**Project Document template checklist**

1. Context and Project Rationale

* Review the initial situation in the country based on relevant data, reports, studies, etc.
* Provide an analysis of the problems and their causal links; specify the problem to be addressed by the project, its root causes, and effect(s) on the target group(s).
* Demonstrate the relevance of the proposal to the needs and constraints of the country in general and of the target groups/final beneficiary groups in particular. Justify how the problem(s) to be addressed are in line with national or sector priorities.
* Identify the key project stakeholders who would be affected positively or negatively by the project.
* *In case of a following phase*, summarize the results achieved on outcome level, the key outputs based on the end of phase reports, the insights from reviews/evaluations; and present the Lessons learnt and their implications for the new phase/project.

1. **Objectives and Implementation Strategy**

* Describe the project objectives with clear distinction between levels: rationale for the overall objective (impact) to which the project aims to contribute, the outcomes that the project aims to achieve, and the expected outputs of the project.
* Argue on the basis of the context analysis how the outputs will produce effects and changes for the target group; explain the underlying assumptions behind causal links.
* Indicate how progress will be measured, justify the choice of baseline and result indicators.
* Estimate the project outreach: number of beneficiaries, institutions, geographical area.
* Explain the possibilities for replication and extension of the results (multiplier effects).
* Describe the intervention approach, methodology and instruments.
* Describe each line of activities to be undertaken to produce results, justifying the choice of the activities, framing their reach, estimated duration and succession (the time schedule may be attached in the Annexes).
* Describe the project partners, their roles, experience, capacities and limitations (incl. beneficiary institutions, implementing partners).
* Explain how the project will address the drivers and restrainers of change.

1. **Organisation, Management and Administration**

* Provide information about the applicant and (other) project implementation partners.
* Explain the project management structure proposed for implementation of the project: include an organizational chart that covers the key functions: Project Coordination, Procurement, Finances, Technical, Planning Monitoring and Evaluation (there is no need to include the names of individuals), explain the roles and responsibilities, as well as the coordination links.
* Provide evidence that the proposed office (or team) has adequate administrative and technical capacity needed for implementing the project.
* Where applicable: provide information regarding tendering, contracting or outsourcing of project component(s).
* In case of trilateral projects, provide the details about the co-financing donor and the specific grant program if applicable.

1. **Feasibility and sustainability**

* Provide an initial risk analysis and possible contingency plans. This would include risks associated with each main activity cluster and/or analysis by risk types including physical, environmental, political, economic and social risks.
* Identify the main preconditions for sustainability of project results, outline the factors that influence the achievement/non-achievement or sustainability.
* Explain how sustainability of benefits will be secured after completion of the action, considering:
  + Financial sustainability (financing of follow-up activities, sources of revenue for covering all future operating and maintenance costs, etc.);
  + Institutional level (which structures would allow, and how, the results of the project to continue to be in place after the end of the project, issues about the local ownership of project outcomes);
  + Policy level where applicable (what structural impact will the project have - e.g. improved legislation, codes of conduct, methods, etc.).
* Describe the end-of-project vision and exit (or transit) strategy; identify who will assume responsibility for continuing the effort once the project has been completed.
* Methodological approach and implementation issues relevant to key cross-cutting themes such as gender equality, human rights, ecology, good governance

1. **Monitoring, Reporting and Evaluation**

* Summarize the project M&E system: processes, procedures and responsibilities for M&E activities
* Explain how and when the M&E plan will be developed during project start-up.
* If specific research and surveys are needed to obtain missing baseline data, briefly describe the type of studies to be carried out.
* Specify the frequency and responsibilities for progress reporting.
* Identify possible feedback loops, participatory monitoring and lessons-learnt reflections.
* Outline the project evaluation schedule (for internal and external evaluations), specify the type, purpose and scope of the evaluation(s).

1. **Budget**

* Summarize the overall budget (a detailed budget is to be annexed to the Pro-Doc).
* Including the financial and other types of contributions of partners.
* Ensure a budget provision for M&E and contingency (Risks) plans.

**Annexes:**

* Logical Framework Matrix
* Budget
* Organisational chart and job descriptions
* Project Implementation Plan (Calendar)
* M&E Plan (if available)
* Agreements with local or co-financing partners (if applicable).

**Annex 2: Explained Logframe Template (a blank template on next page):**

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| --- | --- | --- | --- |
| **HIERARCHY OF OBJECTIVES** | **KEY INDICATORS** | **DATA SORUCES, MEANS OF VERIFICATION** |  |
| **Impact (Overall Goal):** | | |  |
| Hints: This refers to improved conditions for the society, specific groups of population.  For multi-phase projects, the overall goal should not change, as progress at this level is a long-term process.  Examples:   * *Vulnerable groups of youth have access to quality education.* * *Trainees enjoy higher employability after graduating VET* * *Young people not in Education, Employment or Training (NEET) empowered to find job opportunities* | Impact indicators are essentially used during reviews, evaluations, and ex-post impact assessments.  Impact indicators often include national level data (e.g. Educational attainment of active population, employment rate of recent graduates, NEET rate by skill level, unemployment rate, school-to-work transition time, PISA scores, ranking in an international index, percentage of girls/excluded groups who complete secondary education) | The sources of data at this level often depend on other actors (e.g. ministries, national bureau of statistics, international reports on Moldova), thus, the availability of data at later stages must be checked. |  |
| **Outcome(s)** | | | **ASSUMPTIONS** |
| Hints: This refers to an effect on the users of the delivered outputs. Often it targets a change in performance of institution(s), in behaviour of targeted group(s). Outcomes may refer to quality, quantity or timeliness in the delivery of a service for population.  Example:   * Improved quality of teaching in partner institution * Increased ICT skills among pupils/VET students | Outcome indicators depict the situation towards the end of the project, thus, provide an indicator whether the project purpose was achieved. |  | Assumptions at this level refer to conditions that are necessary for progress towards impact, e.g. factors that contribute to impact that are not under the control of the project. |
| **Outputs** | | |  |
| Hints: Outputs should not list every individual product/service delivered part of the project (e.g. seminar, manual, IT equipment). Instead the outputs could be clustered to the extent possible (e.g. policy support, capacity building, competences, skills, know-how).  Outputs are direct results from activities that the project is fully in control of delivering.  Example:   * Teacher trainings delivered for partner schools * New courses on XX piloted and institutionalised * Online platform for XX is in place * Law/regulation on XX submitted to Government/parliament | Output indicators should measure not only the quantity, but also the quality of outputs. For example, number of participants in a training is not sufficient for assessing the usefulness and quality of that activity. Yet, quality and relevance of what is delivered represents often key assumptions for the causality between output and outcome, hence should be measured. |  | At this level, assumptions are the key external factors/conditions that would make the achievement of the outcome more likely. Often, these assumptions refer to the use of the outputs by the target group according to the intended purpose, e.g. the motivation to use the outputs, the quality of outputs, the existing opportunities that facilitate the use of project outputs. |
| **Activities** | **Inputs (means, resources)** | |  |
| List of activities per Output:  Hint: The focus here is on *what* the project is to deliver (not on *how*). | This section is optional. Inputs include personnel, equipment, finances necessary to carry out the planned activities and manage the project. | | Assumptions at activity and input level are conditions that are essential for the achievement of outputs. Here assumptions could refer to the reach of intended population (enrolment, participation, access to information), and motivation (actor’s willingness to take part in activities) etc. |

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| **HIERARCHY OF OBJECTIVES** | **KEY INDICATORS** | **DATA SORUCES, MEANS OF VERIFICATION** |  |
| **Impact (Overall Goal):** | | |
|  | Definition:  Baseline:  Target: |  |
| **Outcome(s)** | | | **ASSUMPTIONS** |
|  | Definition:  Baseline:  Target: |  |  |
|  | Definition:  Baseline:  Target: |  |  |
| **Outputs** | | |  |
|  | Definition:  Baseline:  Target: |  |  |
|  | Definition:  Baseline:  Target: |  |  |
|  | Definition:  Baseline:  Target: |  |  |
| **Activities** | **Inputs (means, resources)** | |  |
| List of activities for Output 1: |  | |  |
| List of activities for Output 2: |  | |  |
| List of activities for Output 3: |  | |  |