Solomon Islands NGO Partnership Agreement
Strongim Yumi Tugeta

Appendices

August 2009

Final

Appendices
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Appendix 1. Savo Workshop Report

**Solomon Islands NGO Partnership Agreement
SINPA**

SUMMARY POINTS FROM FIRST DESIGN WORKSHOP

**(11th-13th March 2008)
Savo**

Outcomes from the first SINPA design Workshop:

1. Agreed principles which should guide the SINPA design Process[1]:

- ❖ **Be practical, realistic and feasible.** Develop a project design which is firmly rooted in the Solomon Island context.

- ❖ **Ensure that gender analysis and power analysis are central to the design process.**

- ❖ **Ensure that the SINPA programme is community driven – our `key stakeholders' are in the driving seat.**

- ❖ **Ensure that the design process is guided by a `Strengths Based Approach'.**

- ❖ **Be innovative – take risks – be creative!**

- ❖ **Ensure collaboration between NGOs**

- ❖ **SINPA FIRST, before our individual organisations (in terms of branding, identity and sharing lessons/successes across SINPA)**

2. Agreement on collaboration between SINPA NGOS during design phase

There will be a monthly meeting initially hosted by Ramesh at SC. AusAid will chair the meeting. Current agreements are:
- There is an initial agreement made to not paying sitting fees for meetings.
- There is an initial agreement to not pay volunteers (but this may need revisiting).

Other areas which require discussion:
- An agreement about not enticing other agencies staff (this does not mean that staff can't legitimately apply for advertised posts).
- An agreement on how to share logos and materials.
- An agreement on geographical overlap (the benefits and issues of this).
- How to share training/skills development
    - o IWDA/Live and Learn are running a Professional Development Training in gender which they invited everyone to join.
    - o Alice will be facilitating two `one day' workshops in April. The first will be on `Gender and Power" and the second on livelihoods (dates to be arranged).

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[1] NB. These design principles were formed, and agreed, by the group during the course of the workshop.

      o   Save and ICP invited everyone to join Chris and Christine's training on a Strengths Based Approach (Thursday 19th March at Save the Children Offices).

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3. DRAFT Outline of SINPA design document

Dave Green outlined what he expects to see in the next design document in June. This will be formally agreed and sent around. The following is a draft outline.

1) **Context Analysis** of the Solomon Islands

2) **Situation Analysis**. Describing what is the situation now in the areas, communities, villages that we are working. (Nb. Remember power relations and gender relations).

3) **An outline of the project's objectives**.
   - What will success look like? What will have changed? What will have happened if you achieve success? How do people (men, women, young boys & girls) describe this? What will they see, feel, experience?
   - How these objectives contribute to the overall SINPA objectives.

4) **Theory of change. A clear `road map'** of how you, and the people with whom you work, will achieve that changes described. What are the steps? What changes will you see for whom?
   - Changes in individual level (changes in individuals self esteem, knowledge, skills, behaviour? Of men, women, girls, boys)
   - Changes at the household, village or community level (by which groups?)
   - Changes at the institutional level (laws, justice reform etc)

How will your `activities' lead to these changes occurring. What are the assumptions being made? Be clear, specific and realistic. Training +?

In this section, please use the words, diagrams, descriptions & drawings of your key stakeholders? What are the different view points?

5) **Theory of change outlining capacity development**. Please be clear how the project is going to support the capacity development of the SI partners to carry out the work. What will success look like? What are the changes in knowledge, experience, action that the partner is hoping to see? What will the ANGO do to try and support these changes?

6) **Collaboration with others**
   - How will the project link up with other SINPA NGOs, bi-lateral & multi-lateral programmes, the Solomon Island Government and other NGOs?

7) **Explanation of why the project is sustainable**. What will be left after 5 years?

8) **Risks** and how these will be managed.

9) How this project has incorporated the learning from the **SINCA** evaluation? How this project will build on the success/strengths of SINCA?

10) **Monitoring and evaluation.** How this initiative intends to learn from and with the people with whom it works. How it intends to ensure `two way exchange' so that M&E isn't just about providing information upwards. How it intends to ensure the project is responding to changing situations and how it intends to ensure transparency.

4. Documents to be shared by Dave Green

- **Multi-lateral/Bi-lateral donors**. Share project summaries of key multi-lateral and bi-lateral programs which the SINPA NGOs could support communities to influence and/or access.
- **CSP Data.** Dave to share the CD Rom of the CSP's base line data and support the NGOs to access this information (participatory maps etc) so that they can take this back to villages in which they are engaging.
- **Other AusAID design docs.** Share examples of other innovative AusAID design documents which aren't based on a log frame approach.
- Send around adapted **AusAID Quality at design Criteria** for SINPA.

Day 1 – Creating the Foundation for Genuine Collaboration

Session 1. Introductory session

The introductory session was designed to clarify workshop objectives, explore participant expectations, break down barriers and encourage full participant involvement.

- Ollie Pokana (ICP) opened the workshop with a prayer.
- Hickson George (AusAID) then welcomed everyone to Savo and thanked everyone for coming. In his introduction, Hickson underlined the importance of SINPA to AusAID and encouraged everyone to collaborate well together in order to design a SINPA program which would support development in the Solomon Islands.

- Alice (facilitator) then outlined the purpose of this first SINPA design workshop. In particular this workshop was designed to:
  - o Enable NGOs to share their initial project concept notes, build open relationships and develop the potential for mutual collaboration and cross program working.
  - o Explore reflective, participatory forms of M&E which could support an overall understanding of SINPA's achievements.
  - o Ensure that gender and gender analysis are key elements of program design.
  - o Develop processes for on-going collaboration during the initial design phase.

> **Participant Ground Rules for the Workshop**
>
> - Respect one another
> - Be transparent & open
> - Be open minded
> - Be mindful of own speech (allowing others to speak too)
> - Have fun – have lots of energizers
> - Women and men to talk equally

Alice stressed the importance and value of hearing Solomon Islanders perspectives and creating space for others to speak. She encouraged participants to be feel comfortable speaking Pidgin in the workshop.

- Ros (joint facilitator) then guided a process of a) participant introductions; b) Participant hopes, fears and expectations; c) developing mutually agreed ground rules and d) inviting participant involvement in the workshop process. Participants were asked to volunteer to provide a synthesis of day's work, lead energizers, help in time keeping and keep their own ground rules.

> **Summary of hopes, fear & expectations:**
>
> - Need to have practical design criteria
> - When we talk about collaboration, we need to think of overlap
> - Need to be clear about practical methods of collaboration.
> - The workshop needs to be rooted in the reality of Solomon Island experienced.
> - We need to hear from the Solomon Islanders.
> - The design process needs to be driven by community groups.
> - Want to hear about M&E

Session 2. Creating a Foundation through Sharing of Current Plans

Alice then chaired the session on ANGO and their SI Partners sharing their concept notes. Three partnership groups presented an overview of their proposed work. Participants were encouraged to be creative in their presentations. Many presentations took the form of small dramas.

1. **IWDA and Live & Learn.** Building Community Resilience: Inclusive, Sustainable Natural resource Management.
2. **ICP, Anglican Church of Melanesia, Anglican Board of Mission & AngliCORD**. Inclusive Community Programme (ICP2).
3. **Oxfam, Family Support Centre, WILA and Western Provincial Council of Women**. Standing together against Violence against Women.

Participants formed small buzz groups to formulate their key questions, comments and to give feedback to the presenters. The presenters were thanked for their imaginative and interesting presentations.

Questions and comments to all Live and Learn, Oxfam and ICP:
- It is important to create a `level playing field' for allowances/fees/costs etc. This should be agreed across SINPA.
- There is weakening women's structures at the village level. The church structures are male, the chiefs are male. How is each of these initiatives going to strengthen women's voices?
- When each of these programs finish, what will you leave behind? How are you going to ensure some sustainability at the outset?
- There are many links between the initiatives. How are we going to ensure these links are made and sustain them?
- It is important to carry out the design phase in empowering/positive way.
- How are we defining 'livelihoods'? This needs to be unpicked. What are we really talking about?
- There is a challenge of having an open-ended consultation process within bounded project concept and NGO technical expertise…how are we going to collaborate with others?
- Projects need to be clear how they are going to evaluate training.

Questions and comments to Oxfam
- Can you reach out to other provinces?
- Where are the men in the discussion? How are you going to involve men as partners?
- How will the awareness (of violence against women) move to action? What changes (in behaviour) will you be looking for? How will you assess this?
- What is the connectivity between components of this project (Family Support Centre, Women in Law Assoc, Western Provincial Council of Women)? What is the connectivity between this project and other SINPA projects? All SINPA partners could learn from this project's stakeholders on gender issues.
- Activating the grassroots networks of WPCW will be a critical challenge.

Questions and comments to Live and Learn/ IWDA
- How do you make the connection between gender and Natural Resource Management?
- How will community conflict be managed?
- How can you move from 'consultation' to people leading the process?

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- How are we going to explore existing power relationships as part of the study?
- How will the three elements work together?
- How to link NRM not just to the good of the family group/village but to the 'greater good'?
- RAP processes would be useful for all partners. How can others benefit?
- How can RAP be more collaborative (with other SINPA partners)?
- What do you mean by 'inclusive'?

Questions and comments to ICP
- What does `poverty' mean in the Solomon Island context?
- Poverty cycle or poverty web? Is one entry point enough or is a more integrated approach possible?
- How will you include those who don't go to church?

After questions, the second three partnership groups then presented summaries of their proposed projects:

- **Save the Children**: Youth Outreach Partnership Project.
- **Apheda and SIAVRTC**: Promoting successful livelihood strategies: Vocational training for youth.
- **ADRA**: Enhanced Livelihood opportunities, resiliency and engagement in communities.

Again, these were active, interesting presentations. It was noted that there is a great deal of overlap between these three initiatives in terms of working to support people's livelihoods. Buzz groups were formed to define key questions and comments.

Questions to STC, Apheda and ADRA
- How will you ensure that the livelihoods strategies you support are sustainable?
- How can we turn negatives into positives? How can we all learn together?
- Where are we seeing successes in terms of subsistence lifestyles? How is this success defined?
- How do we avoid duplication?
- What do you want to sustain in each program?
- If we really want a 'strengths based approach' – we need to agree how we can do this. A common language.
- Many SINPA partners are working in Honiara, how are we going to collaborate?
- It is good to hear how youth includes young women as well as young men (especially addressed to STC & ADRA)
- Potential for looking at the benefits of different approaches – what works well eg. Research and compare notes
- Be aware of the "handouts" mentality.

Questions and comments to Save the Children
- Discuss the chart – this looks great.
- Importance of partnership with existing CSOs/CBOs
- Potential collaboration with other SINPA partners in peer to peer research?
- How sustainable are the youth groups and how do they link with other existing village groups?
- Partnership intervention – how to go about addressing gender issues?
- How do you link with the Solomon Island Government?

Questions and comments to ADRA

- Training versus tools (handout).
- Working through community leadership structures a good idea; but sometimes these structures don't function. What else is there?
- Don't treat people as recipients – how can the communities teach us, train us? How can they lead their own development process?
- If we really want a "strengths based approach", we need to agree how we do this. A common language.
- Many SINPA partners working in Honiara, we need to work together?

Questions and comments to APHEDA
- Great design ideas!
- Unclear about the connection between Rural Training Centres and Community learning Circles?
- Sustainability – what will outcomes look like after five years?
- Are people the focus or the starting point of the program?
- What is your capacity in terms of resources and skills to support the youth groups? How will you draw this in?
- How do you turn the 'negatives' (selling beetle nut etc) around when this is often part of a livelihoods strategy?
- "Livelihoods assessment". Could you explain the tools used?
- How will you go about ensuring collaboration on livelihoods?
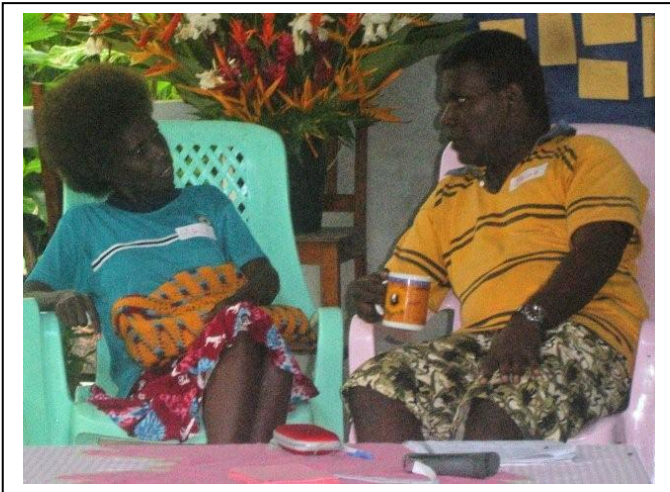
Session 3 Exploring linkages, synergy and the potential for genuine Collaboration

Given that all the NGOs are part of the SINPA project, what is the potential for effective, supportive collaboration? How would the NGOs like to collaborate and what are the mechanisms that will enable this to happen?

The workshop participants divided into their partnership groups to discuss:
1. What potential do you see for linkages or collaboration with the five other SINPA projects?
2. Suggest 3 or 4 practical ways in which you may collaborate.
3. What might be the barriers to collaboration?

The following is a summary of key areas of collaboration arising from the discussion[2].

During the design phase:
- We could agree an MOU with clear understood policies around key issues e.g. staffing issues, community engagement, sharing resources, volunteers salaries etc.
- Complementarity – We should spell out ways we can complement each others projects
- We could show commitment to opening up facilities in order to reach remote communities.
- Commitment to developing resources/manuals together where possible (joint logos)
- Commitment to an open process where different but similar methodologies are being used to promote learning throughout the project.
- We should ensure that individual (NGO) identity has a lower priority, and that we put the community needs come first.

Implementation:
- Staff job descriptions should reflect the collaborative aspects of their role (where appropriate).
- Act on MOUs through out implementation.
- At the community level we should promote and facilitate community to community learning.

SINPA level Secretariat:
- A secretariat should be developed that provides oversight of NGO collaboration.
- The secretariat has a facilitation/organisational role in professional development (where there is commonality of need).
- Has a role in facilitating the M & E
- Highlighting the sum of the SINPA parts/ the impact of the partnership. At any point in the program.

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[2] Thanks to Zoe Bedford and John Donnelly for compiling this summary.

- How can the Development Services Exchange (DSE) be included/ capacity built within the Secretariat?

Potential barriers to NGO collaboration within SINPA:
- Limited recruitment pool. The potential for `attracting' each others staff and tensions around staff retention
- NGO philosophies/ values/ procedures are not conducive to collaboration.
- Resourcing level
- Geographic/ logistical
- Unrealistic expectations.

Session 4. Exploring the issue of power

During session 4 Ros facilitated a process on looking at power[3]. A short presentation covered issues such as:
- Power shapes people's ability to participate in development opportunities and public decision making which guarantees their rights.

- Understanding power, analysing power and building power is a vital process of sustainable development.

- Power underlies all human relationships. It is gained or lost in many ways: Through the control of money, knowledge, resources, through the application of rules & regulations, through our sex, or age or our ethnicity.

- Unless we are sensitive to our <u>own power</u> & power in our work we will not be able to promote a truly rights-base approach in our work.

Key dimensions of power:
Visible power: Those who make rules & policies. The laws, the police, the public decision making process.

Hidden power: those who set the agenda behind the scenes. The rich business people who influence politicians. MNCs.

Invisible power: the cultural accepted assumptions & norms that influence people's behaviour & `place in the world' – girls, low status, marginalisation of certain ethnicities

Forms of power can include:
- Power **over** others: Repression, wealth, discrimination, force.
- Power **with**: Power based on mutual support, solidarity, collaboration, power to come together to do things, change things.
- Power **to**: Potential power in every person to shape his/her life & world. When based on mutual support it opens up possibilities.
- Power **within**: a person's own self-worth, self knowledge, self esteem, ability to hope – to act.

Group work then explored issues of power:

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[3] NB. This session drew heavily on the work of Valerie Miller, Lisa Veneklasen, Robert Chambers, Jethro Petit and John Gaventa. Hand outs were provided of some key documents on power written by these development practitioners.

- between Solomon Island Partners and the other organisations with whom they work – their Australian partners, AusAID etc.
- within Solomon Island communities
- Intra organisationally within Australian NGOs.

During plenary discussion key issues covered were:

How to ensure that the community groups, with whom each Partner NGO works, can have more power. How could you enable these people to drive their own development process?

Control of money is a powerful thing in the development process. AusAID holds the purse strings. The community groups with whom we work often have not been told about the financial issues.

Women's decision making power in all village structures is low. They are at the bottom of the hierarchy with the children.

ANGOs also have hierarchies which are often male dominated. Together, they have more power in the discussions with AusAID. There is often lots of subversive power within these institutions.

Shadrach Sese opened with a prayer.

Ollie Pokana and Susan Campbell gave an overview of key issues and learning from day 1.

Session 5. Key Issues to think about when designing our work

Lessons from SINCA: Jacob Zikuli and Grayham Tahu then gave an overview of lessons from SINCA. This included:
- Having **clear reasons for collaboration** and ensuring respect between organisational partners. Genuine collaboration benefits the key stakeholders in the community.
- Ensuring that **learning is a key part of the project design** and the way the project carries out it's M&E. Be flexible in our work and learn to adapt. Our monitoring and evaluation processes should help us do this.
- **Gender – involving women as well as men**. Making space to work with both and understand how our initiatives are effecting power dynamics.
- **Be realistic about what is possible in the Solomon islands** context and make sure there is a big enough budget to cover the issue of transportation costs and communications.
- We **need to think clearly about how training is going to improve people's livelihoods** and ensure that we do more than provide training courses. We need to have integrated strategies to support young people.

In addition to this, the SINCA evaluation gave guidance on how NGOs need to think about their `theory of change' and be clear how they are supporting people to achieve the `changes' to which they aspire (see below).

Exploring links with AusAID's Rural Livelihoods Program. Paul Greener (Adviser to AusAID) gave an overview of other bilateral and multilateral initiatives which SINPA could influence, could link to and could support community groups to access. These included:

- The **Rural Development Programme** (AusAID, EU, World Bank). This will be a 10 year initiative. It started in 2008. It will have a budget of approx' $30 million over 5 years. It will have three components:
  o Community development (mainly infrastructure - water, schools etc). Villages will be asked to compete for funding at the ward level. NGOs and communities could support community groups to take advantage of this. They could also influence the criteria for choosing which initiatives get funded – ensuring this process is community driven, community owned and the programs supported are sustainable.
  o Supporting the Ministry of Agriculture. Again, Paul emphasised the importance of NGOs interlinking with, and supporting the Ministry at all levels – Provincial, ward etc.
  o Rural Business Development. Bank loans for this will be reasonably high, so it may be that NGOs may be able to support people over time to be able to access these business loans.

- **AusAID Rural Livelihoods Program**. This will be a multi-stakeholder partnership program. It will begin shortly and will have a budget of approx' $A20-$30 million over five years. The baseline data for this program could be accessed by SINPA and SINPA NGOs should ensure that there is collaboration between their work and this programme.

- **EU Non-State Actors program.** This is a large EU funded program which aims to support NGOs to play a stronger role in holding decision makers accountable. The aim is for capacity development and supporting the strengthening of Solomon Island civil society.

- **EU Micro Projects.**

- **ANZ and UNDP Pacific Centre Financial Services Project.** This project supports financial literacy and banking services in the Solomon Islands.

Following the presentation in groups we discussed three issues: a) how can SINPA NGOs best link with other programs beyond SINPA? What can we gain from other programs/networks to better serve communities? b) What can we offer these other programs so they can be more effective? c) Can we have a structure for networking? What form may this take?

Session 6 Incorporating gender and gender analysis into our work

 Alice led a session on gender. Her presentation covered three dimensions:
   a) What do we mean by gender?
   b) How does gender bias manifest in our culture, the Solomon Island Government's bias and the church's bias?
   c) How can we analyse processes using a gender lens?

Alice used to the story of her life to illustrate these three areas. She told the story of how her father gave priority to send her brother to secondary school over her and how, as a result, as a small child she made and sold copra in order to pay her school fees. Then she described the biases against her completing secondary school. When she eventually got a scholarship to a USP her family did not want her to go in case she got pregnant. Then as a university student she found it hard to convince the SIG or AusAID to help fund her last six months so she could complete her thesis. When eventually she received a scholarship to go to Vic in Melbourne the SIG tried to stop her going. Instead they wanted her to continue her work in the Solomon Islands. Each step of the way, Alice had to fight gender bias, even though she was excelling in her studies.

Group Work: In partnership groups we discussed gender in our programmes. We were given a handout with a model for gender analysis and asked to critique IWDAs/Live and Learn's concept paper with a gender lens.

Discussions during the workshop focused on the importance of working with men as well as women and trying to ensure a `**do no harm'** approach to our work. Working to support only women can lead to a backlash from men – and supporting livelihoods (both men and women's) can lead to changes in intra-family dynamics which can be negative for women. The importance of learning with and from each other, and especially from IWDA, Live and Learn and Oxfam on gender was stressed.

Session 7 Open Forum

During this session we began to share and learn more directly from the wealth of knowledge and experience within the workshop.

- Zoe and Grayaham (Apheda and SIAVRTC) shared and discussed their research work on urban livelihoods in Honiara.
- Christine and Chris led a discussion on a Strengths Based Approach and what this may mean in our work.
- Alice led a more in depth discussion on gender in our work.

Session 8 Theory of Change

In all our work we try to create social change processes – hopefully to help support those most in need. Our assumption is that by carrying out certain actions – this will lead to certain changes. In SINPA design phase, it is important to explore (with our key stakeholders) the `theories of change' which underpin our work[4].

What is it that you, your partners, your primary stakeholders are seeking to see happen? What will success look like when you bump into it? Dream it, imagine it, visualize it. What are the chain of events that you hope will lead to this success being achieved? In the diagram below…what would `Strong Families' look like? What would be happening (or how would people be feeling?) in the family to illustrate that it is a `strong family'? Similarly, what would `improved child parent relations' look like, feel like, be like (what would be happening, not happening? What would be different?)

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[4] This session drew on ideas from Paul

By supporting your key stakeholders – and working from `success' backwards, you can support stakeholders to articulate what would be happening at each stage of the process. During each step of the process support your key stakeholders to articulate the things they will see/experience occurring if the changes are taking place. Support them to imagine it, draw it – describe it. What will it look like, feel like, taste like?

E.G: <u>Simplified</u> Theory of Change: Parent education leading to strong families
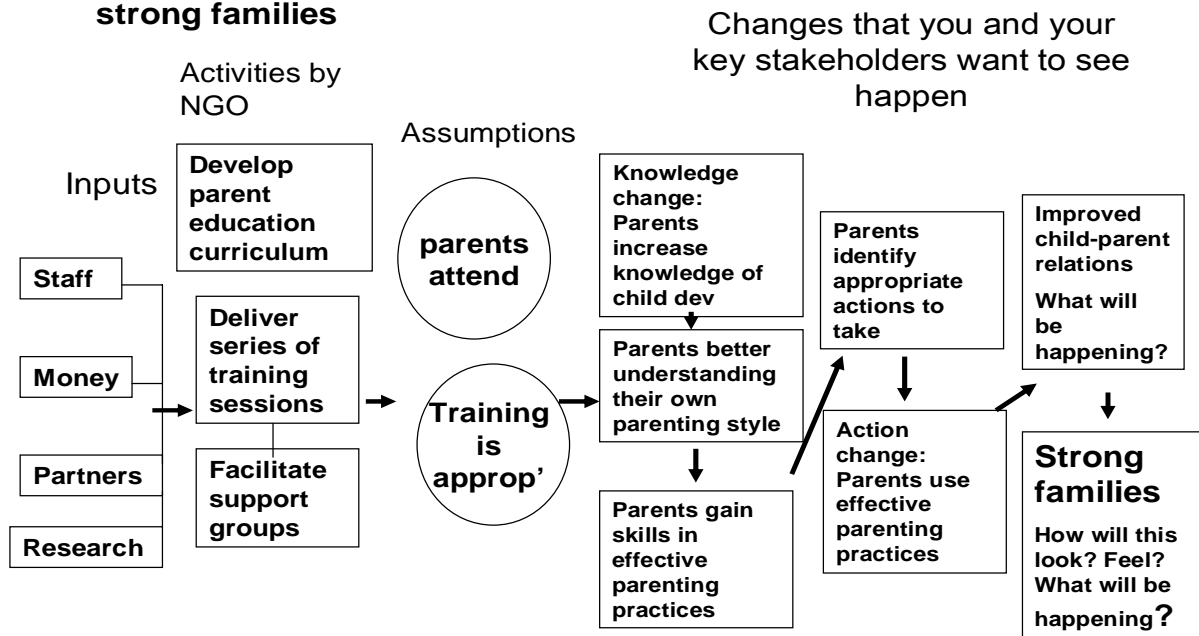
E.G: Supporting capacity development of boundary partners...
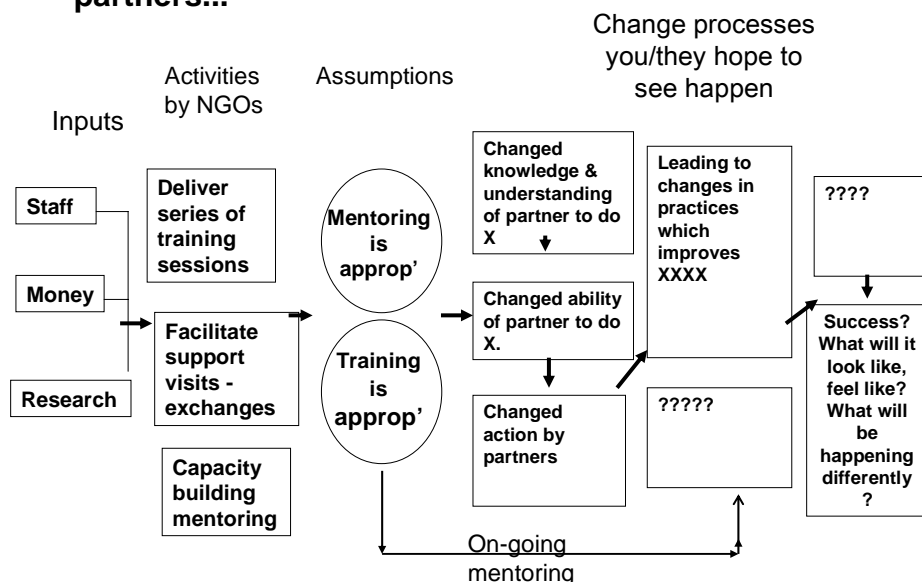
Drawing on SINPA NGO's own work each partnership group explored their own theory of change and shared this with the plenary group. Key elements that were discussed were:

- a) Ensure to involve key stakeholders in `dreaming' `imagining' what success will look like. What is that they will <u>see happening</u>, <u>experience</u>, <u>feel</u> if that `change' has taken place?
- b) Work from that `success' backwards, what do you (the communities, stakeholders, SI NGOs) have to do in order to achieve that success? Be clear, be logical, be realistic. Unpick each step in the process. What changes do you hope to see at the:
  - individual level (changes in individuals self esteem, knowledge, attitude, behaviour? Of men, women, girls, boys)
  - Changes at the household, village or community level (by which groups?)
  - Changes at the institutional level (laws, justice reform etc)

How will the `activities', carried out by the SI NGO lead to these changes occurring. What are the assumptions being made?

Also be clear what changes the Australian NGO and the SI NGO want to achieve in terms of capacity development. The design process should also outline how the ANGO is going to support the capacity development of it's SI partners and CBOs or CSOs with whom the SI partner is working. Again the theory of change ought to be explicit. What changes does the partner want to see? What training, support, exchanges, mentoring might bring about these changes? What would change as a result?

The process of putting together the theory of change is part of designing a programme of work together. It will take time and is a key process in building a trusting, <u>open relationship</u> where the `project activities' are driven by the key stakeholders with whom the SI partner is working.

Day 3 Ways of working in the design process and next steps

Billy Mae opened with a prayer.

Jerry and Alan provided a summary of key learning from the day before. This covered some of the changes we were discussing in our work.

The people with whom we work being the `owners' of the project	Rather than the people being `participants in our project'
Developing and supporting community `ownership'	Rather than trying to get community `buy in'.
The difference between supporting livelihood development	Rather than `hand outs'
The difference between a Strengths Based Approach where `the glass is half full'	Rather than the glass being half empty.
The difference between supporting people to articulate the significant changes that have happened in their lives	Rather than trying to aggregate data.
The difference between each of the SINPA agencies collaborating together	Rather than harmonization.

Ros led a session on M&E of community development initiatives.
In research that she'd been involved in with others, they'd found the literature review told them:

1) There is a growing recognition of the non-linear, complex nature of development

In the past a simple cause-effect approach to promoting change, based on rationality. The reality is more complex – non linear, unbounded. Change processes are often caused by a myriad of events.

2) Growing recognition that we have only partial knowledge of problems. The problems of development are huge, complex. (nat' resource management, violence against women). Yet, we pretend we know how to `fix' them.

3). **Growing awareness that aid agencies need to be aware of, and address, power and gender relations.** Need to be aware of power throughout our work. Power in communities, between communities, conflict… and how our projects' will <u>affect power</u>.

4) **Recognition of the need to be flexible. Need to update our strategies regularly.**
Before there was an assumption that fixed indicators/log frames would guide an initiative. Now a realisation that we need to learn from, and respond to, dynamic situations.

What does this mean for the SINPA design phase?

A) Be clear how the program of work is situated in the Solomon Island Political and Social Context. Develop a clear understanding of power relations.
   •   Have a good analysis of power relations – what keeps change from happening & what stimulates and motivates change?
   •   Who holds the **visible power** (those who make an enforce rules)
   •   Who holds the **hidden power** (those hidden who are often setting the agenda.. Logging companies, business people etc).
   •   Where is the **invisible power**… ideologies, cultural norms, cultural acceptance .. ie. of abuse to women.
   How will your initiative challenge or reinforce different types of power?

**B) Develop strong relationships in your design phase. Develop a <u>shared</u> <u>understanding</u> of what "<u>success</u>" will look like.. What will it feel like, what will have happened?

Don't at this stage develop indicators… (too specific and can be misleading & unhelpful..)

Try and explore broad outcomes.. Of what success will look like. What you are trying to achieve together?

This is a time to develop trust and a shared agenda.

C) Be clear what `theories of change' underpin your project design. What assumptions are you making?

When you know what you hope to achieve, think through (with your key stakeholders) the theory or hypothesis of how you will achieve this change. Do this with your stakeholders as it helps:
- Identify where there are differences between people's views.
- It provides a map of how change might happen which can be monitored (and changed) over time.

D) The design process should be the beginning stage of on-going participatory monitoring
- Create the space and time for different groups (at all levels) – and especially the primary stakeholders and partners to be involved in this process…
- What are the major areas of change desired from the perspective of different groups (men, women, youth, young girls)?
- What changes do they expect and want to see over the next period (1 year? 18 months).
- How can we monitor progress over this period and HOW can they be involved in this process? - participatory baselines..

E) Throughout the design stage, the project should be ensuring that gender is mainstreamed.
- Is the project based on a rights based analysis that demonstrates the link between gender & poverty?
- Has an adequate assessment been made of past approaches to address gender inequality in this context?
- Has there been consultation and engagement with individuals, organisations and networks representing women's interests?
- Will the project enhance gender equality?

Do:

o Develop a **common vision of change** tailored to the local context.

o Do be clear how the program is situated in the SI socio-political context and within the broader picture of **change and power relationships**

o Do be clear what **theories of change** underpin your project design and develop these with your stakeholders.

o Do ensure that the **process is participatory** – where possible primary stakeholders are involved throughout – articulating their vision of success, their theory of change and involve them in determining participatory baselines, and suggesting how they can support the monitoring the on-going benefits of the work.

o Do ensure a sound **gender analysis throughout**.

o   Ensure adequate time, space and resources are built into the design for on-going reflection, **sense-making and learning.**

Session 10 Next Steps

In groups each partnership group discussed the next steps of their program design:

1) What needs to be done between now and the end of June? Who will do this?

2) How do you want to draw on each other's skills?

3) How do you want to make use of Alice, Ros and Linda's support?

Agreement:
- It was agreed that ICP and Save the Children would invite everyone to Christine and Christopher's workshop on Thursday 19th March on 'Strengths Based Approach'.
- That it would be good if Alice were to carry out two `one day workshops' in April. One on gender and power and one on livelihoods.
- That Ros' separate visits to the partners would be useful and her feeding back by e.mail on project designs would be helpful.
- That Linda's support by e.mail and phone would also be very helpful.
- That within SINPA it would be useful to carry out a SINPA workshop on Livelihoods.

The workshop was closed with thanks and songs.

Participants

NGO/Organisation	Name
1. ABM	Chris Peters
2. ABM/ AngliCORD	Susan Campbell
3. ABM/ ICP	Ollie Pokana
4. ABM- Consultant	Chris Dureau
5. ABM- Consultant	Chris Perkins
6. IWDA	Gabrielle Halcrow
7. Live & Learn	Jacob Zikuli
8. Live & Learn	Wendy
9. Live & Learn	Watson Puiahi
10. Oxfam	Joe Weber
11. Oxfam	Andrea Watters
12. Oxfam	Mali Tuza
13. Oxfam/ FSC	Lorio Sisiolo
14. Oxfam/WILA	June Maru
15. ADRA	Barry Chapman
16. ADRA - Consultant	Alan Fletcher
17. ADRA	Rebecca Reye
18. ADRA	Jerry Pakivai
19. ADRA	Shadrach Sese
20. APHEDA	Grayham Tahu
21. SIAVRTC Coordinator	Billy Mae
22. APHEDA	Zoe Bedford
23. APHEDA- Design Coach	John Donnelly
24. SCA	Karen Media
25. SCA	Jefter Tuhagenga
26. SCA	Eric Houma
27. SCA	Lucy Watt
28. SCA	Ramesh Puri
29. Design Facilitator	Rosalind David
30. Design Facilitator	Alice Pollard
32. AusAID	David Green
33. AusAID	Hickson George
34. AusAID	Paul Greener

Many thanks to Christine for the photos!

ES

Appendix 2. SINPA NGO Charter

SINPA NGO Charter

1. SINPA NGOs will not pay sitting fees for meetings.

2. SINPA NGOs will share information about volunteer's terms and conditions.

3. SINPA NGOs will not entice other agencies staff (this doesn't mean that staff can't legitimately apply for advertised post).

4. All SINPA NGOs will share logos on SINPA publications.

5. SINPA NGOs endeavor to plan work together to manage geographical overlap.

6. SINPA NGOs will share staff capacity building opportunities.

7. SINPA NGOs will share work plans, reports and learning.

8. SINPA NGOs will have the possibility to use each other's staff expertise.

9. Where possible SINPA NGOs will share assets (e.g. boats, vehicles, video cameras etc.)

10. SINPA NGOs aspire to put SINPA first, before our individual organizations (in terms of branding, identity and sharing lessons/successes across SINPA).

Appendix 3. More information on video stories.

Video Stories

It was agreed at Maravaghi that the methods for collecting stories should be carefully guided by shared values ensuring that the process:

- Is not extractive;
- genuinely enables people to express their views in ways that they wish to tell their story (being able to edit materials appropriately and fully understand how material will be used);
- That the stories are representative of change and cross checked for trustworthiness.
- That the process is not about `show casing' work but about using innovative methods to enable people to identify changes in their lives/communities and articulate that message to others.

It is recognized if SINPA NGOs want to experiment with video a volunteer (specialized in participatory video and with adequate training skills) will need to be recruited & resourced to support this element of the SINPA program.

Appendix 4. SINPA NGO Shared principles of M&E

While each NGO will develop its own project-appropriate M&E framework, SINPA NGOs share some common approaches to M&E. The shared principles which guide SINPA project monitoring and evaluation systems include:
- Processes should be participatory and accountable – in particular ensuring accountability to the Solomon Islanders with whom the NGO is working.
- Processes should encourage continuous learning, reflection and change.
- Processes should be empowering for those involved.
- Processes should be gender sensitive.
- Information from monitoring should be triangulated and trustworthy.
- Processes should be simple and doable.

As part of their individual NGO M&E, each NGOs will facilitate its own participatory annual reflection processes in communities/with partners contributing to this analysis. Each NGO will, in its own way, using diverse methods, explore:
- ➢ What has been changed each year – positive and negative, intended and unintended – as a result of their work and support?
- ➢ What has been the scope or magnitude of these changes?
- ➢ What has been learnt about how to work effectively in an empowering way in the Solomon Islands to improve people's quality of life?
- ➢ What are the models/approaches to development or ways of working that resonate with the Solomon Island context and way of doing things?

The quality of SINPA Program monitoring is dependent on robust processes by each of the Partner NGOs. It is therefore hoped that the SINPA partnership will lead to cross program learning and exchange on M&E processes which are appropriate to the Solomon Island context.

The community processes will be mindful of power dynamics and gender dynamics and use processes which are empowering and not extractive.

Appendix 5. Steering Committee Areas of Responsibility

The following areas of responsibility for the SINPA Steering Committee were agreed at Maravaghi:

o   *Approval and updating of its terms of reference*, to ensure the committee's work is targeted and purposeful.
o   *Approval and review of the SINPA Charter.*
o   *Managing SINPA's risks and updating SINPA's risk management strategy.*
o   *Geographical coordination* e.g. ensuring joint work plans are developed by partners operating in common villages
o   *Allocation of flexible funding ($500,000)* made available to respond to emerging issues.
o   *Updating operational formats* e.g. annual activity plans, annual reflection reports etc.
o   *Oversight of the SINPA Facilitator.* The Committee will review and recommend AusAID's approval of the Facilitator's annual work plan and budget; and review its implementation every quarter.
o   *Setting the thematic focus of cross-SINPA events* e.g. 6 monthly practice exchange workshops; annual reflection workshops etc.
o   *Coordinating reporting to Solomon Islands Government* at provincial and national levels
o   *Deepening peer review processes* throughout implementation.
o   *Deepening relationships with Development Services Exchange*
o   *Developing terms of reference for and supporting the Independent Progress Reports (Mid-Term Review) and Independent Completion Report (end of program evaluation)* – to be approved by AusAID.
o   *Approving and reviewing terms of reference for the Facilitator.*
o   *Approving and reviewing terms of reference for any external consultants* engaged by the Facilitator.

The Steering Committee has yet to decide on the distribution of tasks among Steering Committee members and the modalities of managing the SINPA facilitator, managing risks, managing the allocation of responsive funds and coordinating cross SINPA learning and the annual reflection process. Management decisions will be made in the first Steering Committee workshop.

Appendix 6. Terms of Reference for the Livelihoods Reference Group

INTRODUCTION

Unemployment is an issue in Solomon Islands which affects women, men and young people alike. A large number of people are looking for employment opportunities but they have very few avenues to meet their aspirations.

Several agencies in Solomon Islands claim that they are doing or want to do sustainable livelihood activities for men, women and young people in the Solomon Islands. There is a greater need for collaboration and cooperation between agencies to address this issue. A livelihood reference group could be the answer to this problem.

The idea of a Livelihoods Reference Group emerged during the tendering phase of the **Solomon Islands NGO Partnership Agreement (**SINPA) in order to share knowledge and expand collaboration between NGOS and various stakeholders on livelihoods.

PURPOSE

The purpose of the group would be:

- Coordinate livelihood related activities by sharing and disseminating best practice among SINPA partners and others (NGOs, CBOs, the private sector, SIG and donors)
- Engage in policies and processes regarding livelihoods
- Share our M&E processes and incorporate lessons learned
- Liaise with SIG, AusAID and other donors regarding sustainable livelihoods
- Work with DSE to maintain a database of activities/training providers for sustainable livelihood activities

MEMBERSHIP

Any agencies (government, non-government, private) who are involved in livelihood program can be the member of this group.

The following have shown interest and/or been nominated to be part of the group:

- Save the Children Australia[5]
- ADRA
- APHEDA-SIARTC
- Oxfam
- Live and Learn
- Inclusive Community Program (ICP)
- Kastum Garden
- World Vision
- Technical and Vocational Education Unit (TVET), Ministry of Education (MEHRD)
- Community Sector Program (CSP) livelihood specialists
- Solomon Islands Credit Union League

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[5] SCA will take the lead to chair and host the initial meeting

- Rural Advancement Micro Project Program (RAMP)
- Rural Development Program (RDP)
- Solomon Islands Small Business Enterprise (SISBE)
- Development Services Exchange (DSE)
- MASE Business Services Centre
- Bokolo Business Centre

MEETINGS

The LRG meeting will take place quarterly. The chair of the meeting will be rotated among the members. Circulating agenda in advance, calling meeting, facilitating the meeting and distributing the minutes are the job of the chair.

Specialist sub-committees may be organized as needed.

1April 2009

Appendix 7. SINPA Risk Matrix

Risk	Likelihood	Consequence	Rating
1. Low commitment to work together as one program.	5	4	Extreme risk
2. Staff turnover amongst partner agencies.	4	2	High risk
3. Difficulty of working in a gender sensitive way in the Solomon Islands.	3	3	Extreme risk
4. Insufficient monitoring and evaluation experience.	4	4	Extreme risk
5. Insufficient experience at implementing Solomon Islander-led, strengths based, community development processes.	3	4	High risk
6. Social and political instability	3	3	High risk
7. Tension between SINPA partners and other CSOs.	3	3	Extreme Risk
8. Weak organisational and financial management capacities.	2	4	High Risk

Appendix 8. NGO Design Documentation Guidance

Suggested Outline for SINPA NGO Design Documentation

Length: 10-15 pages plus annexes

1. Executive Summary

The executive summary should provide a succinct summary in a form that can be treated as a stand-alone document.

2. Outline of the Design Process

Please explain the design process. What have you have done during this initial design phase particularly in the light of the agreed principles from the Savo workshop[6]? In this section, *for example*, you may like to discuss:

- *How you have attempted so far to build honest and real relationships of trust within communities and with other partners.*

- *How you engaged in processes of participation and dialogue, (particularly with those whose voices are rarely heard).*

- *How you have tried to ensure that the work will be `community driven'.*

- *How you have tried to ensure that gender analysis and power analysis are central to the design process. What has been done, what is left to do? What are the issues you face?*

- *How you have tried to ensure the design process is guided by a strengths-based approach.*

- *How you have attempted to cultivate a shared understanding of success with primary stakeholders (i.e. ultimate beneficiaries)?*

- *How you have tried to ensure that the work is <u>firmly rooted in the Solomon Island Context and is practical, realistic and feasible</u>.*

In this section, please be honest. This design phase is only 2 ½ months and much of this work will be on-going throughout the lifespan of the project. Please explain how far you have been able, <u>and not able</u> to go. What are the issues remaining? What have been the problems you have faced and how you do you intend to address them in the future?

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[6] See First Design Workshop Report

3. Situation Analysis

What is the situation you are trying to address? Please describe the situation now in the areas, communities, villages that you intend to work in (nb. Remember power and gender relations).

4. Project Objectives

The aim of this section is to give a clear description of the <u>**overall intent**</u> of your work. **What is the Goal and the intended Objectives** of your work (recognising that these may change overtime)?

How will these objectives contribute to the overall SINPA objectives?

[In this section, please explain why you are doing what you doing by including some of the examples of the words, diagrams, descriptions, & drawings of your key stakeholders. <u>How do the people with whom you will be working describe this success? How will they see, feel, experience if the success has been achieved</u>?]

5. Project Strategy

Please explain how you, and your key stakeholders, will achieve these objectives. Please map out your `project strategy' or `theory of change' indicating the types of processes and activities you/they may carry out to reach your intended objectives[7].

Please indicate the gaps in the logic, where you don't know the answer or don't know yet how one `change' or `activity' will lead to the next. Also please explain **how you may explore different options** as the work progresses.

Please provide in an annex the indicative activity plan for Year 1.

6. Risks

In this section, briefly discuss possible risks to the activity that you may want to monitor and manage?

(N.B Risks to children should be covered if the activity involves working with children. Also, please include risks that were identified and talked about at the Savo workshop, such as conflict arising from changing gender relationships, challenges to power etc)

Please also include a risk matrix as an annex

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[7] Please be realistic about what is possible in the Solomon Island context. Quality not quantity is a lesson from SINCA.

7. Approach to capacity development of Solomon Islands partners

A lesson from SINCA was that capacity building of Solomon Islands partners is less likely where the resourcing, objectives and approach weren't made explicit. The following are some guiding questions that might help you clarify the intent and feasibility of your capacity building efforts:

- *From a joint diagnosis, what are the current strengths and areas for improvement of the SI partner and what is the ANGO's ability to support them?*

- *What will the SI Partner be able to do differently as a result of working with its ANGO Partner? Please explain clearly. What (if any) are the changes in knowledge, attitudes, and practice that the SI partner is hoping to see?*

- *What will the ANGO do to support these changes?* (Again, this should be more than just training. It could include for example systems or organisational development, building different relationships with stakeholders, including communities to improve responsiveness, or introducing partners to broader networks or alliances to improve peer learning and exchange).

- *What resources, skills and experience will the ANGO dedicate to partner capacity development?*

- *How does the ANGO expect to change and develop as part of this process?*

- *How will power dynamics and gender concerns be managed?*

In this section, outline how far progressed you are in jointly working through these questions. What more needs to be done?

8. Monitoring and evaluation arrangements

The intention is that SINPA will be a responsive initiative that is learning about what it is doing well (and not so well) and how interventions should be changed or improved. In this section please outline the proposed monitoring and evaluation plan for your work. The following questions are provided as a guide:

- How will your M&E processes seek regular participatory stakeholder feedback on plans, processes, performance?
- How will you ensure that the learning from this feedback is regularly incorporated into your plans?
- What space and time are you committing to ensure that you are making `sense' of the learning and revising your plans accordingly?
- How are you ensuring that monitoring processes are taking power and gender into consideration and making space for the most excluded to be heard?
- How will you feedback `your' learning to your partners and your key stakeholders annually?
- How might you carry out a baseline study in a way that involves primary stakeholders in collecting information on the current situation against which you/they can regularly monitor change?

NB. Please feel free to be creative in your M&E processes and use video, drama, citizen report cards and other ways of hearing the messages/feedback from your stakeholders on the changes they see (or don't see!) in their lives.

The details of the M&E arrangements will be discussed at the second SINPA design workshop on 10-12 June.

9. Collaboration with others

How will the project link up with other organisations/actors? For example partners within the Solomon Islands Government, CSOs, other SINPA partners; AusAID; and other donor programs (e.g. Rural Livelihoods Program; Rural Development Program; EU Rural Advancement Microprojects Program).

10. Sustainability and Exit Strategy

Please explain how the work you will carry out will be sustained after the life of the intervention. In this section please consider:

- *How will you support a genuine sense of ownership by primary stakeholders?*

- *On what terms should you withdraw formal assistance?*

13. Resources

For the five financial years, a rough budget outline should divide expected expenditure by year.

For the first financial year, a more detailed budget (accompanied by a budget narrative that explains key line items) should be provided as an annex, using the following headings:

1. *In-Australia Support Costs*
   a. *Personnel*
   b. *Non-Personnel*

2. *In-Solomon Islands Support Costs*
   a. *Personnel*
   b. *Non-Personnel*

3. *In-Solomon Islands Activity Costs*
   a. *Training/Workshops*
   b. *Other*

4. *Monitoring and Evaluation Costs*
   a. *Line item 1 (e.g. baseline study)*
   b. *Line item 2*
   c. *Etc.*

14. Annexes

Necessary
- Lessons from SINCA (please explain how the project has incorporated the lessons from SINCA into the design).
- Activity Plan and Budget for Year One
- Program Management & Implementation Arrangements – Organization Chart and other details as appropriate including Roles / Responsibilities of Parties/Stakeholders
- Risk Matrix

Optional
- More detailed Situation Analysis (Social, Economic, Environment, Gender, Poverty, institutional/fiduciary capacity, etc)

Appendix 9: Agreed guidance for each NGO's peer review process

Background
The formal AusAID peer review for SINPA will focus on the overall program arrangements e.g. secretariat/management arrangements, annual reflection workshops etc. In addition to the formal AusAID peer review, partners have agreed to a series of separate 'peer reviews' to access feedback on each of the six projects/programs.

Aims
The aims of the peer review process are to:
- Deepen local relevance and ownership of each program/project and SINPA as a whole
- Add value to each design process through constructive appraisal by other partners
- Identify specific opportunities for coordination and collaboration
- Encourage openness and transparency between the SINPA NGOs which will be the basis for on-going reflection and learning.

This process is designed to <u>add value</u> to designs rather than determine AusAID's approval of each design. Any major AusAID concerns will be discussed before this peer review process takes place.

Guiding Questions
The following quality questions are provided as guidance to help structure the discussion on each project/program. They are based on the agreed SINPA principles and AusAID's quality criteria. They should be adapted by each NGO to their particular project/program:

- Is the design **practical, realistic and feasible** – is it firmly rooted in the Solomon Island context and Solomon Island culture?
- Are `**key stakeholders' in the driving seat**? Is the approach sustainable?
- Is there evidence of a shared and **clear understanding of success and a clear strategy** for getting there?
- Does the design show aware of, and responsiveness, to local **gender and power dynamics** that so often disrupt and distort aid efforts in Solomon Islands?
- Are there **monitoring and evaluation** arrangements in place that will access a range of perspectives on what is being achieved? Is sufficient time and space committed to reflection on what is being achieved and whether things are working out as expected? Is it clear how the program will ensure implementation strategies are adapted in response to what it is learning.
- Do you think the design poses good **value for money**?

Please note that the design phase is only 2 ½ months and processes to achieve these criteria will be on-going. However an open honest discussion from peers with a deep

knowledge of the Solomon Islands should help encourage practical, relevant development work which is rooted in the local culture and context.

Process and Participants

Each local partner will host its own peer review in a format that maximises participation by Solomon Islanders. It will invite at least one other SINPA partner and two external individuals to participate.

Documentation and Reporting

The full design document (including budget) of each partner will be distributed to others and be subject to peer review.

Following the peer review, the host partner will record qualities of the design that peer reviewers felt were particularly valuable; and the main areas of concern. Based on this, the NGO will note any **changes to the design; or areas that will be monitored through implementation.**

Appendix 10 Provisional SINPA Performance Assessment Framework[8]

One outcome from the 4 day cross-SINPA Annual Reflection process will be a short consolidated annual report. This report will be the product of joint analysis by the Steering Committee with the AusAID AusAID Activity Manager(s) and will be succinct reflection of the overall program[9]. This report could cover:

Achievements against SINPA's objectives and outcomes:	**To what extent are SINPA NGOs becoming more effective at empowering Solomon Islanders to improve their quality of life?**
	▪ Evidence of changes in the lives of men, women, families and communities as a result of SINPA NGOs work. This will cover four domains of change:
	   o Awareness/knowledge/skills/behaviour change
	   o Capacity change (or CBOs/organisations) to take their own action.
	   o Condition change.
	   o Policy & practice change[10].
	▪ What learning is there about how to improve individual NGO effectiveness and cross-SINPA effectiveness? What is working well and why?
	▪ How will this learning influence SINPA activities the following year?
	
	What approaches/models or ways of working are emerging from SINPA's work which are suitable to the Solomon Island context?
	▪ What are the different models/ways of working that SINPA SI NGOs are exploring?
	▪ What is the learning that is emerging from how to work effectively in Solomon Islands contexts?
	▪ How will this learning alter SINPA activities in the following year?

M&E processes	The report will provide a succinct overview of learning from individual SINPA SI NGO M&E processes **AND** the cross SINPA Annual Reflection. Are these processes:
	   o Ensuring **accountability to the Solomon Islanders** with whom the NGO is working (in what ways is this being done? How are men/women/youth voices being heard? What difference is this making to the projects?)
	   o Encouraging **on-going learning, reflection and adaptation**?
	   o Ensuring that the **less vocal and most vulnerable** are also being heard (e.g. women and people with disabilities)?
	   o Producing **trustworthy, triangulated, and useful** information?
	
	What overall learning is there about SI NGOs' M&E? How will NGO M&E be improved? What learning is there about the cross SINPA annual reflection process? How will the process be improved in the following year?

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[8] NB. This performance framework will be agreed, amended **and/or significantly changed** by the SINPA steering Committee in the first quarter of implementation.

[9] The Steering Committee will decide how this report is compiled. One option is that the report is written for the Steering Committee and AusAID by an external person the Annual Reflection Facilitator.

[10] NB. It is fully recognised that these changes take time and that NGOs will not cover each of these domains each year. In the first years, the projects will start slowly. An emphasis of the work will be placed on exploring approaches/models which are appropriate and relevant to the Solomon Island context.

Cross cutting issues	How is the SINPA program addressing issues of power e.g. gender, age, disability?
	   o What is being done well – where and how?
	   o What is the learning about how to work appropriately on issues of power in Solomon Islands contexts?
	   o What will SINPA NGOs do differently the following year as a result of this learning?

Risk Management	How are SINPA's expected risks being managed? Have SINPA's underlying risks changed? What changes need to be made to the risk management strategies to manage risks effectively?

Broader contribution to the Partnership for Development	The added value of the SINPA program is to **demonstrate lessons of ways of working in the Solomon Island context**. Therefore as part of the Annual Reflection Process, the SINPA Steering Committee is asked to reflect on the various ways in which the program is **contributing** to the broader Australia-Solomon Islands Partnership for Development Priority Outcomes?[11] In particular how SINPA is **contributing** to:
	   o **Improved service delivery**
	   o **Improved economic livelihoods**
	   o **Improved economic infrastructure** [12]
	What **learning** is there from the SINPA program about how to work effectively in these three areas in ways which are sustainable and Solomon-Islander led?
	
	How **should this learning influence AusAID's** other work in these areas?

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[11] NB. It is important to note here that **not every SINPA project will be working in all these sectors.** Elements of each of the SINPA projects will contribute to aspects of the broader Partnership for Development Priority Outcomes. It will be important for AusAID to analyse this and to learn more widely from SINPA's experience.

[12] Learning from the former SINCA program highlighted the negative impact of imposing a logical framework with indicators on a portfolio of discrete NGO projects. It is important that SINPA avoids this and instead provides space for the NGOs to explore what works in the Solomon Island context. After year 1 and year 2, when the NGO projects have clearly identified their areas of work (according to Solomon Island needs/expectations) and are having impact, it will be appropriate to assess how this impact relates to the PfD suboutcomes.

Appendix 11

Reporting against AusAID Quality at Implementation Criteria

Quality Criteria	Source of data/information
1. Key results	Key results will be summarised in the annual SINPA consolidated report. This report will be written following the Annual Reflection Process (see appendix 10 for outline).
2. Description	From SINPA Program Design Document.
Relevance	From annual reflection process and SINPA consolidated report.
3. Efficiency	From individual NGO reports.
4. Effectiveness	From SINPA consolidated annual report.
5. Monitoring and Evaluation	From SINPA consolidated annual report. The AusAID Activity Manager will also take part in individual NGO annual reflection processes.
6. Sustainability	From annual reflection process and SINPA consolidated report.
7. Gender equality and Cross Cutting issues	From annual reflection process and SINPA consolidated report.
8. Risk Management	From annual reflection process and SINPA consolidated report.
9. Current Issues	From annual reflection process and SINPA consolidated report.