a crucial part of your final report – be sure to ask your staff and community members for lessons to contribute as well!

Examples

Here are some examples of real lessons learned:

1. Through a participatory wealth-ranking exercise, community leaders responsible for choosing beneficiaries learned to put aside their differences and personal interests in order to set clear criteria that made sure that the food we distributed got to those who needed it most regardless of political or religious ties.
2. Predominant use of women at the distributions both for signing in beneficiaries as well as measuring out prescribed food amounts has been found to be an excellent policy in our present project. They bring knowledge, dedication and capacity for honest detail which is vital.
3. We were able to prevent beneficiaries from selling a portion of their ration to purchase other products by distributing the rations on a monthly basis (rather than one distribution per 3 months). Because of monthly distributions, only 17% of respondents indicated that they sold a portion of their ration in comparison with the 30% who did so in past distributions where three months of food was distributed at one time.
4. Provision of day care services for the children whose mother is working on a food-for-work project is vital to allow for women's participation. Culturally, when women are far from home (for market or other business) neighboring elders (especially women) care for children around the villages. Assigning elders women to care for about 6-8 children in the village was accepted as a solution for women who engaged in food-for-work activities.

Testimonials

Testimonials are stories of people involved in the project. Recording and sharing stories about how your project has changed a person, a family or a community can significantly enrich your report. Stories emphasize the human dimension of your work and are not limited by protocols or principles of results-based management. Stories told from the heart can often capture the effects of a project better than anything else.

Key Information

- ✓ a few stories from the people that benefited from your project.

Discussion

Get creative! Your project likely did a lot of good for a lot people. Did your project restore hope to a person who was before hopeless? Did your project enable children to eat and go to school instead of stay home hungry searching for food? Were fields planted and properly cared for because your project provided food to vulnerable farmers?

Get those who benefited to tell you or show you (in their own words, through stories, drawings, pictures, songs or theater) how their lives were made better by your project. Find a way of recording these stories and share them with everyone involved with the project. Choose some stories to share with the Canadian Foodgrains Bank and our supporters.

Example of a Testimonial

I am Babu Ashegre. I am a 34 year old farmer who farms a 1 acre farm about 20 km from Nefas Mewcha. I own a cow and an bullock (for plowing). I received the use of land when it was redistributed in 1991, but do not 'own' it.

Normally my land provides food for my family until the end of June. However, last year because of an infestation of grasshoppers I feared that the harvest would last no longer than February. Grasshoppers seem to come with low rainfall, an increasing problem in recent years. If this happens and I can't find work I have to sell my cow so that I can feed my family.

My land is part of a land restoration project being done by FHI/Ethiopia. The terracing and water harvesting work have greatly increased the productivity of my land. I have been improving the soil on my land through adding compost and I hope soon to start vegetable cultivation. I will grow lettuce, cabbages, Swiss chard and beetroot and sell it in Nefas Mewcha.

Future Planning

This section can include your thoughts or the community's thoughts on the next steps to be taken in order to achieve food security.

Key Information

- ✓ ideas about what needs to be done next.

Discussion

Often the end of a project is a time of great reflection and inspiration. Putting these ideas down on paper can assist you and the community in future planning. These ideas can be as general or as specific as you want, but should include some way of integrating what has been learned and accomplished with this project into future plans and actions.

ATTACHMENT 1: PROJECT SUMMARY

This summary should be completed and attached to your end-of-project report.

1. Date of end-of-project report submission:

2. Project Name:

3. Full Name of Implementing Organization:

4. Country:

5. Specific Areas (e.g. state/province, county, town, etc.):

6. Project Start Date:

7. Project End Date:

8. Actual Number of Beneficiaries:

9. Brief Description of Beneficiaries:

10. Brief summary of the project (one paragraph) – including rationale, activities, and expected results:

11. Material Resources Received or Purchased:

    Food (mt):

    Seed (specify units):

    Tools:

    Other (specify):

12. Contact Information

    Mailing Address:

    Street Address (if different, for courier deliveries):

    Telephone: Fax: E-mail:

    Contact Person and Title:

ATTACHMENT 2: PROJECT LOGICAL FRAMEWORK

Information from your results chain described above must be summarized in this logical framework. Attach the logical framework to your End-of-Project Report.

Purpose			
Objectives (Outcomes)	**Indicator**	**Data Source**	**Risks and Assumptions**
1. 2. 3. 4.	1. 2. 3. 4.	1. 2. 3. 4.	
Outputs		**Data Source**	**Risks and Assumptions**
1. 2. 3. 4.		1. 2. 3. 4.	
Activities			**Risks and Assumptions**

ATTACHMENT 3: COMMODITY UTILIZATION TABLES

Complete one or both of the following tables that corresponds to the type of distribution your project was engaged in. If you distributed your food freely fill in the first table (free distribution). If you distributed food to those who worked on a project fill in the second table (food-for-work). If you did both, fill in both tables; if you did neither you do not need to fill in any of these tables.

FREE DISTRIBUTION: Commodity Utilization

Beneficiary Group	Number of Beneficiaries	Commodity	Monthly Ration Size (kg/person)	Project Duration (months)	Amount Received or Purchased (metric tonnes)	Amount Used (metric tonnes)	Surplus (metric tonnes)

FOOD-FOR-WORK: Commodity Utilization

Group of Workers	Number of Workers	Commodity	Daily Wage (kg/person)	Number of Days Worked	Amount Received or Purchased (metric tonnes)	Amount Used (metric tonnes)	Surplus (metric tonnes)

ATTACHMENT 4: COMPARATIVE FINANCIAL INFORMATION TABLE

This table can be used to compare your actual expenditures to the budget submitted with your proposal. You already have a budget for all the costs of your project that was agreed upon at the beginning of the project. If any changes were made to that budget, specific budgeted amounts were revised and agreed upon. The amounts that were agreed upon are the amounts that should be listed in the column ‘Amount Budgeted’. The amount that the item actually cost should be listed in the ‘Amount Spent’ column. Divide the amount spent by the amount budgeted to obtain the ‘Percentage of Budget Spent’. Note that if you spent less than 90% or more than 110% of the amount budgeted the reason for this should be clearly and thoroughly explained in the inputs section of your-end-of-project report.

Item	Description	Amount Budgeted	Amount Spent	Percentage of Budget Spent
INCOME				
Canadian Foodgrains Bank				
Source B				
Total				
EXPENDITURES				
Example: Primary transportation	100km at $5 per km	$500	$400	80%
Grand-total				

It can be useful to organize your expenditures under headings. Some headings that are commonly used include: Handling/Storage, Transportation, Field Support, etc. If using headings, you may want to provide subtotals of the expenditures under each heading. Try to be as specific as possible in your description of each item. For example, the description of “vehicle rental” should read something like “20 days at US$10 per day”. Also clearly write on each receipt which item line it relates to as well as any calculations (including exchange rate) that may have been necessary to be able to express the amount spent in the currency of your financial reporting.