Monitoring, Evaluation and Learning Guidance

2024 – 2025

April 2024

Biodiversity Challenge Funds:

Darwin Initiative

Illegal Wildlife Trade Challenge Fund

Darwin Plus

This guidance provides an introduction to monitoring, evaluation and learning (MEL) and the requirements for Biodiversity Challenge Funds (BCFs) projects. It is intended for both new applicants and currently funded project teams. If after having reviewed this document you still have questions, please contact the mailbox relevant to the fund you are applying to / your project is supported by:

- *Darwin Initiative: BCF-Darwin@niras.com*
- *IWT Challenge Fund: BCF-IWTCF@niras.com*
- *Darwin Plus: BCF-DPLUS@niras.com*

Glossary

Activities	The actions carried out by the project to effect the desired change and lead to outputs, outcomes and impact in the results chain.
Assumptions	The situations, events, conditions or decisions which are necessary for the success of the project, but are largely outside of the project's control.
Attribution	Assigning a causal link between observed (or expected to be observed) changes and a specific activity or intervention (see Section 0)
Biodiversity	"Biological diversity" is the variability among living organisms from all sources including terrestrial, marine and other aquatic ecosystems, and the ecological complexes of which they are part; this includes diversity within species, between species and of ecosystems.
Biodiversity Challenge Funds (BCFs)	Biodiversity Challenge Funds. The collective name for Defra's Darwin Initiative, Illegal Wildlife Trade Challenge Fund and Darwin Plus.
Capability & Capacity	Capability refers to the types of ability (skills and knowledge) required for a task; Capacity refers to the amount of ability at a point in time to deliver a task.
Country	Normally refers (unless otherwise stated) to any country on the eligible country list, and not countries such as the UK.
Defra	The Biodiversity Challenge Funds is a programme of the Department for Environment, Food and Rural Affairs (Defra), UK Government.
Enabling conditions	The prerequisite conditions for the effective and efficient implementation of a project. At any given site, a series of enabling conditions influences the likelihood that the project's activities will result in the desired outcome.
Evidence	Information that supports a claim. Can be used to make the case for a particular approach towards achieving change. Can also demonstrate a project's activities have been carried out, and that outputs, outcomes and impact have been delivered. It ranges in format and in quality, includes documented and undocumented experiences, traditional knowledge, data, studies, policies and practices from a range of perspectives. Evidence is particularly valued when it is quality assured, accessible and applicable.
Gender Equality and Social Inclusion (GESI)	Gender Equality is about addressing inequalities and transforming the distribution of opportunities, choices and resources available to girls, women and non-binary individuals so that they have equal power to shape their lives and participate in the process thereby increasing equality between people of all genders. Social Inclusion refers to the process of improving the terms of individuals and groups to take part in society, and the process of improving the ability, opportunity and dignity of people disadvantaged and historically excluded from decision making and spheres of influence on the basis of their identity to take part in society
Indicators	An indicator is the quantitative or qualitative measure to track change in a project output or outcome.
Innovation	Across the Darwin fund innovation is considered to be the application of a proven approach to a distinctly different geography/issue/stakeholder

	(novel to the area), or in a different sector (novel to the sector), or an unproven approach in any sector (novel to the world).
Inputs	Inputs are what you put in to a project (e.g. time, money, resources) to gain your expected outputs (e.g. increased knowledge, skill, awareness) and achieve your outcome (e.g. behaviour change and improved livelihoods).
Impact	The Impact is your project's long-term objective, and is often a contribution to a wider advance in the field, for example, in conservation and poverty reduction. Note that the Impact will not be achieved solely by the project and will often be achieved outside of the timeframe of the project.
Lead Organisation	The organisation who will administer the grant and coordinate the delivery of the project, accepting the Terms and Conditions of the Grant on behalf of the project.
Livelihood	A livelihood comprises people, their capabilities and their means of living including food, income and assets. Assets may be tangible (e.g. resources and stores), or intangible (e.g. claims and assets). A livelihood is considered environmentally sustainable when it maintains or enhances the local and global assets on which the livelihood depends, and has net beneficial benefits on other livelihoods. A livelihood is socially sustainable where it can cope and recover from stress and shocks, and provide for future generations[1].
Logframe	Logical frameworks, commonly known as logframes, are a monitoring tool to measure progress against the Results Chain (Activities -> Outputs -> Outcome -> Impact), comparing planned and actual results using indicators, baselines, and targets.
Matched Funding	Additional finance that is secured to help meet the total cost of the project, including public and private sources, as well as quantified in-kind contributions.
Monitoring, Evaluation and Learning (MEL)	A system of processes and tools used by project teams during design and delivery to improve project management, to enable learning, to demonstrate accountability, and to inform future conservation and development strategies (See Section 1 for a detailed definition).
Mobilised Funding	The funding directed to one of your project's objectives outside of the context of your project and as a result of the actions taken during the course of your project. This can include funding for similar approaches to the ones developed or enhanced in your project, or funding to take one of your project's objectives forward and build on lessons learnt.
NIRAS	Biodiversity Challenge Funds Administrator, and first point of contact for projects and applicants.
Outcome	The Outcome is a project's main objective. It is the change you expect to achieve as a result of and within the timeframe of this project. There can only be one Outcome for a project. It should identify what will change, and who will benefit. There should be a clear link between the Outcome and the Impact.

[1] Chambers, R., Conway, G. and Brighton Institute of Development Studies, 1992. Sustainable rural livelihoods: practical concepts for the 21st century (Vol. 296). Brighton: Institute of development studies.

Outputs	Outputs are the specific, tangible results from the completion of more than one activity. Their delivery is totally attributable to your project; they would not happen without your project. Outputs will provide the conditions necessary to achieve your intended Outcome. Most projects will have three or four Outputs in order to achieve the intended Outcome.
Poverty	A pronounced deprivation in a person or group of people's wellbeing. Poverty can arise due to a person's lack of income, land, assets, resources, or capabilities needed to fulfil their basic needs and achieve their potential in life. It has a relational aspect, whereby groups of people are in cases systematically excluded from opportunities afforded to others in society. Poverty encompasses deficiencies in healthcare, security, education, decent job opportunities, or the conditions in social relations required to foster cooperation and the collective advancement of sustainable livelihoods.
Results Chain	A tool to show the linear process of what a project is doing and why, through describing or visualising the steps in which inputs and activities lead to the desired change (i.e. through outputs, outcomes and impact).
Scaling	Expanding and sustaining successful approaches to achieve greater impact.
Stakeholder	A person, organisation or group of people who have an interest or concern in the project and its impact. They are consulted, engaged and/or participate in project activities. They can also be partners, but if so, they would also have a budget management, or a formal governance role, within the project.
Standard Indicator	A Standard Indicator is an indicator that can be used across multiple projects to allow us to aggregate our results across the Biodiversity Challenge Funds. The BCFs Standard Indicators are tightly linked to our fund-level Theories of Change and logframes and will allow us to track the achievements of the funds as a whole.
Theory of Change	A comprehensive tool to describe how a project will lead to a desired change by outlining the problem, the drivers, and the assumptions underlying the project activities and their expected outputs. Its explicit about the causal pathways, links between activities, outputs, outcome, and impact. Includes an analysis of barriers and enablers as well as indicators of success. Often set out in a diagram and narrative form (see Section 2.2).
Transformational change	Transformational change is the process whereby positive change for people and biodiversity are achieved and sustained over time through ongoing replication, scaling, transmission or adaptation of an initial action. Consistency of achievement over time is essential for this type of change, and should be considered mandatory in order to exclude short-term, transitory impact. While projects are not required to assess their contribution to transformational change, our Reporting Templates incorporate prompts for project teams to report against some of its foundational requirements.
Wellbeing	Wellbeing is a concept used to understand and measure what it means for people to live the kind of life that they have reason to value. Wellbeing is determined by what people have and what they do, with these being a function of the capabilities afforded to people by their environment, their socio-economic conditions, as well as differences in relational

perspectives[2]. The advancement of people's wellbeing is a means of reducing poverty. Wellbeing can be conceptualised as having several distinct domains and components (i.e. in a Framework[3]). The BCF fund-specific Standard Indicator Guidance provides one such way of considering the range of domains covered by the concept.

[2] Sen, A. 1989. Development as Capability Expansion, *Journal of* Development Planning 19: 41–58; Nussbaum, M. 2011. Creating Capabilities: The Human Development Approach (Harvard University Press).

[3] Millennium Ecosystem Assessment. 2005. Ecosystems and Human Well-being. Chapter 3 in Ecosystems and Human Well-being: A Framework for Assessment, Island Press, Washington DC. See also Rekacewicz, P. Bournay, E. 2007. Linkages between ecosystem services and human well-being (Online). Available: https://www.grida.no/resources/6075

Contents

How to use this guidance

The Biodiversity Challenge Funds (BCFs) Monitoring, Evaluation and Learning (MEL) Guidance serves two purposes:

1. **To make explicit the Monitoring, Evaluation and Learning requirements for projects supported by the BCFs**. For a high-level view of the requirements, see Table 2 below. More specific requirements are outlined throughout, especially for projects that require a Theory of Change and a logframe.

2. **To provide Applicants and Grantees with technical guidance, including tools and principles to apply in your practice of Monitoring, Evaluation and Learning**. This is intended to support all of us in our collective mandate to generate evidence on what activities and approaches work to bring about positive change for people and biodiversity.

1 Monitoring, Evaluation and Learning in the Biodiversity Challenge Funds

Monitoring, Evaluation and Learning (MEL) is a system of processes and tools used by project teams during design and delivery to monitor performance, improve project management, to enable learning, to demonstrate accountability, and to inform future conservation and development strategies. By encouraging robust MEL, the Biodiversity Challenge Funds (BCFs) seek to empower project teams to make evidence-based decisions and to generate insights for a wider community of actors who are working towards positive change for people and biodiversity. While MEL is often considered as a system or coherent concept, it's also useful to consider its individual components, outlined in Table in the context of the BCFs reporting processes.

Table 1. What is Monitoring, Evaluation and Learning?

Monitoring	The systematic and routine collection of data on project resources, activities and results. This includes the routine monitoring of progress towards the project outputs and outcome using project logframe and indicators.
Evaluation	The periodic assessment and analysis of project activities, as well as output and outcome indicators to inform adaptive management of the project. This occurs to some extent during the Annual Reporting and Report Review Process, as well as in Mid Term Reviews and Closed Project Evaluations. These evaluations are commissioned by the Fund, carried out by independent specialists, and provide an informed and objective third-party view. Project teams are encouraged to evaluate their own projects on a frequent basis.
Learning	A process through which evidence and information is reflected on, shared with those who require it, and used to fill evidence gaps and identify what works in the pursuit of positive change for people and biodiversity. This happens both within and across projects.

Monitoring, Evaluation and Learning serves two primary purposes: learning and accountability.

Learning. By conducting effective MEL, project teams can improve their management of risk and uncertainty in the delivery of outputs and outcomes; gain an enhanced understanding of what works, for whom and when; and generate evidence to inform future projects. Learning and evidence generation is central to the mandate of the BCFs, and MEL is key to achieving this.

Accountability. The BCFs are managed to maximise the generation of knowledge, enhanced capability and capacity, and positive change delivered for every pound (£1) spent. Transparency through clear reporting against outputs and outcomes achieved at the project-level allows us demonstrate Value for Money at the portfolio-level, and make the case for continued support from the British taxpayers.

1.1 MEL requirements in the Biodiversity Challenge Funds

There are different MEL requirements for each of the BCFs schemes. These requirements are outlined in Table 2, with a distinction between requirements during the application requirements and project requirements.

Table 2. MEL requirements across the Biodiversity Challenge Funds Schemes

LEGEND: ● D+: Darwin Plus ● DI: Darwin Initiative ● IWTCF: Illegal Wildlife Trade Challenge Fund		Darwin Plus		IWTCF	Darwin Initiative		DI Main	DI Extra
		Local	People & Skills	Evidence	Innovation	C&C	IWTCF Main D+ Main	IWTCF Extra D+ Strategic
Application Requirements	Simplified logframe (Section 2.3)			●		●		
	Full logframe (Section 2.3)			●	●		●	●
	Narrative Pathway to Change (Sections 2.1 & 2.2)			●	●	●	●	●
	Graphical 1 Page Theory of Change (Section 2.2)				●			●
Project Requirements (Section 3)	Half Year Report on 31st October			●	●	●	●	●
	Annual Report on 30th April			●	●	●	●	●
	Final Report after project completes (dates vary)	●	●	●	●	●	●	●
	Selected independent monitoring reviews, mid term reviews and closed project evaluations (commissioned by Fund Managers)			●	●	●	●	●
	Independent final evaluation (commissioned by the project)							●

1.2 The role of MEL across your project's lifecycle

MEL can be used answer questions about the design and implementation of a project. These questions typically evolve over the life of the project in conjunction with changing information needs, as shown in Figure 1 and further outlined below.

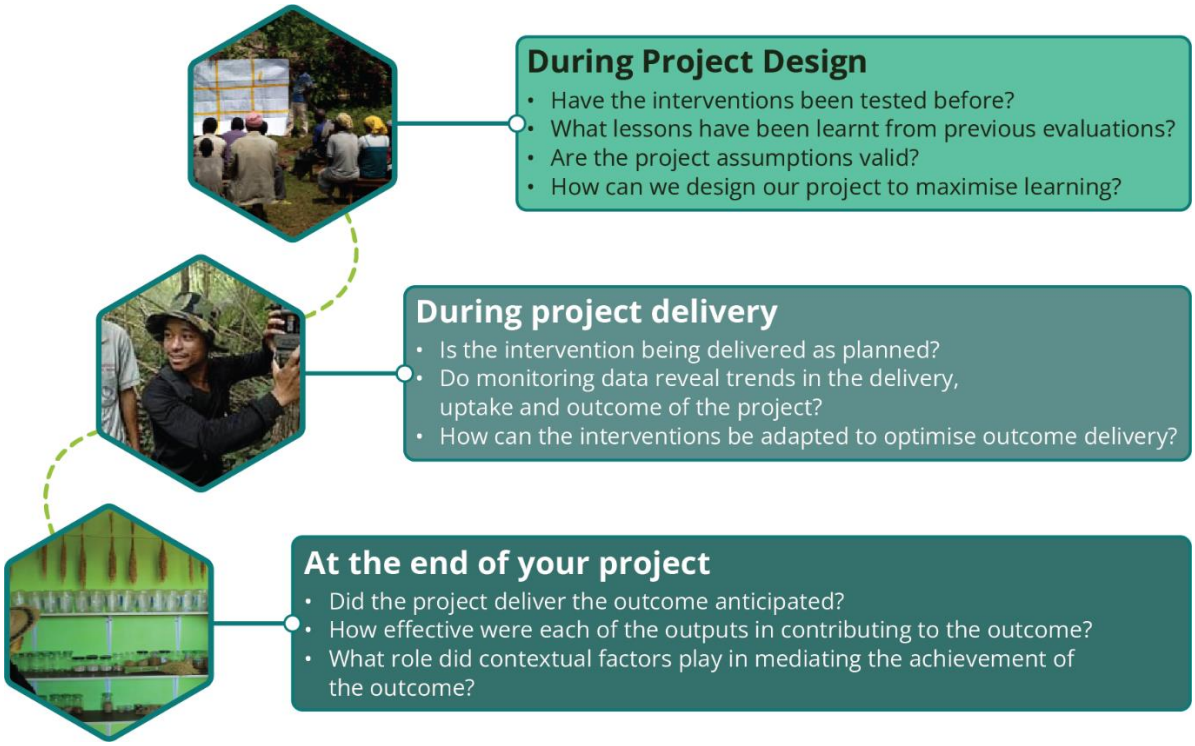


Figure 1. MEL questions and the project lifecycle[4]

During project design: Project teams should develop their approach to MEL while they develop their projects. Using MEL tools like Theory of Change and Results Chains during the project design phase will allow project teams to build coherent projects; to show that your approach makes sense and will address the challenge you have outlined; to ensure that appropriate indicators are selected by which to assess the nature and magnitude of change resulting from your project; and take advantage of opportunities to understand how changes in project implementation can affect the delivery of outcomes under various socio-political and environmental contexts. Project teams are encouraged to think about how their activities might be designed experimentally or in another way that enables a high degree of evaluability[5].

During implementation: MEL frameworks empower project teams to generate evidence-based answers to questions about project delivery, uptake and early outcomes. If the project has been

[4] Adapted from Treasury, H.M.S., 2007. The Magenta Book: guidance notes for policy evaluation and analysis. London: HM Treasury

[5] This will ensure that the change measured in indicators can be robustly attributed to the activities themselves and not to rival explanations. The concept of evaluability is critical when thinking about evaluation, and is discussed further in Section 3.1).

designed with a high degree of evaluability, the project team will have a clear plan for using monitoring data to inform decisions on where and how to deliver the project. This data can also be used to provide evidence of achievements when reporting.

After implementation: A well-designed MEL framework enables a confident assessment of whether the intended outcomes were delivered. Project teams are encouraged to interrogate their prior assumptions and share information on which of these has been confirmed and which has been refuted. This information is valuable and should be shared widely so that those working on similar projects are able to learn from our collective experience.

1.3 The role of evidence in decision-making

The conservation and development sectors face significant evidence gaps, and in several areas of conservation and development practice there is a dearth of robust evidence upon which to make decisions. Addressing this gap is a key mandate of the BCFs and, by extension, funded projects. Evidence is defined in line with Salafsky et al. (2018)[6] and Suter (2016)[7] in the box below.

Evidence in conservation and development is composed of *relevant information, which is used to assess one or more hypotheses related to a question of interest*. In this context, information as a source of evidence may include basic data, primary studies, evidence synthesis/decision support systems, and theories/principles. These components can be combined in different ways to produce an evidence base. The evidence base itself is: *the body of all data, studies, synthesis/systems, and theory being used as evidence for a particular set of hypothesis*.

Often overlooked, the role of traditional knowledge and evidence held by indigenous groups and local communities is vital and should be considered by projects in their design and delivery, abiding by ethical best practices. Project teams are encouraged to adopt a pluralistic approach to evidence use and generation, whereby various sources and formats of evidence are used to support knowledge claims.

Project teams should consider the availability of evidence in support of their proposed activities. Table 3 provides a typology by which the degree of evidence in support of a given activity can be classified. The typology is hierarchical and Category A contains what are generally considered to be the strongest evidence types. This table should be considered in general terms, and the distinction will not hold in some special cases (for example, a rigorous ethnographic account or case study can provide evidence that is more compelling than a Randomised Control Trial, especially when the evidence generated by the latter is not particularly reliable or valid for a given context).

[6] Salafsky, N., Boshoven, J., Burivalova, Z., Dubois, N.S., Gomez, A., Johnson, A., Lee, A., Margoluis, R., Morrison, J., Muir, M. and Pratt, S.C., 2019. Defining and using evidence in conservation practice. *Conservation Science and Practice*, *1*(5), p.e27.

[7] Suter, G., 2016. Weight of evidence in ecological assessment. Washington, DC: Environmental Protection Agency, Office of Research and Development.

Table 3. Typology of evidence types available to support the use of an approach

Category	Level of evidence to support the effectiveness of an approach selected for use in a project
A	Approach generates significantly positive outcomes for people and the environment as documented in Systematic Reviews, Evidence Mapping studies and similarly rigorous evidence synthesis products.
B	Approach is supported by Experimental studies (Randomised and nonrandomised Control Trials; Natural Experiments where a Before-After-Control-Trial framework was present, Difference-in-differences studies).
C	Approach is supported by the results of Observational studies, Quasi-experimental studies, Cohort studies, Theory-based Impact Evaluations, Case studies and similar.
D	There is a convergence in expert or third-party specialist opinion that the approach is effective or at least promising; The Project Lead has had success with the approach used in a similar setting.
E	The effectiveness of the approach is well documented or understood by custodians of traditional and indigenous knowledge

Depending on the perceived strength of evidence available for the approach selected for use in your project, you can consider the role that your project can play in generating evidence for the approach.

If there is limited evidence available for your selected approaches, you should consider whether you have a project setting that lends itself to experimental project design. Implementing your project in an experimental way, with increased resourcing for more rigorous monitoring, can help us to build the evidence base for a range of approaches to delivering improved outcomes for people and biodiversity. While this type of project design is encouraged, and Section 2.4 of this Guidance note discusses methods to do it, this type of design is not required for projects funded under any of the Biodiversity Challenge Fund schemes.

Regardless of the form of evidence that you wish to make use of, there are some common principles that should be followed to ensure that you are generating high quality data and evidence in your project.

Reliability is concerned with completeness, accuracy and transparency. Data are considered reliable when they can be reproduced in a consistent way. It is therefore important to be clear about precisely how data has been generated. Most data types can be collected or generated using predefined standards and methodological guidance. In some cases, however, a novel approach may be required. For all indicators, project teams must ensure that they clearly document their approach to data collection.

Validity refers to the extent to which data is relevant to the questions being asked of it. Validity in itself has several distinct components. Data, and the indicators that they are used in, are considered valid if they are used in a relevant construct or setting, such that they are effectively operationalising the concepts described in the logframe and Theory of Change narratives.

This section has explored how you can use evidence to inform the design of your project and your selection of approaches. We will explore how you can follow these principles when developing your own project indicators in Section 0.

2 MEL Tools for project design and management

We recommend the use of a wide range of MEL tools during the design of your project as well as during implementation. The first tool introduced below, the MEL Plan, is more of an overarching tool and recommended for all projects. This is followed by more specialised tools including the Theory of Change, Results Chains and Logical Frameworks, used according to scheme-specific requirements within the BCFs.

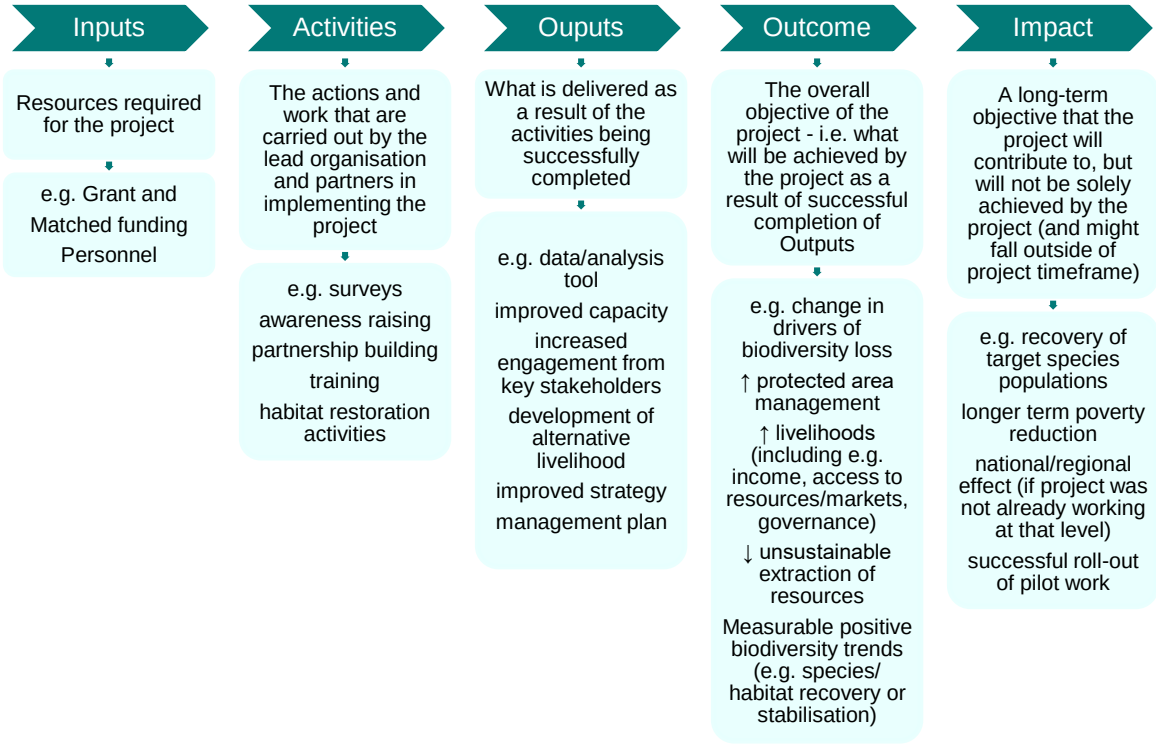
2.1 Results Chains

The **Results Chain** is a linear representation of the actions that your project will take to achieve your chosen impacts. While a Theory of Change can be complex, with multiple pressures, enabling factors and links, the Results Chain provides a more simplified description of how a project intends to deliver change.

All applications require a Results Chain to be articulated in the 'Pathway to Change' section and in the logframe. The Results Chain is therefore required, but more as an input to these other sections than as a stand-alone product to be shared. The Results Chain is the logical and linear relationship (a chain) between the project's processes (inputs and activities) and the results (Outputs, Outcome and Impact).

Once you have your Results Chain outlined, you need to consider how you will evaluate your project. This is discussed in more detail in Section 2.4 but is useful to consider at an early stage to make sure you have set yourself up to make it easy to measure and assess your impact. The Results Chain will be expressed in your project logframe, accompanied by the indicators you need to monitor.

Figure 2: An example of a Results Chain



2.2 Theory of Change

A Theory of Change diagram is only required for Darwin Initiative Extra, Darwin Initiative Innovation, IWT Challenge Fund Extra and Darwin Plus Strategic but all applicants are expected to articulate how their projects will lead to change in the Pathway to Change question.

A Theory of Change (ToC) is a comprehensive tool to describe **how** change is expected to come about through a project. A good ToC is flexible and able to capture the complicated and real-world nature of projects. This has made it a popular tool for those working in complex and changeable contexts.

The ToC is often laid out in a diagram showing the connections between activities, outputs, outcome and impact. But more than this, it makes clear that these connections rest on a set of assumptions. These assumptions will vary in how much evidence exists to support them, so should be revisited regularly. If new information or evidence appears to challenge an assumption, you should consider how this will affect your ToC and whether or not you should revise it.

We encourage project teams to reflect and review their ToC at project start-up and then regularly (at least annually) throughout the lifetime of the project. This supports continuous learning and adaptation as the project progresses and can help to strengthen your approach, enhance performance and increase your ability to deliver the desired impact. It can be helpful to reflect on your ToC when preparing your Annual or Half Year Reports.

2.2.1 Why do we need a Theory of Change?

A good ToC can be used in the following ways.

As a Strategy tool

- To assist teams to work together to achieve a shared understanding of a project
- To make projects more effective by understanding outcomes and their causes
- To identify any hidden assumptions and their importance (or lack of)

As a Monitoring, Evaluation and Learning tool

- To determine what needs measuring (and what does not) to support evaluation activities
- To encourage teams to think about evidence in a more focused way
- To act as the basis for claims about attribution
- To prompt critical reflection and re-thinking of approaches.

As a Communication tool

- To provide a quick visual or narrative summary of the project's aims
- To give confidence to external parties (e.g. expert assessors) that the project team understands the pathway to change, and has identified the assumptions that they are making
- To highlight and describe the process of change
- To improve partnership-working through development of a shared understanding.

Theories of Change (ToC) and Logframes

While the ToC describes the process of change and our assumptions, a logframe is a tool to monitor and evaluate performance – the latter are used to track actual results against what was planned, by using indicators, baselines and targets.

The ToC takes the intended project impact as the starting point, and then looks at what approaches are required to achieve it – i.e. it is a backwards mapping exercise. Logframes usually start with a designed project and then outline the key components.

The ToC is often less rigidly structured than a logframe, making it easier to demonstrate how the different components are linked within your project design. Any ToC diagram should be accompanied by a narrative that explains the context, what the logic is based on, and how success will be measured – i.e. your answer to the Pathway to Change question in your application form.

We recommend that you develop your ToC before you develop your logframe. This will allow you to:

- identify **specific causal links** between your project activities, outputs and outcome
- **identify indicators** that you can use to provide evidence of change, including a combination of output indicators, indicators of intermediate outcomes (IIOs)[8] and Outcome indicators.
- be explicit about **assumptions** about these causal pathways, which includes an analysis of **barriers** and **enablers**.

2.2.2 Theory of Change Requirements:

Where a ToC is a requirement for your application (this varies between schemes), it should be in PDF and fit on one page (A4).

You are welcome to use whichever format you would like for your ToC but there are some **key elements** we would expect your ToC to include:

- **inputs/activities**, **outputs**, **shorter-term outcomes**, **longer-term outcomes** and **impact**. The specific terminology may vary but we encourage you to align it with the terminology that you use in your logframe.
- Use **arrows** and **lines** to clearly mark how the elements of your project link to each other
- Outline key **risks** and **assumptions** as well as **enabling conditions**
- You may use **colour coding** and different **shaped boxes** to clearly identify project elements.

Your ToC should closely correspond with your application form and in particular the logframe – i.e. they should "talk" to each other – and be directly supported by the narrative included in your answer to the **Pathway to Change** question in the application form.

2.2.3 Further resources:

- Intro to Theory of Change. https://www.theoryofchange.org/what-is-theory-of-change/
- Developing your theory of change. The Rainbow Framework. https://www.betterevaluation.org/frameworks-guides/rainbow-framework/define/develop-programme-theory-theory-change
- Creating your Theory of Change. NPC's practical guide. https://www.thinknpc.org/resource-hub/creating-your-theory-of-change-npcs-practical-guide/
- Conservation Standards – Case Study in Laos. https://conservationstandards.org/library-item/theory-of-change-study-of-successful-use-in-laos/
- The BCF Project Database, where you can find examples from other projects. https://darwininitiativeumbraco.madewithweb.com/project/project-map/

[8] Indicators of Intermediate Outcomes (IIOs) can provide indicative evidence in the short-run, allowing us to make a more informed judgement on whether the ultimate Outcome desired in the long-run is likely to materialise. This is useful for projects that are trying to affect change over the medium and long-term, and who are unable to provide direct evidence of achieving their Outcome during the course of the project.

2.3 Logical Frameworks (logframes)

Logframes are essential for monitoring and reporting results from project level to programme level for each of the BCFs, extending to national and international reporting.

Your logframe will act as a high-level project plan and should be used to monitor performance. It will act as a structure for reporting results regularly to determine whether or not you are on track to deliver your intended Outputs and Outcome. An example logframe is included to show how these steps are used in practice (Annex 1: Example Logframe). Many of the BCFs funding schemes require funded projects to develop a logframe using the templates provided on our website. Under some schemes, project teams need to present a simplified logframe (see Figure 1 for scheme-specific guidance).

Projects should review their logframe annually to ensure that they remain valid and propose adjustments throughout where necessary. Changes to Output and Outcome statements, indicators, means of verification and assumptions in the logframe need to be agreed via Change Request. Changes to Activities do not need to be agreed via Change Request, but Project Teams must keep the list of Activities in their Logframe up-to-date at all times.

At the project level, logframes are a tool to:

- **Assist in Adaptive Project Management**, identify how the project is being delivered and received, reflecting on key indicators regularly to assess whether changes in project implementation might be needed in specific contexts, and whether or not the project is on track to deliver the intended outcome overall.
- Comply with **Annual Report** and **Final Report** requirements (see Reporting Information Note), which require grantees to report progress against the logframe, to assess performance and make recommendations to strengthen performance.
- Support **Mid Term Reviews** and **evaluation**, as evaluators can use logframes to identify lessons learnt to inform future project design to strengthen the likelihood of success.

Your logframe should be based on the project's Results Chain: Impact, Outcome, Outputs, and Activities (see the box below for details).

Impact, outcome, outputs, activities – what's the difference?

Impact

The Impact Statement is a shared vision of your project's long-term objective, and should be framed as a contribution to a wider advance on, for example, biodiversity conservation and poverty reduction. Note that the Impact:

- will not be achieved solely by the project

- will (often) be achieved outside of the timeframe of the project

- There should be only one Impact Statement.

Outcome

The Outcome Statement is **a project's objective**; what overall change do you expect to achieve as a direct result of, and within the timeframe of, this project?

There can only be one Outcome for a project which should identify what will change, and who will benefit. There should be a clear link between the Outcome and the Impact.

Outputs

Outputs are the **specific, direct deliverables of the project**; they are tangible results from the completion of more than one activity. Their delivery is totally attributable to your project; they would not happen without your project.

Outputs will provide the conditions necessary to achieve your intended Outcome; if the Outputs are achieved (and the assumptions hold true) then the logic is that the Outcome will also be achieved. The logic of the results chain from Output to Outcome therefore needs to be clear.

Most projects will have three or four Outputs in order to achieve the intended Outcome. More than five Outputs for a project is likely to be excessively complex, so should be avoided.

Activities

The **actions and work** that are carried out by the project team in converting inputs such as financial and human resources into outputs.

2.3.1 Indicators

In Section 1.3, we discussed the role of evidence in decision-making, and the principles that need to be followed when undertaking MEL to ensure that you are generating quality data through your project. This section takes a focused look at how you can develop indicators which maximise the reliability and validity of the data generated through their use.

Project Indicators are the criteria that are used to measure progress towards the achievement of Outputs and Outcomes. After developing your results chain and theory of change, you will have a better idea of what Project Indicators you will need to ascertain whether, and to what extent, these project objectives have been achieved. Within BCFs-related reporting, we ask that you report against both Project Indicators and Standard Indicators.

All projects starting in 2023 or later are required to report against three fund-specific **Standard Indicators** of their choice. Standard Indicators are distinct from Project Indicators in that they are more general, and allow projects to report their results in a way that allows them to be aggregated together with the results from other projects. Please refer to the relevant fund-specific Guidance on Standard Indicators available on our websites for more detail. The remainder of this section is focused on **Project Indicators**.

We typically encourage between 2 to 4 indicators for each Output or the Outcome. **We do not ask for indicators at the Activity or Impact level.**

All Project Indicators must be **SMART indicators**, these are:

- **S**pecific
- **M**easurable
- **A**chievable
- **R**elevant, and
- **T**ime-bound

In other words, your indicators should be **specific** to your project interventions and context, relevant to the Output or Outcome you are trying to **measure**, and should include **achievable**, with **time-bound** targets and milestones.

Do not develop indicators that are too difficult, time-consuming or costly to measure. When developing indicators, consider whether supporting evidence is available for the approaches selected (see Section 1.3 as well as an appropriate approach to the evaluation of these indicators (see Section 3.1).

Key tips when developing indicators:

- Prioritise indicators that are best suited to **measure the specific changes** attributed to the inputs and activities of your project.
- Use your experience from other projects and **adapt indicators** accordingly.
- Keep your indicator as **straightforward** (pragmatic and clear) as possible.
- Do not try to measure multiple elements within an indicator or combine indicators to a single indicator. An indicator should only be **measuring one part of the intervention**.
- Make sure your indicators can be **independently verified** through replication.
- Make sure you are clear on your **means of verification** of the indicators and recognise any known limitations (e.g. indicator might not be able capture the full picture).
- Make sure the indicators are **relevant measures of your progress** toward Outputs and Outcome.

Indicators can have both **quantitative or qualitative dimensions**. Some indicators have both. These terms can be used to refer to the nature of your indicators, as well as more broadly to specific types of data as outlined below.

Quantitative	Qualitative
Quantitative data are expressed in number format, and are typically collected with the use of surveys with predefined options and closed questions, direct measurement (e.g. biodiversity surveys), or via digital data collection (e.g. satellite remote sensing). Analysis is typically conducted statistically with the use of averages, correlations, and or regression analysis. In this way, quantitative data is typically used to inform questions concerning How much? How many? and How often?. For example, the area of land newly established under sustainable management practices, the number of trees planted as part of a forest restoration intervention, or the number of patrols undertaken by park rangers or community conservation patrols.	Qualitative data are expressed with the use of words (e.g. statements, paragraphs, stories, case studies and direct quotes). These data are typically collected via focus group discussions, case studies, observation, and open-ended questions in surveys (e.g. household) and interviews (e.g. key-informant). Analysis is typically conducted with the use of thematic synthesis, summarisation, reduction and scoring, and in-depth analysis of particular cases. Qualitative data is often targeted at understanding questions concerning How and why did something happen? and For whom?. For example, what factors contributed to a household benefiting from an alternative livelihoods intervention and why did this work for some households but not others.

Resources to consult when developing indicators

For an example of how indicators can be used in logframes effectively, see Annex 1: Example logframe. For inspiration when developing your own Project Indicators, please consult our **BCFs Indicator Library [In development – to be shared soon]**.

In addition to this Library, we encourage the use of any recognised and relevant indicator from **national level monitoring frameworks**, related to for example:

- National Biodiversity Strategies and Action Plans (NBSAPs)
- Nationally Determined Contributions (NDCs)
- National Adaptation Plans (NAPs)

We also encourage you to draw inspiration from the Convention on Biological Diversity (CBD), **Kunming-Montreal Global Biodiversity Framework**[9], but other **multilateral environmental agreements** (Conventions, Treaties and Agreements), which may inform development of indicators relating to the following.

- Nagoya Protocol on Access and Benefit Sharing (ABS)
- International Treaty on Plant Genetic Resources for Food and Agriculture (ITPGRFA)
- Convention on International Trade in Endangered Species (CITES)
- Convention on the Conservation of Migratory Species of Wild Animals (CMS)
- Ramsar Convention on Wetlands (Ramsar)
- United Nations Framework Convention on Climate Change (UNFCCC)
- Global Goals for Sustainable Development (SDGs)

Please **indicate** (at least in footnotes or references) **the source (NBSAP, CBD, ICF etc.) of any indicators inspired by these sources** in your logframe as this helps to strengthen our understanding of the contribution that your project will be making to agreements, strategies, or wider objectives.

Baselines

The overall purpose of establishing the baseline is to apply your indicators to the project's 'baseline condition', before any changes have resulted from your project interventions. This allows you to establish a benchmark of where you are starting from, allowing you to compare and evaluate progress. If, for some of your indicators, you aren't able to establish a baseline during the project design stage then you should be clear about when you plan to assess the baseline using your indicator and update your logframe. This should be early in your project and should be communicated to us through a Change Request. Also consider whether a baseline can be inferred using models or proxies in the absence of direct observations, then validated with observational data later on.

[9] https://www.cbd.int/article/cop15-final-text-kunming-montreal-gbf-221222

Targets and milestones

Each indicator within your logframe must have targets and annual milestones set before you begin implementing your project. Please follow the principles below when setting these.

- Targets should be realistic based on your project's scope and evidence base for change. Aim for an appropriate level of ambition for the context that you are working in.
- Setting targets without clear baselines, or if you are using novel approaches, can be difficult. Use the best information you have available when setting targets and consider drawing on learning and experience from other similar projects.
- These targets should be broken down into annual milestones so that project progress can be regularly (annually) assessed towards the target.
- Milestones should be set in cumulative terms, so that the results of previous years are reflected in every subsequent year.
- If you are using percentages or proportional changes then these should be presented alongside the absolute numbers that these relate to so that the relative change is clear. It is possible to revisit milestones and indicators to adjust them if it is justified and accepted via the Change Request process.
- It is also important to consider the reporting timeframes of indicators if you are using data sources that are external to your project and differ from the standard timeframe.

Identifying project beneficiaries

When reporting the number of people who have benefited from a project's activities, you should consider whether it is more appropriate to include only direct beneficiaries or a fuller range of more indirect beneficiaries. Please indicate which type of beneficiary you are referring to when you report progress of this nature. In the case of direct beneficiaries, we ask that projects are designed to ensure their meaningful participation in line with the Guidance for Applicants. All projects should also conform to a GESI-sensitive approach in line with this Guidance.

Table 4 Examples of direct and indirect project beneficiaries

Direct beneficiaries	Indirect beneficiaries
Capability & capacity	
People with enhanced capability and capacity as a result of direct engagement in structured training, a secondment programme, or other purposeful engagement.	People reached through an awareness campaign, for example through social media, physical leaflets, advertising processes.
Evidence	
Project teams, partners and key project stakeholders who have gained access to evidence to inform planning, decision-making, preference-setting or other action that is directly relevant to the evidence generated.	The wider networks of actors working towards biodiversity conservation and poverty reduction.
Biodiversity conservation	
People whose livelihoods and wellbeing can be directly tied to the biodiversity through consumptive (e.g. harvesting) and non-consumptive (e.g. photography) direct use.	People who benefit from biodiversity through indirect use values (e.g. water and climate regulation) and non-use values (e.g. existence value).
Poverty reduction	
People directly benefiting from enhanced wellbeing in the form of improved basic materials, security, health, social relations, and freedom of choice and action. People benefiting from enhanced resilience to climate change and other risks.	People who benefit from positive outcomes resulting from the project, including indirect economic activity and enhanced governance, as well as people with decreased exposure to negative outcomes including climate hazards, crime, infectious diseases and other risks.

Disaggregation of results

All baselines, targets and milestones should be disaggregated appropriately. All data, where relevant, must be disaggregated by gender (women, men, other) and indigenous status (indigenous people, other). Wherever possible, indicators should measure change in a disaggregated way.

For example, if you are trying to estimate an increase in the number of people with access to clean water, your baselines, targets and milestones should all be disaggregated by gender and indigenous status. Disaggregating by gender and indigenous status is a minimum requirement for projects to be classified as GESI-sensitive, as outlined in the Guidance for applicants. Additionally, you might consider disaggregating by age or income bracket, or by water source, depending on what is meaningful in the context of your project.

Remember to consider not only how to evidence your achievements, but also how to answer important questions about how your project interventions are being received. Understanding the distribution of your project benefits will provide you with evidence that you can use to advance a GESI-responsive or even a GESI-transformative approach in project delivery.

Indicators focused on measuring some kind of land-use-change or ecological condition should always be reported with the ecosystem type disaggregated.

2.3.2 Means of verification

The **means of verification** are the sources of evidence (databases, surveys, reports etc.) you will use to track and demonstrate achievement of your indicators.

There is no need to include means of verification in the wording of a SMART indicator, but you should assess the quality of the means of verification to make sure your indicator is fit for purpose, and you understand the limitations. Does your means of verification:

- ✓ Specify the **data sources** and **data collection method?**
- ✓ Specify the **frequency** of data collection consistent with the milestones and targets set?
- ✓ Provide evidence to support the relevant **disaggregated data**?
- ✓ Specify **who is responsible** for data collection and reporting?

2.3.3 Activities

Activities do not need indicators; their completion is sufficient. Only summaries of the main activities are required in the logframe, numbered against the Output that they relate to.

Do not to confuse inputs or activities with Outputs or Output indicators. For example: the number of participants in a workshop is an input, the number of workshops held is an activity, and the Output is what those participants are now capable of as a result, e.g. higher quality practices, increased knowledge and understanding, etc.

2.3.4 Assumptions and risk

Project achievements will often be **dependent on external conditions** (assumptions and risks) outside the control of the project. Projects should **identify**, **reflect** and **monitor** these risks and assumptions, utilising evidence to inform their understanding Risk can include unintended positive or negative consequences of the project, where this occurs they should be captured and reported.

Output risks and assumptions are more likely to be within the project's capability to mitigate than higher level Outcome risks and assumptions.

If the external context or situation evolves, assumptions and risks may need to be reassessed, and the project's approach may need to be changed.

2.3.5 Checking the logic of your logframe

1. If your **Activities** are delivered as planned, then the tangible results of your activities that will be delivered at the **Output** level.
2. If your **Outputs** are delivered, and the **Assumptions** that you have made hold true or risks effectively mitigated, then the change that you are targeting at the **Outcome** level should occur.
3. If the **Outcome** is delivered, and the **Assumptions** that you have made hold true, then the project will contribute to the ultimate result (**Impact**) that you hope will be achieved.

Figure 3: Logframe elements

	Project Summary	Indicators	Means of Verification	Assumptions
Impact	The ultimate result to which the project contributes to			
Outcome	The change that occurs if the project Outputs are achieved; the primary purpose of the project	Quantitative ways of measuring and qualitative ways of judging progress towards the project's Outcome.	Sources of information and methods used to verify progress against the indicators	External factors and conditions necessary to meet the project impact from being achieved
Outputs	The specific, direct deliverables produced by undertaking project activities	Quantitative ways of measuring and qualitative ways of judging progress towards the Outputs.	Sources of information and methods used to verify progress against the indicators	External factors and conditions necessary to meet the Outcome or which prevent the outcome from being achieved
Activities	The specific tasks to be carried out in order to produce the expected Outputs			

2.3.6 Logframe Requirements

Project teams should run through the following checklist when developing their logframes:

- ✓ Are you using the correct template? Templates differ between funds and stages and incorrect template use can result in an ineligible application.
- ✓ Is the results chain clear and logical?
- ✓ Is the list of Activities up-to-date, reflecting all changes made to date?
- ✓ Do the Outcome indicators measure what will change and who will benefit?
- ✓ Do the Output indicators measure the tangible results of your activities that will be delivered by the project?
- ✓ Are all indicators relevant to the results chain?
- ✓ Are all indicators clearly defined and measurable (SMART)?
- ✓ Have you considered learnings from other projects?

2.4 MEL Plan

All projects are required to conduct MEL in their projects. This MEL should follow a predefined plan that details the roles and responsibilities of all organisations and individuals involved (involving partner organisations is beneficial). Recognising the time and resources required to generate monitoring data, to analyse and evaluate this data, and finally to report on and share the findings of this analysis, a MEL Plan should set realistic and achievable tasks and deadlines for project members to follow. MEL is an eligible expense. As a guide, **we would normally expect to see MEL account for between 5 and 10% of your project's total budget**. For projects which include an experimental or evaluation-focused output, the proportion would likely be higher.

A clear and relevant MEL Plan enables the generation and targeted delivery of information to those who require it for project management. This Plan is the key to adaptive management, and we encourage project teams to regularly consult and update their MEL Plan to ensure that it remains relevant and useful to inform adaptive management, meaningful learning and knowledge sharing for the collective improvement of conservation practice, evidence of accountability in the investment of public resources.

2.4.1 What type of monitoring data should a MEL Plan include?

Monitoring is the routine collection and management of information and data that are indicative of project results, activities, compliance, situational context, financial status and organisational capability and capacity. These areas of monitoring are important for a range of reasons, including the following.

- **Results monitoring** (Outputs, Outcome and Impact) whether the project is on track against intended milestones and targets, and any unintended consequences (both positive and negative).
- **Activities monitoring** (processes) tracks the use of funding and resources into how activities are delivered and whether they occur according to a pre-defined work plan.
- **Compliance monitoring** ensures delivery is in accordance with local, national government laws, within donor requirements including safeguarding and ethical standards.
- **Situation/context monitoring** examines the project's operating environment, monitoring risks and assumptions, as well as political and institutional factors that may influence project progress.
- **Financial monitoring** tracks the use of input funds for activities and Outputs, with attention paid to value for money, accurate forecasting of costs and budget monitoring, clear and audited accounting procedures, and adequate safeguards to prevent fraud and corruption.
- **Organisational monitoring** covers the internal capability and capacity of institutions involved with the project and partners to utilise and manage the project funds, undertake activities and delivery expected results.

Monitoring should be systematic and embedded, based on a predefined MEL Plan that meets the needs of stakeholders to make well-informed management decisions.

2.4.2 How to set up a MEL Plan

You should draw up a MEL Plan in conjunction with all those who will be mentioned in it and responsible for some aspect of MEL in your project. A shared responsibility for MEL can generate results that the project team will have a greater sense of ownership over, and a greater commitment to ensuring that the project is generating learning that is meaningful for key stakeholders.

The columns in the template provided in Table 5 show the aspects that you should consider when drafting your MEL plan. This template can be used to facilitate a structured discussion, preferably with Partner Organisations and potentially other key stakeholders, and agree on the key aspects of your MEL Plan, including the way that your indicators are framed, targets, data sources, frequency of collection and reporting, as well as who is responsible for collection, analysis and reporting. Doing this in a collaborative way will create an environment for more meaningful and inclusive evidence generation and learning.

Table 5. A MEL Plan Template with examples for two example indicators

	INDICATOR	**DEFINITION** How is it calculated?	**BASELINE** What is the current value?	**TARGET** What is the target value?	**DATA SOURCE** How will it be measured?	**FREQUENCY** How often will it be measured?	**RESPONSIBLE** Who will measure it?	**REPORTING** Where will it be reported?
Outcome	Population abundance or occupancy of key (indicator) species (number of individuals or probability of species occurrence).	Species conservation outcomes are expected to be generated primarily through the protection of habitats under the ecosystem conservation outcome. Calculated as abundance of priority species in project areas	Local population counts of key indicator species baseline to be established in the first year, (project target 10% annually).	10% annual increase in abundance of key indicator species each year until the end of Year 3.	Species surveys carried out in fixed sample plots.	Quarterly	Project partner organisations	Half year- and Annual Reviews
Outputs	Number of local community-based forest management associations with improved capacity.	Number of associations receiving support and % of associations successfully applying recommended practices	Number of associations receiving support and those applying recommended practices at beginning of Year 1	50% increase in the number of associations receiving support and applying recommended practices at end of Year 3	Activity monitoring, achieved by engaging with CBFM associations in target areas	Biannual	Project partner organisations	Half year- and Annual Reviews

3 Evaluation and Learning

3.1 Evaluation

The BCFs expect to see proportional evaluations designed-in during project design, unless there are exceptional circumstances which make this unfeasible. For BCF projects, it is expected that they conduct evaluation activities to report against the indicators outlined in the project-specific logical framework. Additionally, projects will be expected to facilitate evaluations conducted by the fund administrator (including Mid-term and Monitoring Reviews). Moreover, for the largest BCFs grants (i.e**. Darwin Initiative Extra, IWT Challenge Fund Extra** and **Darwin Plus Strategic**) **we require an Independent Final Evaluation**.

We define evaluation as the periodic assessment and analysis of project activities, output, and outcome indicators. This process informs adaptive management strategies, achieved by utilising evidence generated from the analysis. Evaluations conducted by projects should seek to address key questions, including: To what extent is the project achieving its objectives? What outputs and outcomes are being achieved? How can the project be improved? What are the costs and benefits of the project? What are key success factors that others can learn from and use?

The evaluation approach will be specific to each project, and depend on the project characteristics, evaluation purpose and feasibility of available methods (timescale and resources). The design should seek to build on outputs and understanding of the intervention and context.

Attribution and the problem of rival explanations

Attribution entails assigning responsibility for a given change in outcomes to a given project activity. But most BCFs-funded projects operate in a complex backdrop of interlinked challenges and actors already working to address them. When using monitoring data to evaluate the effect of your project, project teams must understand (and if possible account for) rival explanations for observed change.

This can be done by designing your project in an experimental way, with all relevant rival explanations accounted for in statistical models or in study design using the before-after-control-intervention (BACI) framework. This reduces the need for evaluators to make reasoned deductions and inferences about outcomes which have not occurred.

In a theory-based approach, rival explanations are a part of the pathways in the causal model that an evaluator needs to account for as a part a deductive model for assigning attribution. The evaluator must understand and explain why changes in indicators can be attributed to the interventions rather than rival explanations. For more information on methods to do this, see The Magenta Book.

https://www.gov.uk/government/publications/the-magenta-book

In addition to the above, we conduct Mid Term Reviews and Monitoring Reviews on a sample of projects across the portfolio each year to support project learning and strengthen through adjustments their capability to achieve their targeted outcome and impact. Annual Reports and Final Reports also provide opportunities to reflect, learn, adjust, and communicate.

3.2 Learning

Learning is the process through which evidence is generated, disseminated to stakeholders who are in a position to make use of it, reflected on, and used to improve and refine activities, practices and approaches, both during an ongoing project as well as after.

All projects are expected to proactively share lessons learnt and evidence of newly uncovered best practices to other projects within the BCFs and beyond.

All grants are funded by UK public money (raised through taxation), so it is important to be able to clearly communicate how public money is being used, including making lessons learnt, evidence, and refined best practices widely and freely available.

Projects should look for opportunities to share learnings via their own communication platforms (websites, social media, workshops, publications), and the communication platforms of others, including the BCFs . See the Communication section in the application guidance documents.

Building the available and accessible evidence on project delivery, what works and what does not, including sharing refined best practices, will allow future projects utilise proven approaches, fill evidence gaps, and deliver greater impact towards the objectives of the BCFs.

Projects can select which learning activities are most appropriate for their specific use case. We recommend considering the following learning actions:

- Share data and learning from the project widely, and in accessible and replicable formats, including with communities and project beneficiaries. Learning can be communicated in a variety of ways, including written reports, presentations, photographic displays, videos, websites, and blogs, to name but a few;

- Engage fully in Mid-term and Monitoring reviews if asked to do so by the fund administrator. This offers a valuable learning opportunity for projects to gain an independent perspective on their progress, and to identify lessons for the benefit of the wider BCFs community;

- Take a proactive role in the reporting process, including in Annual Reviews and Final Reviews, by sharing challenges and key learning points, and showing how these insights are integrated into the project's management. For example, learning insights may require a project to re-define or examine strategies or assumptions, and this can be used as a means to strengthen the project;

- Be open to investigating an issue in further depth. This may arise in instances where project MEL reveals interesting but inconclusive findings, which require deeper consideration of a particular aspect of a project in order to generate actionable learning;

- Consider how learning could contribute to messaging for advocacy campaigns or policy influencing work;

- Consider opportunities to continue data collection where there is a use for this data (e.g. to continue to inform project beneficiaries or the wider conservation or development community).

Is there an appropriate institutional entity that could assume ownership over the data collection? Are there other projects in the area that would benefit from a long-term dataset on you project indicators?

- Observing ethical practice, and in compliance with data regulations, maintain data collection records where possible to ensure that if there was interest in a follow-up study, one could be conducted using the same methods, data sources and even the same survey participants if this has been previously consented to.

4 Concluding remarks

We hope that this guidance has been helpful, both for understanding MEL requirements within the BCFs as well as in assisting you to think through the technical aspects of MEL, and how your MEL practices can be improved. We encourage you to invest in your use of MEL tools, refine your MEL processes, communicate regularly with your Project Partners on how you can use MEL to gain a deeper understanding of your project's working dynamics, and how they can be refined to more effectively bring about the change that you are working towards.

If you would like to discuss Monitoring, Evaluation and Learning in your project with a BCFs MEL specialist, please reach out to us using the mailbox relevant to the fund that you are applying to or that your project is supported by:

- Darwin Initiative: BCF-Darwin@niras.com
- IWT Challenge Fund: BCF-IWTCF@niras.com
- Darwin Plus: BCF-DPLUS@niras.com

Annex 1. Example logframe

This is a worked example of a fictitious Darwin Initiative project. The measures and indicators are meaningless but demonstrate how you might develop a logframe for your project. You may also find it helpful to refer to the logframes for existing projects: https://www.darwininitiative.org.uk/project-search/

Project summary	Measurable Indicators	Means of Verification/Source	Important Assumptions
Impact: Agriculture is managed sustainably at the national level with resultant increases in biodiversity and welfare of people			
Outcome: Roll-out of sustainable agriculture and micro-enterprises in 7th District resulting in increased access to food during the hungry months for 12,000 people, reduced land clearance for agriculture and increased biodiversity.	0.1 The people in 7th District (c.12,000 people including 6,500 women and 5,500 men) report a reduction in the average number of days they go hungry during the dry season (baseline of 15 days per month (2022), Project target 50% reduction in average days/month) 0.2 Micro-enterprises registered in 7th District record a higher average income per person per month (baseline national average of £4 per month, Project target £17 per month)) 0.3 Botanical and pollinator invertebrate diversity in project areas increases annually (baseline to be established in the first year, Project target 10% annually) 0.4 Agricultural productivity, tonnes per hectare, increases (Baseline of 3 tonnes per hectare in 2022, Project target 4 tonnes per hectare in 2025). (disaggregated by male and -female headed households)	0.1 Household survey reports for 2023, 2024 and 2025 0.2a Local Government registrations of new enterprises in 2023, 2024 and 2025 0.2b Survey of enterprise income generation in 2023, 2024 and 2025 0.3 Quarterly botanical and invertebrate surveys carried out in fixed sample plots on field margins. 0.4 Survey of agricultural productivity in 2023, 2024 and 2025.	Enterprises continue to be registered by the Local Government and records remain open to scrutiny Increases in agricultural productivity does not correlate with a decrease in price for agricultural commodities in 7th District Reduced pesticide use and improved field margin management lead to an increase in beneficial invertebrate populations
Outputs: **1.** Training and capacity building provided for small holders on microenterprise generation and sustainable agriculture	1.1 Small holders capable of sustainable agriculture practices following 3-day training course (Project milestones: 200 in year 1, 400 in year 2, 400 in year 3) 1.2 Agricultural extension workers capable of promoting sustainable agriculture following a week-long training (Project target 50 people trained by year 2, at least 50% women) 1.3 Small-holders applying sustainable agricultural practices and reduce pesticide use (baseline 22 litres of pesticide applied pa per smallholder in 2022, sample size 2,000 small holders, Project target: 5 litres per smallholder by 2025)	1.1 Training course attendance certificates and post course feedback 1.2 Training course attendance certificates and post course feedback 1.3 Local government records of pesticide distribution in 7th District in 2023, 2024 and 2025	Up to 90% of Agricultural extension workers are able to attend training courses Small-holders continue to apply 5-to-1 training distribution to other small-holders
2. Communities are trained in the maintenance of field	2.1 50 agricultural extension workers and 20 teachers (at least 50% women) with increased knowledge on managing field margins and the benefits of pollination by 2023	2.1 Training course attendance certificates; surveys before and after training demonstrating a	

Project summary	Measurable Indicators	Means of Verification/Source	Important Assumptions
margins for biodiversity benefits	2.2 50% of community members report increased awareness of benefits of pollinators and potential harm of insecticides by project end against year 1 baseline (to be established)	change in perception on the value of non-productive land on agricultural margins 2.2 Community perceptions surveys	
3. Microenterprises established with seed-funding under a VSLA model	3.1 Business plans for microenterprises submitted to local government for approval (20 in year 1, 20 in year 2, 20 in year 3) with 50% female membership and an average membership of 4 people each 3.2 Microenterprises registered to trade in 7th District (20 in year 1, 20 in year 2, 20 in year 3).	3.1 Project reports on business plans submitted 3.2 Local government registration from Commerce Division in 2023, 2024 and 2025	Cost of registration of microenterprises remains at a rate of 15 dollars per registration Small holders see value of participating in VSLA scheme Commerce Division continues to report annually on the number of microenterprises registered (new and recurring)
4. Research outputs developed and shared with target audiences (local government, small holders and international development community)	4.1 Journal article on application of sustainable agriculture and its effect on yield by year 2 submitted to open access journal 4.2 Webinar hosted by Ministry of Agriculture on applying sustainable agricultural practice in 7th District in year 2. Target 80 national attendees, 50% women 4.3 Policy brief downloaded from project website at least 200 times in year 2	4.1 Journal confirmation email 4.2 Zoom analytics 4.3 Google analytics for year 2.	Government remains committed to co-hosting research outputs of project
Activities (each activity is numbered according to the output that it will contribute towards, for example 1.1, 1.2 and 1.3 are contributing to Output 1) 1.1 Design, promote and run 3-day training course (x2) on sustainable agriculture practice for smallholder farmers (400 people; year 1 and year 2) 1.2 Design and run week-long training course on promotion of sustainable agriculture for agriculture extension workers (50 people; year 1 and 2) 1.3 Annual agricultural productivity surveys across the 5 project sites. 2.1 Design and run trainings on field margin management and pollination (20 teachers and 50 agricultural extension workers; year 1 and 2) 2.2 Design and conduct community perception surveys on pesticide use and non-productive land (year 1 and year 3; target 800 people) 3.1 Establish VSLAs in 5 sites, including regular training and regular support to members 3.2 Provide Business Planning drop in sessions across 5 sites, and mentorship support to entrepreneurs 3.3 Regular (quarterly) meetings with local government stakeholders to update on microenterprise activities, and to facilitate registration process 4.1 Write journal article to share results of project outputs. Engage with stakeholders on drafts and incorporate feedback. 4.3 Develop, promote and run webinar on sustainable agriculture practices			

Project summary	Measurable Indicators	Means of Verification/Source	Important Assumptions
4.3 Engage with key stakeholders / target audiences to understand their needs in terms of target outputs and communication channels (meetings at project start/mid-point/near end of project before outputs are finalised) 4.4 Write up policy brief with consultations with Ministry of Agriculture			