TWP in more traditional projects

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Outline: 10 slides, mostly diagrams - 15 minutes

1. The project cycle
2. The results chain (and weaknesses in..)
3. Back to the PF
4. A new PF?
5. Inserting a bit of TWP
6. A crib sheet: learning and practice
But first......
Riveting... this story of a singular book that changed the world proves in dramatic fashion that the history of literature is not a landscape but a battlefield.” Matthew Pearl, bestselling author of *The Dante Club*
(i) The project cycle
Another project cycle

1. Country Assistance Strategy
   The Bank prepares lending and advisory services, based on the selectivity framework and areas of comparative advantage, targeted to country poverty reduction efforts.

2. Identification
   Projects are identified that support strategies and that are financially, economically, socially, and environmentally sound. Development strategies are analyzed.

3. Preparation
   The Bank provides policy and project advice along with financial assistance. Clients conduct studies and prepare final project documentation.

4. Appraisal
   The Bank assesses the economic, technical, institutional, financial, environmental, and social aspects of the project. The project appraisal document and draft legal documents are prepared.

5. Negotiations and Board Approval
   The Bank and borrower agree on loan or credit agreement and the project is presented to the Board for approval.

6. Implementation and Supervision
   The Borrower implements the project. The Bank ensures that the loan proceeds are used for the loan purposes with due regard for economy, efficiency, and effectiveness.

7. Implementation and Completion
   The Implementation Completion Report is prepared to evaluate the performance of both the Bank and the borrower.

8. Evaluation
   The Bank’s independent Operations Evaluation Department prepares an audit report and evaluates the project. Analysis is used for future project design.
And another project cycle
(2) The results chain

**Input**
- Increase funding for education (£ million / 2 staff)

**Process**
- Improve strategic planning (Education strategy finalised)

**Output**
- Build more schools (N°. of schools built)

**Outcome**
- Get more children through school (N°. of children completing school)

**Impact**
- Increase literacy (Literacy rate)

**INPUTS**  **ACTIVITIES**  **OUTPUT**  **OUTCOME**  **IMPACT**

(formerly PURPOSE)  (formerly GOAL)
### (3) The Project Framework

<table>
<thead>
<tr>
<th>Narrative Summary</th>
<th>OVI</th>
<th>Source</th>
<th>Assumptions</th>
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<tbody>
<tr>
<td>Impact</td>
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<td>Outcome</td>
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<td>Outputs</td>
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<td>Activities</td>
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This is the theory of change bit.
(4) A new Project Framework?

Identify the problem

Understanding
- Incentives
- Institutions
- Interests
- Ideas

Politically feasible, technically desirable?

Design, implement monitor

Goal

Change outcome
### (5) Inserting a bit of TWP

<table>
<thead>
<tr>
<th>Project cycle ‘stage’</th>
<th>New / existing initiatives</th>
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</table>
| **Identification / selection** (why we are doing it) | • Fixate on the problem (has it changed?)  
• Whose problem is it?  
• Frame the power relations…of course inc gender  
• Four eyes: incentives, interests, institutions and ideas |
| **Design / appraisal** (what we will be doing and how we will be doing it) | ▪ Revisit the results chain  
▪ Are assumptions being addressed or just ‘assumed’?  
▪ Fixate on the impact – build in flexibility between activities and outcomes  
▪ Views of key individuals / groups  
▪ Reduce prescription on spend, timing and activity |
| **Implementation / monitoring** (how we know what progress is being made and what the issues are) | ▪ I and M become one (indeed, design too)  
▪ Test and re-test assumptions: especially those about behaviour: eg  
  ▪ decisions being taken  
  ▪ actions being implemented  
  ▪ processes / systems being changed  
  ▪ reforms being enacted  
▪ Read, interpret and respond to the changing political economy  
▪ Review and reflect exercises (test assumptions again)  
▪ De-emphasise ‘artificial’ milestones and targets which drive contractors  
▪ Include process / relationship measures  
▪ Plausible association as much as ToC  
▪ But fixate on impact and judge contribution of ‘project’ to that impact – and change inputs and activities and possibly outputs too |
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<tbody>
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<td></td>
<td>Who?</td>
<td>Interests?</td>
<td>Forma</td>
<td>Informal</td>
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<tr>
<td>Identification / selection</td>
<td>Do we understand the interests of the various players in the game?</td>
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<td>Those for, those against, why and how influential are they?</td>
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<td>Design / Appraisal</td>
<td>How challenging is the problem ... ‘wicked hard’ or ‘stroke of the pen’ etc...</td>
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<td>Is our ToC sufficiently adaptable to change as new evidence emerges?</td>
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<td>Implementation / monitoring</td>
<td>Are we learning enough about changing interests and incentives?</td>
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<td>Does imp’n experience confirm or deny our ToC?</td>
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Happy BLOOMSDAY
June 16