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## UN Women Safe Cities Free of Violence against Women and Girls Global Programme

### **Guidance Note for Developing a Project Design**

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This Guidance should be read in conjunction with the Global Programme's key *Documents* and its series of *Briefings* and *Guidance Notes*. These include the Programme Document, Impact Evaluation Strategy, Guidance for Scoping Studies, Briefing on Baseline Studies and Glossary and Definitions of Key Terms. Links to the latest versions can be found at <http://www.endvawnow.org/en/leading-initiatives> under *UN Women Global Programme on Safe Cities Free of Violence against Women and Girls*.

The Global Programme at UNIFEM (now part of UN WOMEN) started at the end of 2008 with initial definition, building of internal consensus and global partnerships, development of tools and organisation of the selection of city projects suitable for rigorous impact evaluation. In November 2010, the Global Programme was launched in five cities, Cairo, Kigali, New Delhi, Port Moresby and Quito, where it will be implemented over five years.

# 1 Introduction

*Project design* is both a destination and a journey! As a destination it looks like a project document, with the design clearly defined and validated by key stakeholders. As a journey it encompasses a sequence of steps which need to be taken in order to arrive there. These steps include the selection of intervention areas (informed by the criteria set out in the Impact Evaluation Strategy) and the analysis of local problems and context (informed by the Guidance for Scoping Studies).<sup>1</sup>

Once scoping work has been completed and intervention areas selected, it's time to take the next steps on this journey, which will be to develop the project design. But how should this be done? Who should be involved? And what should a good design include? This document will assist lead partners in Global Programme cities to develop high quality projects by providing answers to these questions. It offers guidance that should be adapted to local circumstances. As with all Guidance Notes provided for the Global Programme, it is not meant to be prescriptive.

To begin let's clarify what is meant by project design and what the design process should ultimately deliver. For the purpose of the Global Programme a design document will identify the specific problems to be addressed, set out what the project will achieve and explain how this will be accomplished, including details of interventions to be implemented. This will need to be supported by a ***theory of change that makes clear how and why the proposed actions will prevent and reduce sexual violence against women and girls in public spaces and make the city safer for them and their communities***. A logical framework (logframe) will summarise these activities and list the indicators that will be used to measure progress.

The design will also make clear who is to be involved, who will manage and deliver the project, and it will provide an indicative timeline and resourcing plan. The arrangements for monitoring and evaluation will be outlined, especially how partners involved in project implementation will work collaboratively with the local evaluator. But the project design is not a detailed plan indicating what will happen from month to month. Such information is normally set out in an annual workplan.

Whilst the creation of the project design (the destination) is the primary objective *the process* by which it is reached (the journey) is critically important. This is because it provides an opportunity to identify and bring together key stakeholders, including primary beneficiaries/agents of change.<sup>2</sup> Involving them at this early stage should

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<sup>1</sup> The *Impact Evaluation Strategy* is available at [http://www.endvawnow.org/uploads/browser/files/safe\\_cities\\_ie\\_strategy.pdf](http://www.endvawnow.org/uploads/browser/files/safe_cities_ie_strategy.pdf) and the *Guidance for scoping studies* is available here: [http://www.endvawnow.org/uploads/browser/files/safe\\_cities\\_scoping\\_study\\_guidance.pdf](http://www.endvawnow.org/uploads/browser/files/safe_cities_scoping_study_guidance.pdf)

<sup>2</sup> The women and girls at risk from sexual harassment and violence in public spaces are not intended to be passive recipients of benefits, they will be instrumental in bringing about the desired improvements. Hence, in the Global Programme they are referred to as agents of change as well as beneficiaries. For a definition of who is included in this group, see Glossary and Definition of Key Terms at: [http://www.endvawnow.org/uploads/browser/files/safe\\_cities\\_glossary.pdf](http://www.endvawnow.org/uploads/browser/files/safe_cities_glossary.pdf)

increase their 'ownership' of the project and start to strengthen links between disparate groups and individuals who historically may not have had a trusting relationship, or may not have ever worked together, but who will need to work collaboratively and constructively if the project is to be a success. Such partnership work is a key strategy of the Global Programme.

Of course, the eventual design must fit within the overall conceptual framework and philosophy of the Global Programme, including its emphasis on women's rights and empowerment, culturally-relevant evidence-based approaches and participatory methods. It must incorporate some of its core strategies, such as '*capacity development of duty bearers, rights holders and other key actors*', and key components, such as "*reaching out and working with young people of both sexes in the areas of intervention*".<sup>3</sup> With this in mind, a sound project design will also be:

- ✚ 'owned' by the stakeholders who have a part to play in its delivery as well as intended beneficiaries/agents of change, both groups being strongly committed to its success
- ✚ responsive to the concerns, needs and wishes of the intended beneficiaries/agents of change
- ✚ 'knowledge-led' with the assessment of problems, selection of priorities and formulation of goals based on the best available information
- ✚ 'evidence-based' with decisions about interventions and delivery processes informed by *relevant* experience elsewhere and site-specific research evidence
- ✚ achievable (realistic), likely to deliver sustainable change, and suitable for upscaling
- ✚ 'evaluable', that is the impact of the proposed interventions should be capable of being evaluated.

**Producing a design to achieve this requires a development process that is inclusive, participative and open.**<sup>4</sup> To be inclusive it must involve the intended primary beneficiaries/agents of change (women and girls in the intervention areas) as well as the various actors in agencies and civil society who have a role to play in the project or who may be affected by it (eg community based organisations, local authorities, private sector, media, etc). To be participative there must be real opportunities to listen to each other, express views, and influence decisions from the beginning, with all contributions being respected and valued. And to be open requires the free and timely sharing of information, as well as transparency in decision making.

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<sup>3</sup> For more information about the Global Programme, including its origins, philosophy, strategies, and main programme components, see the Global Programme Document (October 2010).

<sup>4</sup> Many resources exist online to support participative activity. See, for example, VSO's *Participatory approaches: a facilitator's guide*, available at [http://community.eldis.org/.59c6ec19/VSO\\_Facilitator\\_Guide\\_to\\_Participatory\\_Approaches\\_Principles.pdf](http://community.eldis.org/.59c6ec19/VSO_Facilitator_Guide_to_Participatory_Approaches_Principles.pdf).

Several of the desirable characteristics of a project design are likely to be self-reinforcing. For example, beneficiaries/agents of change are more likely to be committed to a design that is responsive to their wishes and also actively engages them in developing and delivering solutions. But there may be situations when achieving one characteristic makes it more difficult to achieve another. For example, producing a design that is responsive to the needs of beneficiaries/agents of change and information-led may be problematical if they perceive the problems to be different to those indicated by other information sources. Similarly, developing an evidence-based design that is 'owned' by stakeholders may be challenging if they want to implement interventions found ineffective in other comparable settings. It will be important to anticipate and avoid such potential tensions and find ways to reconcile conflicting views.

It is highly likely, for example, that some participants will see more policing and/or tougher punishment as the solution to the problem. Yet there is a wealth of evidence that shows this should at best only be part of any response, that other responses can be more cost effective and, moreover, an emphasis on 'enforcement' would not reflect the philosophy or deliver the transformative objectives of the Global Programme. To help stakeholders and beneficiaries/agents of change to appreciate this and to increase their awareness of other approaches, some capacity-building activities should be considered. This should draw on available resources, including the Global Programme Curriculum modules and websites of the Global Programme, its partners and other organisations.<sup>5</sup>

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<sup>5</sup> These include the UN Women's Virtual Knowledge Centre to End Violence against Women and Girls ([www.endvawnow.org](http://www.endvawnow.org)), as well as the Safety Practices Database of Women and Cities International ([www.femmesetvilles.org](http://www.femmesetvilles.org)) and various good practice compendia available on the website of the International Centre for the Prevention of Crime ([www.crime-prevention-intl.org](http://www.crime-prevention-intl.org)).

## 2 Leadership and Participants in the Design Process

### 2.1 Leadership in Project Design

The design process needs to be participative and inclusive, but it also requires leadership and guidance. The task is challenging, participants may be unfamiliar with the concepts and methods, and there is a need to keep on course, ensuring that the chosen way forward fits well within the Global Programme as it addresses local needs. During this formative project phase, UN Women Focal Points will need to be very active in setting the direction, facilitating the involvement of partners and suggesting ways forward.

In each city UN Women has identified, or is in the process of selecting, an implementation partner who will over time take on project management and coordination responsibilities. Where that partner has been identified, they may be able to play a significant role in the project design process and may even lead it with guidance from UN Women. Alternatively, it may be better to establish a joint task group.

### 2.2 Stakeholder Analysis

Getting the right people involved is vital. So the starting point in each city should be a stakeholder analysis to identify individuals and organisations that have an ‘interest’ in the project.<sup>6</sup> They will obviously include the intended primary beneficiaries/agents of change (women and girls in the intervention areas), as well as agencies likely to have a role in project delivery. That group will undoubtedly encompass various levels of government and providers of key services, such as health, transport and the police. Civil society will also be a significant stakeholder and this will include community-based organisations with particular interests and credibility in the intervention areas, such as men’s and boys’ groups and youth groups, especially those working to end violence against women and gender-based violence. Faith group leaders and organisations with relevant thematic interests, such as women’s rights, that operate at city or national levels, are also likely to be interested.

In conducting the analysis, attention should also be given to stakeholders who may be adversely affected by the project or who may, for some reason, be likely to oppose it. At the very least, it will be important to be aware of their interests and prepared to engage with them if necessary. Even better, might be to involve them in the design process from the outset, something that would require careful assessment and preparation.

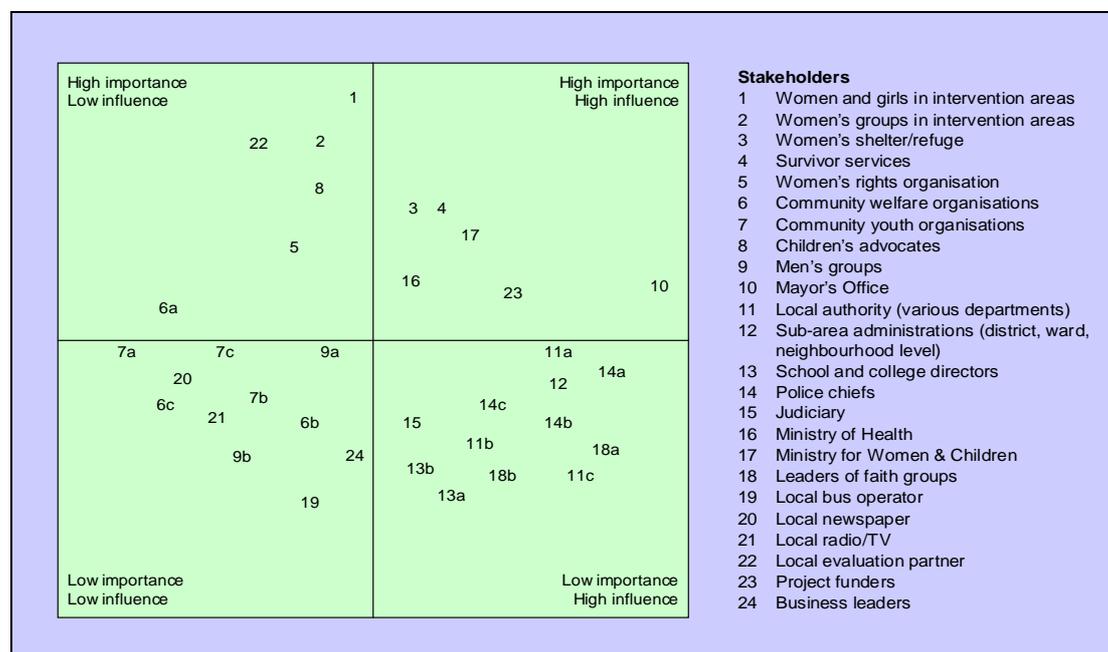
The stakeholder analysis will be able to draw on information collected during the scoping study, as well as other knowledge sources. It will be helpful to construct a

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<sup>6</sup> There is a wide range of guidance on stakeholder analysis available online. See, for example, “Stakeholder analysis”, in *Tools for development. A handbook for those engaged in development activity*. London: Department for International Development (UK). Available at: <http://webarchive.nationalarchives.gov.uk/+/http://www.dfid.gov.uk/Documents/publications/toolsfordevelopment.pdf> and “Stakeholder Analysis”, in *Transforming Health Priorities into Projects. Health Action in Crises*. World Health Organization. Available at: <http://www.who.int/hac/techguidance/training/stakeholder%20analysis%20ppt.pdf>.

stakeholder list and assess the importance and influence of each.<sup>7</sup> This can be represented in a simple matrix as depicted below (Figure 1).

**Figure 1: Stakeholder Importance/Influence Matrix (example)<sup>8</sup>**



Identifying and assessing stakeholders through such systematic analysis has many benefits. It reduces the risk of important stakeholders being overlooked, which could cause serious problems later. By prompting consideration of the reasons for their importance and influence, it will help differentiate those stakeholders whose active involvement in the design process is crucial and those who, whilst having an interest, may only need to be kept informed. It can highlight the need to strengthen relationships with certain stakeholders, whilst identifying potential conflicts of interest and risks that could jeopardise success. However, the results of a stakeholder analysis at this point should not be seen as 'final' and the exercise should be repeated at intervals during the project. New stakeholders may well emerge over time and stakeholders whose interests are marginal at the start may become much more significant later.

<sup>7</sup> Importance indicates the priority that will be given to satisfying a stakeholder's needs, while influence is the stakeholder's power to facilitate or impede achievement of the project's objectives.

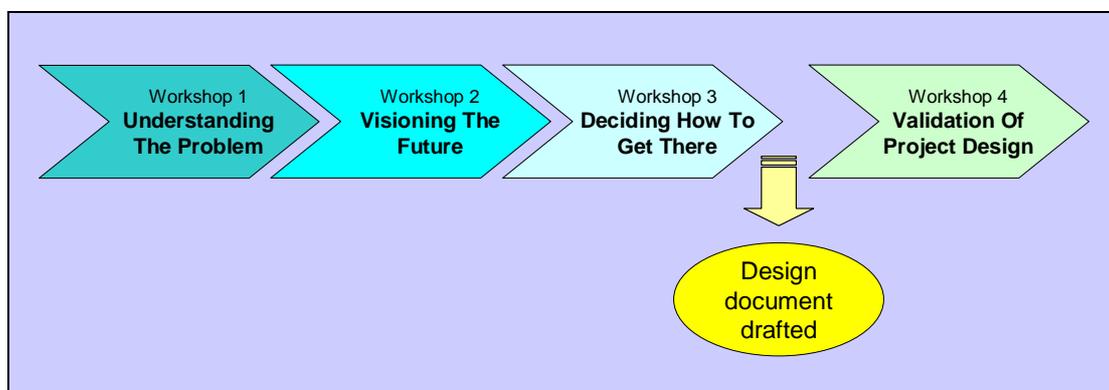
<sup>8</sup> This graphic is illustrative and does not depict the situation in any particular city. The list of stakeholders and their positions in the matrix will vary between cities.

### 3 Project Design Workshops

#### 3.1 Overview of the Process

The proposed design process is based on a series of four workshops at which stakeholders and beneficiaries/agents of change come together to receive, share and discuss information and develop project ideas together. The eventual deliverable will be the *project design document* but this cannot be produced in the workshop itself. That will need to be done outside the meetings by a smaller task group or a lead partner. As the design progresses, it will be important to provide stakeholders and beneficiaries/agents of change with opportunities to validate or amend the emerging proposals (Figure 2).

**Figure 2: Suggested Project Design Workshop Sequence**



Each workshop is likely to require at least a half-day to enable all participants to be heard, but longer meetings may be necessary, especially if there are a large number present. Whilst it will be important to build momentum and continuity in the design process, it will also be beneficial if the workshops are spaced over several weeks. The first three may be held in fairly close succession, but allowing time between meetings for participants to reflect and exchange views with other group members, especially in local communities. There may then need to be a gap before the final workshop to allow time for a draft design document to be prepared and circulated for discussion.

This sequence can be considered as a model. Local circumstances may dictate the need for an alternative arrangement, perhaps with less time between meetings and/or with some workshops combined. It also needs to be recognised that it may not be practical or appropriate for some stakeholders to be present throughout. For example, senior officials in city government or representatives of national/state government departments may not be able to give the project as much time as local representatives. This needs to be acknowledged and alternative methods adopted to keep them informed and involved.

#### 3.2 Preparation for the Workshops

The workshops need to be carefully planned and facilitated to maximise the involvement of stakeholders and beneficiaries/agents of change, and to reach well-informed and well-supported decisions. Ahead of any coming together, each stakeholder to be

included should be individually contacted and briefed. It will be important to ensure that everyone is aware of the background to the project, what it is hoped to achieve in the future, why it is important for them to be involved, what is expected of them and the process by which the project design will be developed. Some participants, especially representatives of the women and girls who are the intended primary beneficiaries/agents of change, may need reassurance about participating in what might appear to be an unfamiliar or intimidating process. Confidence about participation may also vary with age, ethnicity, ability/disability and other factors.

Other important considerations may include the time constraints and time preferences of women and girls in the intervention sites, as well as safety concerns. For example, if the scoping study has shown that women and girls perceive it is unsafe to be outside after dark, the workshops should be conducted before darkness falls. The goal should be to maximise safety and the possibilities for their full and active participation at all stages of the project design process.

Good facilitation will be crucial to their success. The facilitator could be a representative of UN Women or the local implementation partner, but it may be advantageous to use someone independent of all participants. Whoever is chosen, two considerations will be particularly important. First, the facilitator must be well-briefed about the Global Programme, the local context and other relevant issues and, second, there should be continuity through the process, so one person should facilitate all the workshops.

Arrangements will need to be made for the main points in each workshop discussion to be documented for later reference. A photographic record of the workshops will also be extremely useful for reports, presentations, advocacy materials, and even just reminding participants at a later date of the journey they have travelled. Of course, prior permission to take photos should be obtained.

It will be sensible at the start of the first workshop to encourage participants to adopt some 'house rules' that govern how they conduct themselves. Such rules often affirm that participants will respect each other, that everyone will be allowed to express their views uninterrupted, and that personal remarks will not be made. Although the facilitator might make suggestions, these 'house rules' ought to be developed and hence 'owned' by the participants themselves. The facilitator will need to ensure they are followed and that everyone has the chance to speak.

### **3.3 Workshop 1: Understanding the Problem and its Context**

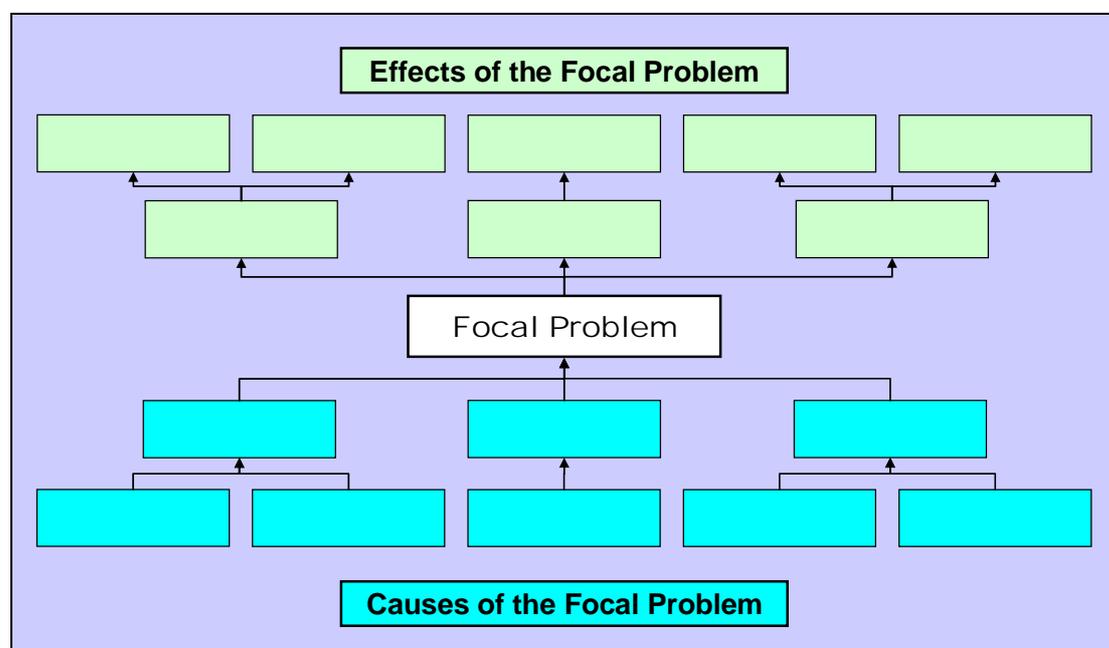
*Suggested duration: Half-day*

The objective of the first workshop should be to ensure all attendees are aware of the main findings from the scoping study and reach a common understanding of the current situation. This will initially require presentations, possibly by the scoping study researchers themselves, but such inputs should be segmented to allow time for questions and discussion. The Key Questions set out in the scoping study guidance may be a useful way of structuring the meeting. Whilst the scoping research should have been conducted objectively, participants should be given the opportunity to agree or disagree with the findings and to raise other issues that they consider important based

on their experiences. A simple quick and participative activity to assess reactions to particular findings involves distributing coloured cards to all participants and inviting them to hold up a red or green to indicate agreement/disagreement or surprise/no surprise.

**Understanding of the problem can be developed through construction of a problem tree.**<sup>9</sup> This simple-to-use tool enables the causes and effects of a focal problem to be identified and graphically represented in hierarchical order (Figure 3). Trees can be made as simple or as complex as appropriate with several 'layers' of causal factors and effects identified. The most direct and immediate causes and effects are located closest to the focal problem, more distant or indirectly linked problems located further away. The tree can be built up in a participative way and will stimulate much discussion about key issues and relationships between them. It needs to be recognised that identified causes may contribute to other problems and that other factors may contribute to the effects, but the tree need not incorporate all of these complexities.

**Figure 3: Problem Tree Structure**

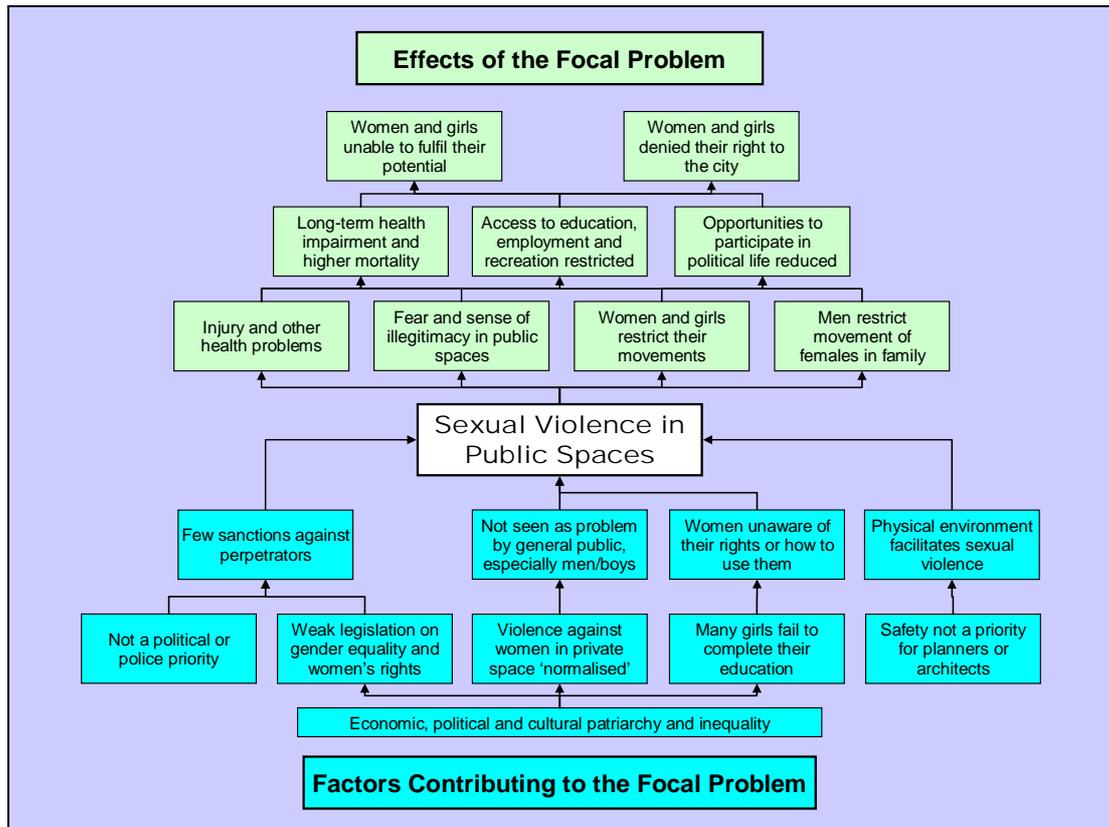


The focal problem for the Global Programme projects is sexual violence against women and girls in public spaces.<sup>10</sup> This will be causally linked to a range of problems and it in turn will also contribute to other problems, such as those shown below (Figure 4).<sup>11</sup>

<sup>9</sup> There is a wide range of information and guidance on problem tree analysis online. See, for example, ODI (2009) *Planning tools: problem tree analysis* at <http://www.odi.org.uk/resources/details.asp?id=5258&title=problem-tree-analysis> or 'Problem tree analysis' in *Sourcebook on sound planning of ESF programmes* at <http://esfsourcebook.eu/index.php?id=2004>.

<sup>10</sup> This is an abbreviation of the definition of the problem being addressed by Global Programme projects. See the Programme Document and Glossary of Key Terms for the formal definition.

**Figure 4: Example of a Problem Tree**



Although the emphasis during this workshop will be on understanding the problem, the importance of wider consideration of the local context (also covered in the scoping study) should not be underestimated. This will include identification of potential local partners, such as women’s rights organisations and grassroots women’s groups, as well as other community assets, such as successful services and other resources, which could provide a platform for project development. Giving attention to these ‘strengths’ will also help counter negativity that could arise from a narrow concentration on problems.

<sup>11</sup> Because the ‘causes’ of violence against women are a matter of continuing debate and the term is contentious, the term ‘causally linked’ and ‘factors contributing to the focal problem’ are used instead in connection with the problem tree analysis.

### 3.4 Workshop 2: Visioning the Future

*Suggested duration: At least a half-day*

The second workshop can focus on the future and should be used to develop a shared vision of the lives of the primary beneficiaries/agents of change if their dream could come true. This can lead more specifically to visualising what they would like to achieve in (say) 2, 5 or even 10 years' time, consideration of which elements of that vision are the most important and the easiest to deliver, and identification of the greatest threats to success. The shared vision will eventually provide the basis for a 'goal' statement and practical components in the project design.

Whilst it is important for all stakeholders to have this shared vision, it arguably should be shaped primarily by the women and girls who are the intended beneficiaries/agents of change. The workshop facilitator will need to encourage this and be sensitive to the risk of them being unduly influenced by the views of 'professionals' or men and boys.

Techniques that could be used include:

- ✚ encouraging those representing the primary beneficiaries/agents of change to do some visioning individually, with their communities and even within different cultural and age groups before coming to the workshop, to ensure the views of specific 'communities of interest' are also gathered.
- ✚ creating opportunities for the beneficiaries/agents of change to do some visioning apart from other stakeholders during the workshop, and
- ✚ using pictures and other images, rather than using verbal description, to create and communicate their vision, especially if some participants have lower literacy levels or do not have a common language.

Discussion can be stimulated with the use of prompting statements and questions, such as:

*"Imagine that this project has been a total success ... what would the lives and experiences of women and girls be like in 10 years' time, what would have changed for them and how would the changes affect other people?"*

Some participants may find it difficult to have a vision of the future unencumbered by practical considerations about, for example, resources or political realities. It will be important to encourage them to think freely and creatively at this stage. The practicalities will be addressed later!

If participants have worked in sub-groups, the workshop must include time for their emerging visions to be shared and discussed at least once, and possibly more than once, during the workshop. However, at the end of the session the aim should be to pull together a single short written statement that sets out the group's collective vision of the future.

### 3.5 Workshop 3: Deciding How to Get There

*Suggested duration: One day*

Shaping the project design will be the task of the third workshop. Participants need to draw on the earlier problem analysis and vision statement to decide what the project should achieve and how that will be accomplished. To emphasise the point, the design should not merely tackle the problems, although that is undoubtedly vital, rather it should positively and ambitiously aim to deliver the vision.

UN Women favours the use of the Logical Framework Approach (LFA) in the development of project designs, two products of which will be a logic model and logframe. Extensive guidance on the use of the LFA can be accessed online, so this is not repeated here.<sup>12</sup> However, it should be noted that the LFA encourages examination of alternative options for action and consideration of how particular interventions will bring about desired results, thereby helping to build a logical and rational project design.

The LFA, however, is characterised by ‘professional’ jargon and this may be difficult for some workshop participants to understand, potentially excluding them from participation. Language and tools therefore need to be adapted to local circumstances to overcome this challenge and make the process participative.

A good starting point can be a group exercise to transform the *problem tree* created during the first workshop into an *objectives tree*. This involves converting each element in the tree into a positive desirable objective, so that it changes from a cause-effect model into a means-effect one.<sup>13</sup> Such a transformation applied to the previous example is provided below (Figure 5).

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<sup>12</sup> See for example: Department for International Development (2009), *Guidance on using the revised Logical Framework*, How to Note. London: DFID at <http://www.dfid.gov.uk/Documents/publications1/how-to-guid-rev-log-fmwk.pdf>. An update is available at <http://www.bsf-south-sudan.org/sites/default/files/Logframe%20HTN%20January%202011.pdf>.

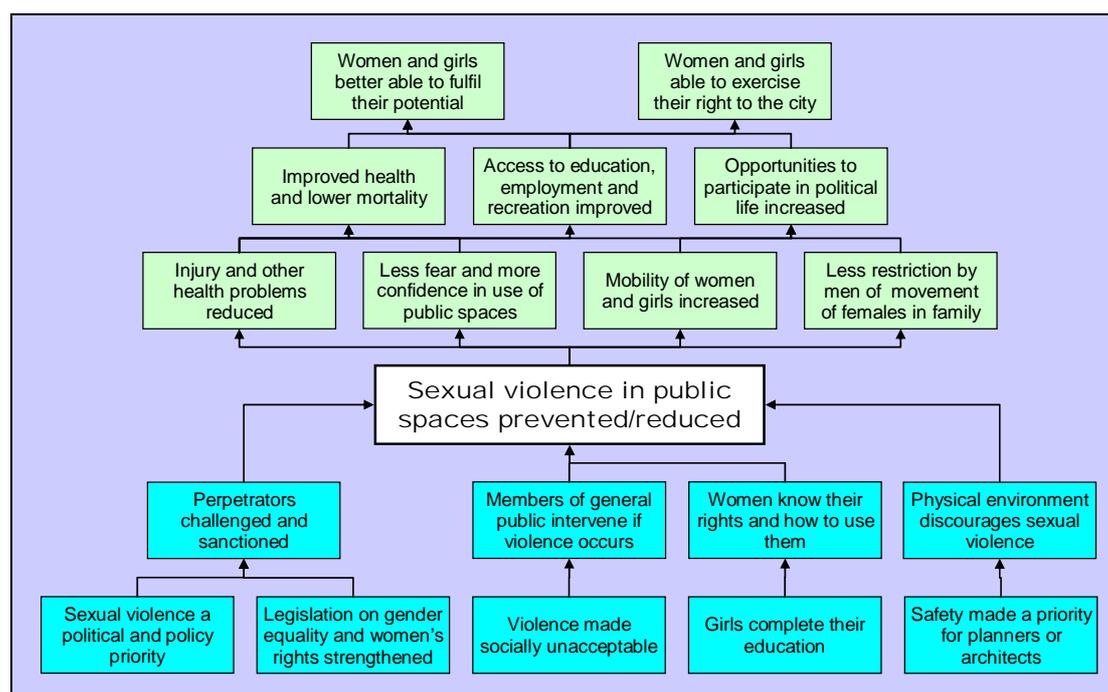
Norwegian Agency for Development Cooperation (1999), *The Logical Framework Approach (LFA). Handbook for objectives oriented planning*. Fourth edition. Norway: NORAD. See <http://www.ccop.or.th/ppm/document/home/LFA%20by%20NORAD%20Handbook.pdf>.

“The logical framework approach”, Section 5.3.4 in *AusGuide* (2005). Australian Government. See <http://www.ausaid.gov.au/ausguide/part3a.cfm#5.3.4>.

Swedish International Development Cooperation Agency (2004), *The Logical Framework Approach*. Stockholm: SIDA. See [www.sida.se/shared/jsp/download.jsp?f=SIDA1489en\\_web.pdf](http://www.sida.se/shared/jsp/download.jsp?f=SIDA1489en_web.pdf).

<sup>13</sup> There is extensive information and guidance online on development of objective trees from problem trees. See, for example, ‘Objective tree’ in *Sourcebook on sound planning of ESF programmes* at <http://esfsourcebook.eu/index.php?id=2005>.

**Figure 5: Example of an Objectives Tree**



Using the objectives tree and drawing on the outputs from previous workshops, it should now be possible to start constructing the project design. With a series of questions worded using accessible vocabulary, information relating to key elements of the design can be collected without using LFA terminology. The answers to these questions can then be ‘translated’ into information to incorporate in the logframe (Table 1).

**Table 1: Building the Logframe Using Simple Questions**

Question	Logframe component
What is our vision of the future?	Impact
Where would we like to be in the next 2/5/10 years?	Outcome(s)
What are the main things that need to be delivered by the project to achieve the vision and outcomes?	Outputs
What needs to be done to deliver each of these?	Activities/Strategies
How will it be possible to measure if the project is on course?	Indicators
How/where would the information to make these assessments be obtained?	Means of Verification
What are the risks that the project might fail?	Assumptions/Risks

These questions could be addressed during the workshop in many different ways but small-group discussions for at least part of the session are likely to provide the best opportunities for full participation. Discussion about activities/strategies and outputs will be particularly important, since these will not have been previously considered. As

well as the views of local participants, choices about strategies need to take into account:

- ✚ the list of strategies in the Global Programme document, some of which should be included in all project designs
- ✚ the (admittedly limited) research evidence about effective practices that focus on prevention and reduction of sexual violence in public spaces, which indicate what different strategies can achieve and the circumstances in which they work well.<sup>14</sup> To achieve this, it will be helpful to ensure that the workshop includes an 'expert' familiar with the research knowledge base and who can share relevant information with other participants, especially about the potential effectiveness of different interventions
- ✚ the need for selected interventions to be framed within human/women's rights-based approaches
- ✚ the interests and priorities of potential funders, which may influence what is considered achievable.

The greatest challenge in developing the project design is likely to be ensuring a strong logical connection between strategies, outputs, outcomes and impact (even if these terms are not actually used). In developing their design, participants should be encouraged to articulate how and why 'Strategy A will cause Output B and why Output B will cause Outcome C' to happen. The assumptions underpinning these sequential links, called the theory of change, should be critically examined by participants, since getting this right will be a prerequisite for success (see also Section 3.6 below).

Whilst the above discussion has referred to one project design, each Safe Cities project will be implemented in multiple intervention areas and these areas may well have different problems and needs. These variations need to be recognised in the design process and careful consideration given to whether different activities/strategies will be needed at different locations.

Workshop participants are likely to be most interested in deciding what they want to achieve and the actions to achieve this. However, the project design should also include other important components, such as the arrangements for management and coordination, monitoring and evaluation, resourcing and the implementation timeline. A decision should be taken locally about if and how these matters are to be addressed during the workshop or whether they should be left to the task group preparing the design document.

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<sup>14</sup> Such information can be found in the research literature as well as online resources, such as UN Women's Virtual Knowledge Centre to End Violence against Women and Girls ([www.endvawnow.org](http://www.endvawnow.org)), as well as the Safety Practices Database of Women and Cities International ([www.femmesetvilles.org](http://www.femmesetvilles.org)) and various good practice compendia available on the website of the International Centre for the Prevention of Crime ([www.crime-prevention-intl.org](http://www.crime-prevention-intl.org)).

### 3.6 Drafting of Project Design Document

Following the third workshop, an appointed individual or task group will need to draft a project design document based on the views and decisions from all the workshops. This need not be highly detailed but should be comprehensive and include some background information, since this is likely to be the main reference source for anyone wanting information about the project. A suggested content list is provided below (Table 2).

**Table 2: Suggested Contents of the Project Design Document**

Part	Content
1. Introduction	Sexual violence in public spaces, the Global Programme, the local project, project design process and purpose of this document.
2. Sexual violence against women and girls: the local problem	Summary of evidence from scoping research and other sources.
3. Project overview	High level description of project ambitions and the modalities by which they will be achieved.
4. Theory of change and logic model	Assumptions that explain how and why proposed activities will deliver the desired results, accompanied by a graphical depiction of links between inputs, outputs, outcomes and impact.
5. Project interventions	Strategies/activities to be implemented in intervention areas.
6. Indicators, monitoring and evaluation	Measures and methods to track progress and achievements, including reporting and working relationship between implementers and evaluator.
7. Logical framework (logframe)	Matrix that shows key design components and logical connections between them, as well as indicators and risks.
8. Key partners	Beneficiaries and stakeholders involved in delivery, funding and evaluation.
9. Management and delivery arrangements	Clarification of roles and responsibilities of different partners, and how these might change over time, if appropriate.
10. Resourcing plan	Estimations of budgetary and other requirements and how these needs will be met.
11. Indicative timeline	Outline of main phases of the work programme through the life of the project.

The theory of change and logic model (Part 4) are both vital components of the project design and it is important to be clear about how they differ. The theory of change is a causal model that sets out assumptions which explain how and why the intended results will be achieved. It is important both as a planning tool that will help produce a robust

project design and as an evaluation tool. In contrast, the logic model is a descriptive and graphical representation of how programme components are linked to produce the outcomes.<sup>15</sup> It can convey simply and visually what the project will do. A more detailed comparison is shown in Table 4.

**Table 4: Theory of change and logic model – a comparison<sup>16</sup>**

Essentially a theory of change defines <i>how</i> and <i>why</i> you expect the desired outcomes to occur. In contrast, a logic model visually presents your understanding of the relationships among your program’s resources, planned activities and anticipated results and usually applies to a single program. Logic models clarify <i>what</i> you are doing; theories of change clarify <i>why</i> you are doing it.	
<b>Theory of change</b>	<b>Logic Model</b>
Links outcomes and activities to explain how and why the expected change will occur	Graphically illustrates programme components, identifies, inputs, activities and outcomes
Usually starts with a goal before deciding on programmatic components	Usually starts with a programme and illustrates its components
Requires justification for programme components; specifies the hypothesis about why something will cause something else	Requires identification of programme components, but doesn’t show why activities are expected to produce outcomes
Requires identifying indicators to measure outcomes	Sometimes includes indicators to measure outcomes
Best used to design and evaluate a complex initiative	Best used to demonstrate you have carefully identified the inputs, outputs and outcomes of your work

The draft design document should be circulated to the workshop participants giving sufficient time for them to read and reflect on it ahead of the final workshop, and perhaps to contact the ‘authors’ to ask questions or request clarification.

### 3.7 Workshop 4: Validation of Project Design

*Suggested duration: Half-day*

The final workshop will be the opportunity for beneficiaries and stakeholders to comment, validate and approve the draft document. It may be helpful to remind participants of the requirements for a sound design as set out in the Introduction to this Guidance and seek views on the extent to which these have been met. It may also be helpful to structure the validation process using the checklist set out in Table 5.

<sup>15</sup> For more information see, for example, [http://www.evaluationtoolsforracialequity.org/evaluation/resource/doc/TOCs\\_and\\_Logic\\_Models\\_forAEA.ppt](http://www.evaluationtoolsforracialequity.org/evaluation/resource/doc/TOCs_and_Logic_Models_forAEA.ppt),

<sup>16</sup> Adapted from webpage of Center for Civic Partnerships. See [http://www.civicpartnerships.org/docs/tools\\_resources/Logic%20Models%2007.htm](http://www.civicpartnerships.org/docs/tools_resources/Logic%20Models%2007.htm).

**Table 5: Project Design Validation Checklist**

<b>Validation questions</b>
1. Has the design process been truly participative, inclusive and open?
2. Has the design process empowered local women and women's groups?
3. Will the design not only resolve identified problems, but also create our vision of the future?
4. Is the design underpinned by a theory of change that explains how and why the actions proposed will deliver the desired results?
5. Does the design set out clearly which strategies will be delivered, where they will be focused and when this will happen?
6. Is the design realistic with respect to its activities, scale, timeline and resourcing?
7. Will implementation of the design further the empowerment of local women and women's groups?
8. Have potential delivery partners been appraised and appropriate partners selected?
9. Does the design set out robust arrangements for project leadership, delivery, monitoring and evaluation?

If the views and decisions from previous workshops are accurately reflected in the draft, the workshop task will be simply one of minor amendment and validation but, if substantial rewriting is needed, a further confirmation meeting may need to be convened. Through this process, however, it should be possible eventually to deliver a design that is well-informed and well-supported by local partners.