

**A GUIDE TO  
STRENGTHENING PROJECT  
MANAGEMENT AND PERFORMANCE**

**APEC EDUCATION FORUM  
HUMAN RESOURCES DEVELOPMENT WORKING GROUP**

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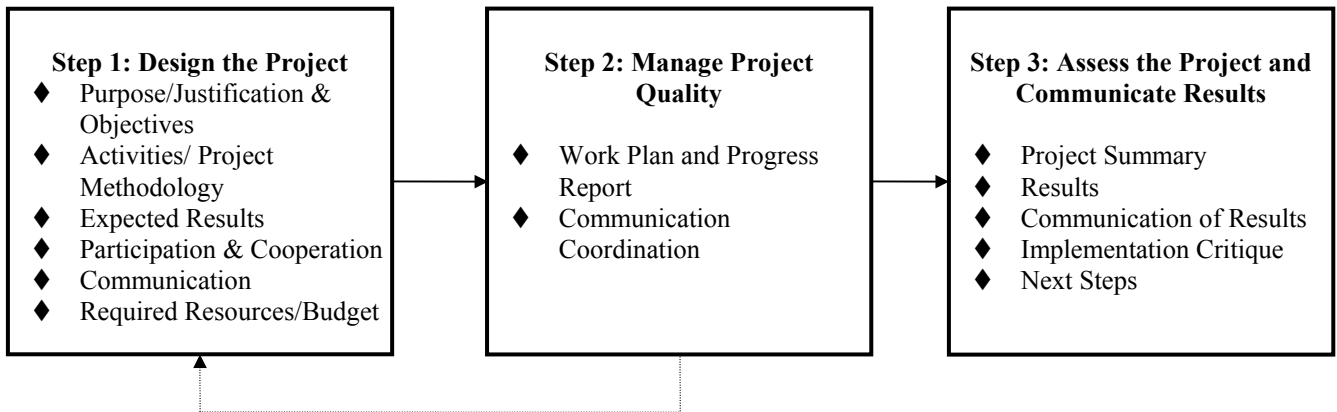
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# INTRODUCTION

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This guidebook describes a process to help project leaders and participants better manage and measure the performance of projects carried out through Asia-Pacific Economic Cooperation (APEC). The information in this guidebook will help you better complete all the necessary forms required for an APEC project by referring you to the appropriate APEC form (or section of a form). The guidebook was originally designed for the Human Resources Development Working Group (HRDWG) of the APEC, but is also appropriate for use by other APEC fora.

## THE GUIDE

**What Is Its Purpose?** — to provide tools for managing and measuring your project’s performance and determining what your project achieved for women and men.

**Who Needs It?** — project leaders, project team participants, and other staff responsible for planning and implementing APEC projects.

**When Should It Be Used?** —right from the start and throughout a project’s life cycle, as an integral part of your project.

The Guide discusses the project process from beginning to end. All the forms you need may be found in the appendices or on the APEC secretariat’s web site at <http://www.apecsec.org.sg>. The Process for Strengthening Project Management is shown in Exhibit 1 below. The entire Guide is based on this three-step process. Step 1, “Design the Project,” examines the fundamentals of your project. This section will help you to write your APEC project proposal and to answer the question, “What are your objectives and how will you achieve them?” Step #2 describes the process of implementing and monitoring your project and will help you to manage the implementation of your project and fill out the APEC progress reports. Finally, in Step #3, you will assess and communicate your project’s results by asking questions, such as “How did the project impact the participants and APEC members in the short and long term? How can I document that impact?” This last section will help you to complete the APEC evaluation and final report.

The Guide also offers some practical tips for each stage in the project cycle on how project leaders can implement the Framework for the Integration of Women in APEC adopted by APEC Leaders in September 1999. The APEC Framework and guides on gender analysis, collection and use of sex-disaggregated data and the involvement of women in APEC can be accessed directly on the APEC Secretariat website at <http://www.apecsec.org.sg/workgroup/gender.html>.

The structure of this Guide is based on this three-step process. Notice that the process is in part cyclical and constantly evolving, which is why there is an arrow from Step #2 back to Step #1. Each chapter

explains key management concepts and provides the necessary APEC forms and additional project management forms (see Appendices A and B) that should be completed for a project based on the concepts explained in the chapter.

***Suggestions for using this guide:***

- Read through the entire guide *before* beginning your project.
- Pay particular attention to the exhibits because they give concrete examples
- Refer to the APEC project forms found in the appendices to this guide
- Complete the “checklist” at the end of each step to ensure that you are taking all necessary steps.
- Use the glossary to help you understand the terms used in this guide.<sup>1</sup>

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<sup>1</sup> The glossary appears at the end of the Guide before Appendix A.

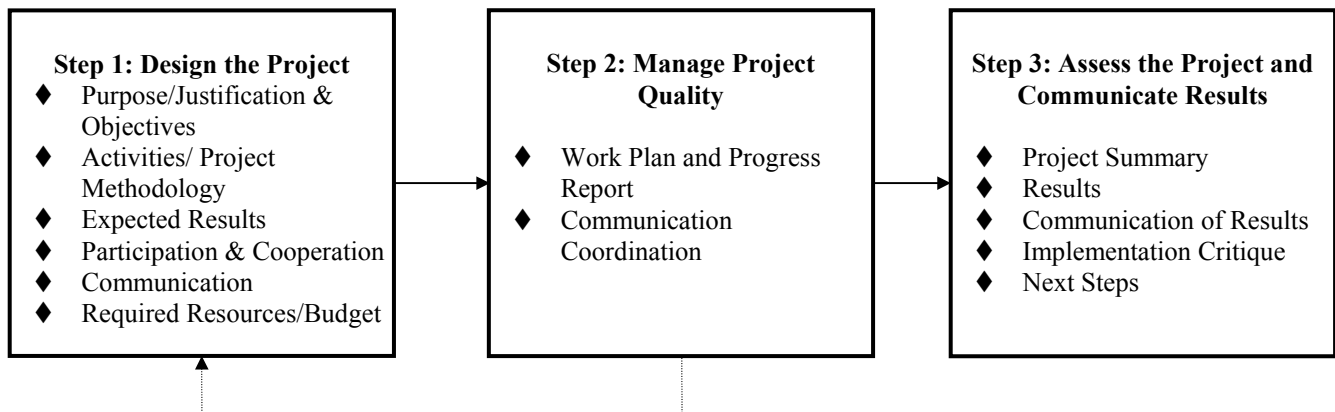
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# STEP 1: DESIGN THE PROJECT

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## Questions to Ask Yourself:

- Why are we undertaking this project? What need is it fulfilling?
- How is it different from what has already been done? How does it add value?
- What results do we hope to achieve, and for whom?
- What steps will we take to achieve those results?
- How will we know if we have achieved those desired results? How will we measure our results?

## Purpose/Justification and Objectives

In developing a project, you need to know what you want to achieve (your objectives), why you want to achieve them (your purpose/justification), what you need to do to achieve them (your activities), and how you will know that in fact you have achieved them (your expected results). We begin with a discussion of the purpose of your project because the purpose, as the broadest goal of your project, will be the inspiration for all the future steps.

### Purpose/Justification

The purpose or justification is a broad, general statement about your goals. The purpose/justification of the project answers the question “Why are you doing the project?” When describing the project’s purpose, you should include information about how your project builds on past projects or why your project was needed to fill some gap or to achieve progress. You will be asked to describe your project’s purpose/justification in paragraph #3 in the APEC project proposal forms (see Appendix A).

When you design the project, identify its purpose and one or more of the APEC goals or for HRD projects, one of the HRDWG Strategic Priorities and Medium Term Priorities (see Appendix E for HRDWG Strategic Priorities) that the purpose addresses. Section #4 of the APEC project proposal forms asks for this information. If your project is an Ecotech project, you may also want to refer to the Manila Declaration; if your project is a TILF project, refer to the Osaka Action Agenda (see section #5 on APEC proposal forms in Appendix A). Each project leader must decide if his or her project is an Ecotech or a TILF project. Project proposals for Ecotech projects must also include the Ecotech Matrix. The matrix may also be found at: [http://www.apecsec.org.sg/virtualib/virtualib\\_org.html](http://www.apecsec.org.sg/virtualib/virtualib_org.html).

Projects usually have a broad purpose such as these:

- To improve skills or knowledge for students, teachers, or workers;
- To address and enhance the participation in the labor market by disadvantaged groups<sup>2</sup>
- To provide materials or resources, such as tools, techniques, databases, and articles and reports describing research findings that consider the different realities of women and men;
- To improve a program, or to affect policy, keeping in mind the differential impacts on men and women.

Exhibit 3, column 1 (page 12) illustrates some project purposes.

### Objectives

Next, identify your objectives—more specific goals that you expect to attain—as well as the intended benefits and beneficiaries such as businesses or other private sector groups and institutions (see section #6 on the APEC project proposal forms). For example, if your purpose is to keep staff skilled in current computer technology, an objective may be to increase the use of spreadsheet programs by 50 percent,

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<sup>2</sup> See calls made by APEC Leaders 1996, 1997.



increase scores on a word-processing skills test by 25 percent, or increase familiarity and research abilities on the World Wide Web. Objectives should

- Be specific,
- Outline how the intended benefits will be accomplished; and
- Outline how such benefits will be shared by both male and female target beneficiaries.

Exhibit 3, column 2 (page 12) provides examples of objectives and the corresponding project purposes.

See Appendix B for additional project management forms to help you to clarify your purposes and objectives as you begin to develop your project.

## **Activities/Project Methodology**

Given your stated purpose and objectives, what are some ways they can be achieved? The activities you choose are the actions that will achieve your goals. The methodology describes the sequence of the project's components or activities (see sections #11 and #12 in the APEC project proposal forms). For example, if your objective is to improve computer skills, developing and providing a training session on a specific set of computer skills is one way to achieve your goal. Other possible activities include developing a training manual or video, providing individual tutoring, or having one-hour question-and-answer sessions with small groups. You may choose to pursue only one of these activities, or you may combine them. The important point is that your activity should closely match your objectives. It is also important to ask yourself the following question, "Are the activities equally applicable for women and men?"

In order for your activity to match your objective, any products or events that result from your chosen activity must be of high quality. For example, if your goal is to increase computer skills (objective) and your training manual (product) is not understood by the trainees (because it is of low quality), the trainees will not learn new skills and you will not have achieved your objective. Thus you should make sure that your activity incorporates assurances of high quality. Include one or more of the following:

- A pretest or pilot study;
- An extensive and current review of the literature;
- Consultation with expert women and men (including someone with expertise on gender issues, if appropriate)
- Peer review.

To aid the design of your project, discuss it with women and men who have expert knowledge in your research area, have done similar projects, are familiar with project management, or are good methodologists. For example, the quality of a questionnaire developed in a project will improve if (1) methodologists, statisticians, or people with project experience review the questionnaire; (2) it is pretested on a few people who are similar to the group of interest; (3) each question can be directly associated with a relevant research topic; or (4) it is reviewed by people with extensive knowledge in the research topic.

Exhibit 3, column 3 (page 12) gives examples of activities that project purpose and objectives.

The additional management forms in Appendix B will help you to clarify your activities as you develop your project.

## Outputs/Deliverables

Outputs are the products of your activities (see APEC project proposal form section #10). A deliverable is an output that is submitted to a funding agency by a date decided in advance of the project's funding. For example, if your activity is to develop a training manual then the output is the manual; if your activity is to provide a computer-training class, then your output is the class. You might submit as deliverables the manual, in the first case, and a summary of—or syllabus from—the class, in the second case. Your project proposal should list the products that you will submit as deliverables and the dates by which you will submit them.

## **Expected Results**

Results are the actual results of, and changes caused by, your project (see sections #10 and #19 of the APEC project proposal forms in Appendix A). The results of your project should, at least in the long term, meet or exceed your objectives. Of course, you cannot guarantee the extent to which your project's results will match your objectives before you even begin, but you can determine three things:

- What results you expect;
- How you will measure these results; and,
- How will the expected results contribute to APEC goals?

If your objective is to increase computer graphics skills by 15 percent, how will you know if you have achieved it? In other words, how will you measure the 15 percent increase that you hope to attain? One way would be to develop a test of these computer skills and give it to participants before and after a training program. Then compare the before and after scores to see whether they have, on average, increased by 15 percent. Another way would be to count the number of documents created by participants using those computer skills over the next year (after they have had the training). You could compare the use of the skills by participants, as measured by the number of documents, to use of the same skills by nonparticipants (such as staff in similar offices).

Your project's results could be measured along the following dimensions:

- Quantitatively and qualitatively (numerically and nonnumerically)
- Internally and externally (participants and nonparticipants)
- Across the short and long terms (immediately and later)

While you are thinking about comparing groups, also consider the ways that the project may affect groups differentially. Will women and men, high- and low-income persons, persons with disabilities, and others disadvantaged people or groups be affected by the project in the same ways? Are there any barriers to certain groups that would affect their ability to participate equally in an activity? You may want to make changes now to be sure to include each group. Making sure to measure these subgroups

will allow you to collect information on how the results vary for different groups and will assist you in identifying gaps for future APEC project work.

At this time, you also need to collect **baseline data**. Baseline data is the data that you collect now that will serve as your starting point later. What that means is that all progress will be compared against these data. If there is an area of business performance that may be affected by your project and is important to economic growth, then make sure to measure it now. For instance, if a year into your project you notice that local businesses seem to have a significantly more customers than last year, how will you document this? How will you back up your perception? If you had measured the number of customers *before* the project was implemented, you could measure the number of customers again and test whether there was a change. You could then back up your assertion by noting that the number of customers has increased by 20%. Remember that if you have not documented where you are starting from, you will miss areas where your project is *succeeding*!

Collect your baseline data now or as soon after the project begins as possible. Chances are your program will have some initial effect that you will miss if you don't measure everything before you begin. The longer you wait, the less change and impact you may capture.

Note that when you get to Step #3, "Assess and Communicate Results," you will collect much if not all of this data again. It is critical to **use exactly the same measures** (i.e., ask the same questions) when assessing your project's progress as you did when compiling the baseline data. For instance, if you send out a survey to businesses, you should send out the same survey when you assess your progress. As we have all seen on public opinion surveys, very different results can arise from minor difference in question wording. So, be sure to document and *keep all data collection measures*.

When writing about your expected results, try to address each area of expected results including participation and impact. Participation refers to who and how many people, organizations, or economies are involved in your project. The impact of your project describes the way in which women and men, organizations, or economies are affected by the project.

The additional management forms in Appendix B will help you to clarify your expected results as you develop your project.

Also remember that the measures you choose should be able to assess whether you have achieved in the short and the long terms the objectives that you have established. APEC projects generally only consider short-term measures. However, it may be useful to think through what kind of results you would expect in the long term. Aspects of the project's products or processes and immediate changes resulting from the project are the short-term results. Changes that occur as a result of those products or processes some time after the project has ended are the long-term impacts. Furthermore, the short- and long-term measures may be answering entirely different questions, not simply the same questions asked after a period of time. For example, if you did a computer training session for office managers you may want to know (a) how each manager's skills improved and (b) whether the managers informally transferred those skills to others in their office. The first question may be repeated across time, but the second may only be asked after some time has elapsed after the training because the informal transfer of knowledge would take time. However, you should keep in mind that the effect of your project, the change it will produce, will itself change across time. Thus you may want to measure the effect of your project more than once over time.

Exhibit 2 gives examples of possible short- and long-term measures for the products listed.

## EXHIBIT 2

### Examples of Project Products and Measures of Results

Product	Short-term Measures of Results	Long-term Measures of Results
Report	<ul style="list-style-type: none"> <li>• Number of experts, men and women, who reviewed the report, rated it highly, and felt it contributed value</li> <li>• Number of people who read the report and their opinions of the report</li> </ul>	<ul style="list-style-type: none"> <li>• Impact on the field after five years as evaluated by experts within the field</li> <li>• Number of requests for the document within first two years of distribution</li> </ul>
Seminar	<ul style="list-style-type: none"> <li>• Number of participating women and men who reported usefulness of seminar</li> <li>• Amount of discussion, interaction, and cooperation raised by seminar</li> <li>• Number of women and men who attended</li> </ul>	<ul style="list-style-type: none"> <li>• Number of requests to repeat seminar</li> </ul>
Training workshop	<ul style="list-style-type: none"> <li>• Number of men and women participants who completed the training</li> <li>• Number of women and men who rated the training useful</li> <li>• Immediate increase in skills as reported by participants or observed by supervisor</li> </ul>	<ul style="list-style-type: none"> <li>• Increased use of training materials or ideas over time</li> <li>• Improved skills that built upon training materials</li> </ul>
Database development	<ul style="list-style-type: none"> <li>• Accuracy of data</li> <li>• Breadth of data</li> <li>• Data disaggregated by sex</li> <li>• Number of variables within database</li> </ul>	<ul style="list-style-type: none"> <li>• Extent of use (such as the number of studies or articles referencing the data)</li> </ul>
Hands-on products (videos, guidebooks, manuals)	<ul style="list-style-type: none"> <li>• Number of men and women who reported products as useful and comprehensive</li> <li>• Highly rated by a panel of experts</li> <li>• Does it lead to change?</li> </ul>	<ul style="list-style-type: none"> <li>• Requests for additional copies.</li> <li>• Increased productivity of office</li> <li>• After many months or years, experts' or peers' references to the products as being of high quality</li> </ul>
Best-practices study	<ul style="list-style-type: none"> <li>• Rated the most useful method, the most efficient method, or the simplest method</li> </ul>	<ul style="list-style-type: none"> <li>• Method used most often by participants after one year</li> <li>• Easiest method to train or teach</li> </ul>

### **Tips for Success: Project Design**

- Specify the links between the objectives and the expected results of your project.
- Specify the ways in which activities you plan will lead to the expected results.
- Specify how you will measure your results

### EXHIBIT 3

#### Purposes, Objectives, Activities, and Expected Results

Purpose/ Justification	Objectives	Activities/ Project Methodology	Expected Results
<p>To improve the effectiveness of on-the-job (OTJ) training programs for men and women in APEC member economies.</p>	<ul style="list-style-type: none"> <li>◆ To educate members about OTJ by providing them with in-depth knowledge about a range of OTJ approaches.</li> <li>◆ To monitor how that information is absorbed.</li> <li>◆ To observe an increase in skills after one year of information dissemination.</li> <li>◆ To enhance the effectiveness (or access) of women and youth in the workplace.</li> <li>◆ To improve skill levels and employability of men and women</li> </ul>	<ul style="list-style-type: none"> <li>◆ Develop and distribute a manual illustrating five different OTJ approaches.</li> <li>◆ Run several OTJ programs using different approaches that are explained in the manual we developed.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Experts rate on average the usefulness, effectiveness, and comprehensiveness of the manual above 7 on a scale of 1 to 10.</li> <li>◆ OTJ instructors report that the manual is effective</li> <li>◆ 75% of women and 75% of men report that the manual is effective</li> <li>◆ Participants report using the skills learned in the OTJ at least once a day.</li> <li>◆ Over a period of six months, using OTJ skills, OTJ trainees produce 50 percent more documents than non-OTJ staff produce over a period of six months.</li> </ul>
<p>To enhance small-business growth for male and female entrepreneurs within APEC communities.</p>	<ul style="list-style-type: none"> <li>◆ To increase networks and communications among small businesses.</li> <li>◆ To increase management skills and knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Have successful owners visit beginning entrepreneurs in a mentoring relationship;</li> <li>◆ Develop and distribute a resource guide about where to get financial and other support. Include information on other small businesses, their owners, their approaches to management, and suggestions for networking and development.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Participants report learning at least two new skills or valuable information by attending.</li> <li>◆ Participants' businesses show significantly more growth over the following two years compared with the growth of businesses run by nonparticipants or those who only participated in one part of the program.</li> <li>◆ Participants' scores on a management assessment test increase by 25 percent.</li> <li>◆ Recruitment and retention of staff through improved management practices.</li> </ul>

Now that you have established—through your stated purpose, objectives, activities, and expected results—*what* you want to accomplish, you must determine what you will need to accomplish it, namely:

- Participation and Cooperation,
- Communication, and
- Required resources.

## **Participation and Cooperation**

Along with identifying project objectives and expected results and the activities required to achieve your objectives, you may also want to identify potential partners whose support and participation could contribute to the success of the project (see section #7 in the APEC project proposal forms in Appendix A). Partners will vary with the project and could include businesses, labor organizations, or civil society groups. You may wish to consider specifically including women’s groups. The types of support that partners provide also will vary. Businesses, for example, may provide technological support or access to additional financial resources, while universities may provide research support, and ministries of education may provide sites for field-testing educational programs.

For your project to be considered an APEC project, you must secure the support of APEC members. As a general guide, more than half of APEC membership should show intention to participate.

For all of your partners, you will want to establish in writing—before your project begins—the extent of participation to which that partner is committed. By clearly describing the participation in writing, you and your partner will be sure to have the same expectations for what support is to be given and what work is to be done by whom. Ask your partners for feedback on how the project might be improved to enhance participation by women and by business, labor, and civil society in their economy and also encourage them to include both women and men among their participants. At this time also tell your partners when, how often, and in what form (e.g., written report or phone call) you will keep them informed about the project’s progress.

“Participation and Cooperation,” in Appendix B, provides a form for identifying APEC members and other partners.

## **Communication**

Before your project begins is also the time to establish your plans for communication (see section #18 in the APEC project proposal forms). You will want to consider how you will communicate with partners during the project, as well as how to disseminate the results of your project once it is complete. To communicate the results of your project you will want to:

- Decide on the project’s target audience, message, and desired result
- Determine your method of communication, ensuring that it is appropriate for both women and men



A first step is to prepare a project abstract, as described in this section. Although you will not have many details to communicate at this early stage, you will be more prepared to communicate later if you lay the groundwork now. At minimum, you should decide who your audience is and how you will communicate with them, and write and distribute your project abstract.

A project abstract can help you elicit interest in your project. Prepare a one- or two-page project abstract that highlights the key aspects of your project, including how the project includes or considers both women and men. An abstract typically includes the following:

- Project purpose and objectives,
- Project activities and expected results,
- Key tasks,
- Partners, and
- Timeline.

The abstract provides a succinct summary of the project that can be used by the funding agency to respond to questions about the project. It can also be distributed at conferences and meetings or mailed to organizations and countries interested in the project content. Project abstracts can also serve as an introductory summary of the project when you are inviting organizations to participate in the project, conducting field tests, and the like.

## Decide the Project's Target Audience, Message, and Desired Result

Spend some time thinking about possible audiences for the results of your project. Successful communication of your message is linked to having a clear objective and identifying audience members for whom the message is relevant (i.e., it relates to their work or interests). You can

- Target an audience and then tailor your message to the expressed interests of the target group(s), or
- Select project findings you find particularly important and then present the information in ways that selected audiences would find most interesting.

You may want to communicate the same message to all audiences. That is fine as long as you highlight information relevant to specific audience members. For example, if you are addressing policymakers, you may want to emphasize your project's policy implications and impact; if you are addressing participants, you may want to focus on issues of job satisfaction. Consider again how your message will be received by both women and men. Tailoring your message to your audience increases opportunities for support of your project now as well as support for your next project.

Potential audiences include the following.

- APEC partners,
- Other supporters/donors,
- Project managers,
- Policymakers,
- Participants,
- Participants in similar groups,

- Academic journals,
- Businesses,
- Labor and civil society organizations,
- The general public, and
- University researchers.

## Determine the Method of Communication

There are many ways to communicate your activity's findings. You should choose a method that is appropriate to your target audience(s) and that promotes easy absorption of information for both women and men. Your method will depend in part on whether you are targeting a small or large audience.

The method may take the form of a technical report, an executive summary, or a "lessons learned" memo. Remember to check which documents are considered strictly APEC management documents and therefore are not for general distribution. Other common presentation formats are as follows:

- Newsletters,
- Presentations at seminars or meetings, and the papers that are distributed afterwards,
- Training and public information videos,
- Web sites,
- Brochures,
- Journal publications, and
- Site visits.

Materials should take into account levels of literacy, access to various media, and cultural practices. Strategies for large-scale dissemination may include a video that highlights the objectives of the project and relates its effects and processes through taped interviews or demonstrations. Other ways to communicate on a large scale include newsletters, a project Web site (set up under APEC or with a local university, for example), and presentations at international meetings.

Considerable information can be communicated in documents that are meant to be read quickly. For example, you can summarize management processes in a brochure by using *bullets* to highlight important points. A newsletter can include pictures of you and your project participants or diagrams and charts.

Presentations at seminars or meetings effectively provide information and generate initial interest among small and medium-size groups. Such presentations not only gives you an opportunity to present information, but they promote a dialogue around your presentation among the attendees. This method of communication has the added value of creating a dynamic exchange of information not available through other venues. Should you decide to give a presentation, be sure to inform invited guests of the objectives of your meeting, so as to center the dialogue around your intended focus. Your presentation may also be made available afterwards as a paper for wider dissemination.

Finally, do not overlook the value of getting project participants involved in your dissemination strategy. There is no stronger testimony to your project's effect than to have it communicated through a

participant. The effect on participants' productivity is easily documented through questionnaires and interviews, and demonstrated through direct quotes or video clips.

Communicating your project's findings can increase the effect of your project. There are many ways to disseminate information to various audiences both on small and large scales. It is through a careful assessment of your audience, its needs and capabilities, and your desired effect that you can develop a strategy that works best for you.

“Communication,” in Appendix B, provides a checklist for your project's communication.

## Budget/ Required Resources

It is essential to determine in advance the resources you will need to implement the project (see section #15 in the APEC project proposal forms). Resources fall into two general categories:

1. Direct Labor/Staff:

- The number needed and their respective salaries,
- An estimate of hours each will devote to the project, and
- Consultants and experts (including honoraria, fees, and support staff such as secretaries)

2. Other costs:

- Travel costs (per diem, airfare, inter and intra city travel costs)
- Equipment (computers, telephones, fax machines, etc.)
- Overhead (office space, telephone service, etc.)
- Communications (phone, fax, mail, courier)
- Photocopying
- Publications & dissemination
- Supplies (paper, pens, letters, notebooks, envelopes, staplers, postage, etc.)

Tip: Staffing is an opportunity to advance APEC objectives to increase the participation of women.

**Note:** If you wish to apply for APEC funding, you must follow APEC financial rules and the appropriate funding cycle. Details of the steps to follow can be found in the “Guidebook on APEC Projects,” issued by the APEC Secretariat. Appendix A contains the budget, the criteria for assessment (on what aspects your project will be judged), and allowable expenses. The entire document can be downloaded from the APEC Secretariat home page:

[http://www.apecsec.org.sg/apec\\_organization/policy\\_procedure/finance/Content.html](http://www.apecsec.org.sg/apec_organization/policy_procedure/finance/Content.html).

APEC is an important source of funding for HRDWG projects, but you should also consider other funding sources (see Appendix E, “Suggestions for Further Readings,” for examples). In fact, non-APEC sources have provided funding for many HRDWG project activities. Furthermore, many

HRDWG projects are wholly self-funded (i.e., funded by the APEC members that propose and participate in the project).

A budget is a critical part of any work plan. The budget should provide an accurate estimate of the cost of the work plan that you have just completed. You will later use this budget to help you manage your costs. The budget consists of the following elements:

- A list of all tasks,
- Due dates for each task,
- Estimates of the time for each person associated with each task,
- Estimates of the cost for the people and resources associated with each task, and
- “Markers” of project spending.

To begin developing your budget, review the tasks detailed in the work plan. The budget should list the costs and resources for each task including each person who will work on a task, the amount of time each person will work, and the cost for that time. The budget should also list all costs for travel, communication, and the production of materials.

You may need only a simple budget in the beginning of your project. Appendix B has some sample budget forms (simple and detailed) that will help you prepare a budget. The kind of budget you choose, simple or detailed, will depend upon your funding agency’s requests, which usually reflect the amount of money involved (the more money you request, the more likely that people will want specific allocation information). We suggest using a more detailed budget as soon as possible because it will help increase your project’s organization and preparedness.

Estimating costs for a budget may be overwhelming for someone who has never completed a budget before. You may find it helpful to use the budget of a similar project as a guide to estimate time and cost. Remember to adjust costs for inflation rates over the period between when that study was done and when yours will be done. Similar studies may be found through your literature review and through your funding agency.

Finally, you will want to note on the budget at what points you will have spent one-quarter, one-half, and three-quarters of your funds. These notes will be your “markers” of project spending. The markers are helpful tools for monitoring your expenses, which will be covered in Step 2 under “Managing Costs.”

## CHECKLIST FOR DESIGNING THE PROJECT

Item	Response	Comments
<b>Purpose/Justification and Objectives (sections #3 and #4 of APEC forms)</b>		
✓ Do you provide a concise statement of purpose that clearly addresses APEC and HRDWG priorities and APEC goals for the integration of women?	<input type="checkbox"/> Yes    No <input type="checkbox"/>	
✓ Have you identified related efforts and demonstrated the relationship between the proposed project and these efforts?	<input type="checkbox"/> Yes    No <input type="checkbox"/>	
✓ Do you specify concrete and appropriate objectives?	<input type="checkbox"/> Yes    No <input type="checkbox"/>	
<b>Activities/ Project Methodology (sections #11 and #12 of APEC forms)</b>		
✓ Do you have a realistic activity to attain your objectives?	<input type="checkbox"/> Yes    No <input type="checkbox"/>	
<b>Expected Results (sections #10 and #19 of APEC forms)</b>		
✓ Do you specify measurable results that include information disaggregated by sex?	<input type="checkbox"/> Yes    No <input type="checkbox"/>	
<b>Participation and Cooperation (section #7 of APEC forms)</b>		
✓ Have you obtained adequate support from APEC members or other partners? Have you considered how different populations, including men and women, will be able to participate in the activities?	<input type="checkbox"/> Yes    No <input type="checkbox"/>	
<b>Communication (section #18 of APEC forms)</b>		
✓ Have you written and distributed your project abstract?	<input type="checkbox"/> Yes    No <input type="checkbox"/>	
<b>Required Resources (section #15 of APEC forms)</b>		
✓ Have you thoroughly identified resources—both people and funding—that you will need?	<input type="checkbox"/> Yes    No <input type="checkbox"/>	
✓ Have you completed a budget and identified spending “markers”?	<input type="checkbox"/> Yes    No <input type="checkbox"/>	
✓ Did you use budgets of other projects as examples and adjust the estimates accordingly?	<input type="checkbox"/> Yes    No <input type="checkbox"/>	

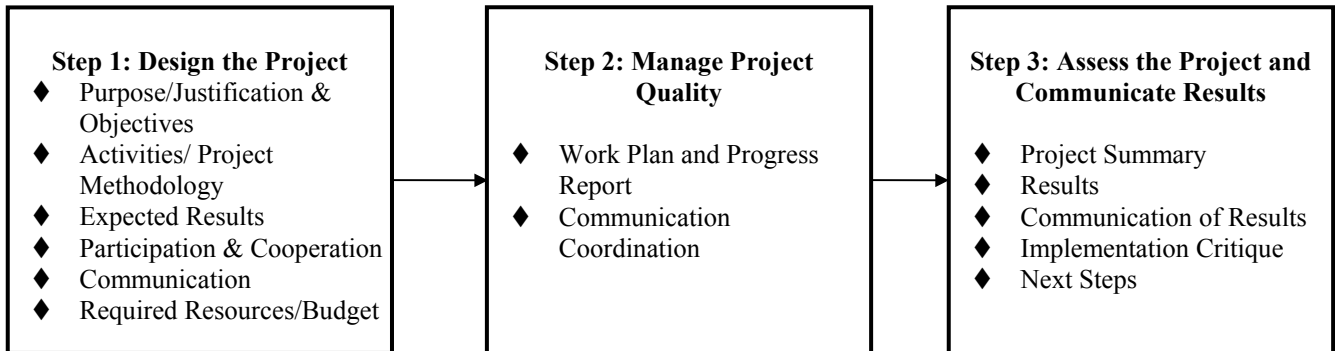
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# STEP 2: MANAGE PROJECT QUALITY

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## Questions to Ask Yourself:

- How are you assessing your progress against the project purpose, objectives and intended results? To whom are you giving periodic progress reports? Are they delivered on time?
- What system of communication have you established with your partners and within the project staff?
- What might happen to delay your project? How are you planning to prevent delays or preparing for delays?
- How are you monitoring your expenses? What will you do if you find that you are not within budget?

## Work Plan and Progress Report

This section will help you to manage your project and to complete the APEC progress report forms found in Appendix A. A work plan is your original plan for the project, what is to be done, when it should be done, and who should do it. The progress report is a second part of the work plan, in which you compare the progress of your project to the original plan. Thus the work plan and the progress report together

- Lay out the plan for implementing your project, and
- Help you to monitor the status of your project.

The work plan is often called a “living document” because the project manager is continually using the work plan to review what has occurred, to compare that with what was planned, and to make adjustments accordingly. Most of the information in this section is for the project manager to use in order to monitor the progress of the project—to make sure it is going well, achieving the desired results, and staying on time and within budget.

As soon as your project begins, pay particular attention to what information is required for APEC projects. For more information about project requirements, read “Report Progress” in this chapter and review Appendix A. For additional project management forms, see Appendix B.

### Project Plan

The plan delineates at least three things: what tasks are to be done, when the tasks should be done, and who should complete each task (or be responsible for the task’s completion). This is the kind of information you will have to report in your APEC progress report (found in Appendix A). The work plan also helps you and others to see how you have conceptualized the project and how you will complete it (see the additional project management forms in Appendix B for related forms). To complete your work plan,

- Delineate tasks,
- Assign staff responsibilities, and
- Set task schedules and milestones.

### **Tips for Success: The Work Plan**

- Use and update the work plan to periodically review project performance against the project purpose, objectives and intended results.
- Treat the work plan as a *living document*, to be used throughout the life of the project.
- Get staff involved in creating and updating the work plan.
- Answer any questions or requests from partners quickly.
- Write progress reports that measure progress against original project purpose, objectives, intended results and longer term outcomes and submit them on time.

### **Delineate Tasks**

Once you have identified your activity, your next step is to identify the tasks that must be undertaken as a part of that activity. The major tasks that you will carry out will vary with your stated activity. Exhibit 4 provides examples of the types of tasks that are usually conducted for three different types of projects—projects that

- Produce technical reports,
- Develop symposiums or seminars, and
- Provide training or professional development.



**EXHIBIT 4**  
**Typical Project Tasks**

<b>Product</b>	<b>Typical Tasks</b>
Technical report Journal article	<ol style="list-style-type: none"> <li>1. State research questions.</li> <li>2. Review literature.</li> <li>3. Identify data sources needed to answer research questions.</li> <li>4. Conduct data collection activities such as surveys, interviews, focus groups, site visits. Strive to make your activities sensitive to culture and disaggregated by sex. Analyze data.</li> <li>5. Prepare report that includes an assessment of subgroup (e.g., gender) differences in impact and that elaborates and explains any subgroup differences that the data may reveal.</li> </ol>
Symposium/seminar	<ol style="list-style-type: none"> <li>1. Identify issues of most concern to APEC members.</li> <li>2. Determine format of meeting—invited speakers, small-group discussions, and panels, mindful of APEC objectives for full participation of women.</li> <li>3. Make necessary arrangements—commission papers, invite speakers, arrange for meeting place.</li> <li>4. Conduct meeting.</li> <li>5. Provide written report of meeting.</li> <li>6. Establish evaluation criteria.</li> <li>7. Assess usefulness of meeting.</li> </ol>
Training workshop Professional development	<ol style="list-style-type: none"> <li>1. Assess needs of men and women in the target audience.</li> <li>2. Identify appropriate participants.</li> <li>3. Develop materials.</li> <li>4. Make arrangements for training/workshop sessions, mindful of cultural and gender differences.</li> <li>5. Conduct training/workshop sessions.</li> <li>6. Ask men and women participants to assess quality of training.</li> <li>7. Assess usefulness of training/workshop for men and women.</li> </ol>

**Assign Staff Responsibilities**

For each of the tasks you have just listed, decide which staff person will be responsible. Several staff may work on the same task, but only one person should be ultimately responsible for that task.

## Set Task Timelines and Milestones

To ensure that your project is completed on time, you should develop a schedule that includes a timetable for the completion of critical milestones for each of your tasks. **Milestones** are significant or key actions, results, or events that occur. Exhibit 5 lists examples of the types of milestones you should consider for your own project schedule.

This schedule can take various forms; two examples are:

- A list of milestones and the deadline for each; or
- A chart to indicate when activities, milestones, and deliverables (i.e., interim products and final products) will occur.

<b>EXHIBIT 5</b> <b>Types of Milestones</b>
<ul style="list-style-type: none"> <li>• Meetings (a kickoff meeting or periodic project meetings)</li> <li>• Progress reports</li> <li>• Interim products (sampling plans, surveys, or workshop agendas)</li> <li>• Final products and events (a report, symposium, or workshop)</li> </ul>

Be realistic about the time required to conduct the activities in your project, and give all participants time to do their jobs well, taking into account family responsibilities. In fact, add a little more time to the schedule than you think you will need—projects frequently encounter unexpected delays from illness, conflicting schedules, holiday leave, and leaves of absence. Exhibit 6 depicts an example of a project schedule.

<b>EXHIBIT 6</b> <b>Project Schedule for <i>Researching Technology Transfer</i></b>	
<b>Milestone</b>	<b>Expected Completion Date</b>
1. Obtain background materials from participating member economies and conduct other background research.	February 1
2. Develop draft survey that takes into consideration men and women respondents.	April 15
3. Develop final survey.	May 15

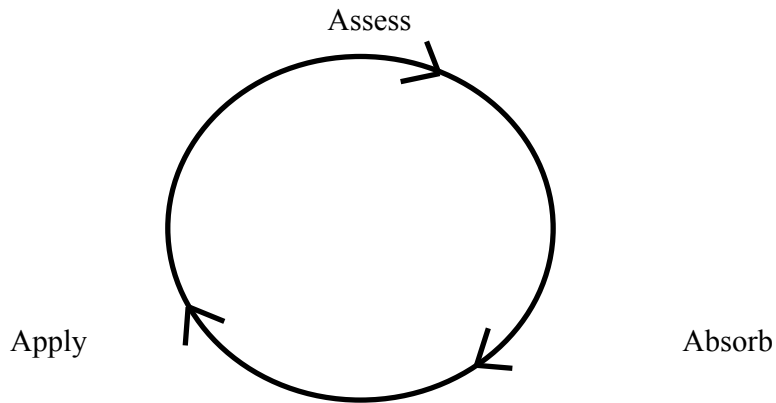
4. Prepare progress report for next APEC meeting.	May 17
5. Mail survey.	June 15
6. Receive surveys back from APEC members.	July 30
7. Enter data (disaggregated by sex) and analyze results. Evaluate whether results meet anticipated goals.	September 30
8. Prepare technical report.	November 30
9. Prepare academic article.	December 30
10. Prepare final report and summary of lessons learned.	January 30

## Project Status

The key to managing quality is to continuously assess the progress and products against the original project purpose, objectives and plan and intended results. This means monitoring the status of your project throughout the course of your project. This process allows you to adjust your actions, so that you work more efficiently and effectively and the quality of your product improves. Continuous assessment is a cyclical process that encompasses the following steps:

- *Assessing* the activity,
- *Absorbing* the feedback as information on how to better attain project objectives, and
- *Applying* that new information to your project management.

In other words, your first assessment step should be to ask, “How well is my project meeting its objectives and implementing its activities?” Then ask, “How can I and others involved in the project use what I have just learned to improve the process”? Your final step of the cycle is to take action and apply the recommendations. This cyclical process (see diagram below) is used at regular intervals to measure the effects of your actions.



As you manage your project, this process will provide structure to your assessment activities. It will also enable you to demonstrate your responsiveness to the project’s evolution. Exhibit 7 gives examples of possible problems and solutions for each of the elements of Step 2, “Managing Project Quality.”

<b>EXHIBIT 7</b>	
<b>Possible Challenges and Solutions for Implementing the Assessment Process</b>	
Challenges	Solutions
<ul style="list-style-type: none"> <li>• Skills training is not successful in some areas because of a lack of equipment/resources.</li> <li>• Information is unintentionally understood differently by different partners.</li> <li>• Responses are uneven, or the number of participants is unequal across APEC partners.</li> </ul>	<ul style="list-style-type: none"> <li>• Revise the training to better match the currently available resources, or help the group that lacks the necessary resources to obtain them.</li> <li>• Disseminate new, clarifying information, or bring in people who have expertise in identified areas to help.</li> <li>• Solicit the information or participation of the underrepresented groups by telephoning, etc., or discuss with underrepresented partners what would make the project more appealing. Review project to identify possible barriers to participation by target groups.</li> </ul>

The more frequently you monitor your project, the greater the chance that you will discover any problems and be able to resolve them.

Your project will have a better chance of progressing smoothly if you plan well and try to *anticipate* potential challenges, and develop a detailed work plan. The greater number of actions performed initially, the fewer necessary reactions later. However, unexpected events will occur and it is always best to deal with them immediately.

## **Keep on Schedule**

If you find that you are falling behind schedule, you have a few options. You may

- Reschedule so that remaining milestones are achieved more quickly,
- Add staff, or
- Adjust the remaining schedule to reflect delay.

Whatever you choose to do, make sure that you promptly address any threats to staying on schedule and readjust your work plan for any changes that you have made.

## **Manage Costs**

At regular intervals during the project you should compare the amount you have actually spent on a specific activity with the amount you budgeted. You may make these comparisons weekly, monthly, or quarterly, or you may do it when you reach pre-specified levels of expenditures or complete pre-specified milestones. If you find that you are spending more than you budgeted, you will need to take corrective actions by identifying with your staff and your partners other costs that can be reduced. Occasionally, some travel can be eliminated. Sometimes aspects of data collection, analysis, materials development, or a report can be simplified, thus requiring less labor costs.

One effective way to monitor your budget is by using the “markers” you set on your budget (and on your work plan). These markers will be the points at which you compare how much you had planned to spend with how much you have actually spent. For example, say that you are planning a year-long project and anticipate that it will have equal expenditures each month. One-quarter of the budget will have been spent after three months, one-half after six months, three-quarters after nine months, and all of the funds by the end of the year. If, after you have been running the project for four months, you find that half of the budget has been spent, you will know that you are overspending. Your markers indicate that you should have gone two more months before spending 50 percent of the budget. Thus, you must take steps to cut back expenditures if you are to remain within budget.

Your project will probably not have equal monthly expenditures, but the same idea holds. Mark when each quarter of your funds should have been spent. If you reach that marker early, you are overspending; if you reach it late, you are underspending. Depending on the funding and scope of your project, you may decide to monitor your spending even more closely and use 10 percent increments. In this case, you would check your spending against your budget after you had spent 10%, 20%, 30%, and so on of your total funds.

If you are spending more or less than you budgeted, comparing the initial budget with actual expenditures item by item will help you to identify which items cost more or less than their budget estimates. Then you will need to readjust your budget.

If your project is not self-funded and you find you are significantly under or over budget (+/- 10 percent), you should report this to the project funder (s), together with an explanation, so that they may adjust their budgets and reports. The funder(s) may also be able to offer advice to help you get back on track.

If you find that you are exceeding your budget you have some options. You may:

- Review the budget for unnecessary expenses like unused equipment or items of higher quality than needed,
- Cut out some secondary tasks, or
- Find additional funding.

**Remember:** If you frequently compare your costs to your budget, you will be able to recognize and deal with cost overruns while they are small and take corrective action before they threaten your project's ability to attain its objectives.

## Coordination of Communication

Because communication is vital to every project's funding, progress, and success, you should have a communication plan. Your communication coordination chart specifies who all your partners are—the people and organizations supporting your project, financially or otherwise—and how and when to contact each partner. The communication plan should also note what project issues are of particular concern or interest to your partners, and should be disaggregated by sex. The communication plan should also note any specific communications requirements of partners and target groups, for example, whether they have Internet access.

Here are some suggestions for improving your communication with your partners:

- Remember that rapid dissemination of reports, proceedings, and other project products will benefit all, particularly nonnative English speakers.
- Respond promptly to all communications and be sure to do what you say you will do (such as sending out progress reports). If you do these two things, you will help ensure high morale and interest in your project.
- Whenever possible, use e-mail to speed communication. Before you do, however, make sure that the respondent not only has an e-mail account but also checks it frequently.

Note that the project's staff should be included as partners. Staff meetings should be scheduled well in advance, held regularly, and specified in the communication plan.

Exhibit 8 demonstrates possible challenges and solutions for communicating with partners.

## EXHIBIT 8

### Possible Challenges and Solutions of Communicating with Partners

Challenge	Solution
<ul style="list-style-type: none"><li>• Frequent miscommunication among staff</li></ul>	<ul style="list-style-type: none"><li>• Hold a staff meeting to determine new procedures,</li><li>• Post activity checklists for each staff member in central office, or</li><li>• Hold staff meetings more frequently.</li></ul>
<ul style="list-style-type: none"><li>• Dissatisfaction of an APEC partner</li></ul>	<ul style="list-style-type: none"><li>• Communicate with partner to understand concerns,</li><li>• Devise a plan of action together,</li><li>• Schedule more meetings with partner, or</li><li>• Send more frequent progress reports and request immediate feedback.</li></ul>

### Report Progress

For your project, you will have to provide certain information to the appropriate working group, APEC Secretariat and the Budget and Management Committee (BMC) or other funding agency. For APEC, this information will include:

1. Evaluation questionnaires filled out by project participants
2. A list of all project participants
3. All project products or output
4. Progress report
5. Evaluation report

An overview of the APEC project monitoring process appears below. For more information see Appendix A or the APEC web page at

[http://www.apecsec.org.sg/apec\\_organization/policy\\_procedure/eval\\_reporting/eval\\_reporting.html](http://www.apecsec.org.sg/apec_organization/policy_procedure/eval_reporting/eval_reporting.html).

### **APEC Project Monitoring Process:**

1. Upon approval of projects, the projects (both APEC Central Funded and self-funded ones) are supervised by the project overseers or by project steering committees. Unless the Chair/Lead Shepherd concerned is also the project overseer, usually the APEC fora would rely on the project overseers to report on the projects to the fora.
2. The APEC fora are responsible for monitoring the performance of the projects and for assuring the completion of program goals and objectives. The APEC Secretariat should assist the APEC fora in monitoring by finalizing the request for proposals (RFP), signing the contracts, and examining the reports from the project overseers.
3. The project overseers must circulate questionnaires for the participants of seminars, symposia, and short-term training courses to complete during the activity. Annex A contains the basic questions, which should be included in the questionnaires for the participants. The project overseers may use it as a basis and build further questions onto them. Annex A information may be found in Appendix B or at: ([http://www.apecsec.org.sg/apec\\_organization/policy\\_procedure/eval\\_reporting/AnnexA.html](http://www.apecsec.org.sg/apec_organization/policy_procedure/eval_reporting/AnnexA.html))
4. The project overseers should report the progress in implementing the project. The APEC Progress Report Form appears in Appendix B or may be found at the web page below. The BMC asks all APEC fora to provide progress reports for all the projects before the two regular BMC meetings. Since the HRD meetings are generally prior to BMC meetings, progress reports should be prepared for the HRD meetings and these reports can then be forwarded to the BMC. The Chairs/Lead Shepherds should collect the reports from the project overseers. The Chairs/Lead Shepherds should have an overall view of all the projects undertaken by their fora before submitting to the BMC via the APEC Secretariat. Annex B information may be found at the end of this chapter or at: [http://www.apecsec.org.sg/apec\\_organization/policy\\_procedure/eval\\_reporting/AnnexB.html](http://www.apecsec.org.sg/apec_organization/policy_procedure/eval_reporting/AnnexB.html)
5. Upon completion of the projects, the project overseers should complete the evaluation reports (form incorporated into Step #3 project management forms in Appendix C) found in Annex C of the Guidebook on APEC Projects). The reports should reflect the findings from the questionnaires completed by the participants and be sent to the small groups together with the questionnaires and the list of participants, disaggregated by sex. In the case of projects such as surveys or publications, the project overseers should provide the evaluation reports with the end products (in draft or final form). The specific APEC Evaluation Form from Annex C may be found at: [http://www.apecsec.org.sg/apec\\_organization/policy\\_procedure/eval\\_reporting/AnnexC.html](http://www.apecsec.org.sg/apec_organization/policy_procedure/eval_reporting/AnnexC.html)
6. All APEC fora including sub-fora of the Committee on Trade and Investment (CTI) should set up a small group comprising at least two or three members. The small groups receive the project overseer's evaluation reports and assess the outcomes of the projects for meeting the project objectives (for both women and men). The small groups should then forward their findings together with the questionnaires and the list of participants or the end product, as the case may be, to the Chairs/Lead Shepherds for comments or endorsement before submitting to the BMC via the Secretariat.
7. Multi-year projects, like one-off projects, are required to complete evaluation reports when the intended tasks covered by an approved unit have been implemented. For example, CTI 06/97, CTI 07/98 and CTI 08/99 are a series of multi-year training courses. Evaluation reports should be completed when CTI 06/97, CTI 07/98 and CTI 08/99 are completed respectively.
8. The APEC Secretariat will enter comments, if any, into the evaluation report. The evaluation report will be disseminated to the BMC. Supporting documents such as the questionnaires, the list of participants and end products will be kept by the Secretariat for BMC members' inspection.
9. The BMC will assess the reports and provide the feedback on the assessments to the APEC fora where appropriate.



10. In case the Directors (Program), including the one designated as Project Coordinator at the APEC Secretariat, judge that a project does not comply with the BMC reporting requirements, the APEC Secretariat should send a request to Chairs/Lead Shepherds/Project Overseers for improvement.
11. Upon receiving the progress and evaluation reports at the Secretariat, Directors (Program) should indicate whether the full progress or evaluation reports have been received and the reasons (if any) for the project not to comply with the reporting requirements in the remarks columns of the summary, which will be reported at the BMC.
12. When there is a lack of necessary elements, and if the Directors (Program) at the APEC Secretariat including the one designated as Project Coordinator judge any serious problems, it should be reported and submitted to the BMC in addition to the summary. If necessary, the BMC may give some comments in order to ensure and promote the smooth execution of APEC projects.
13. In case the projects fail to achieve appropriate reporting standards, the BMC will consider suspending the funding for future projects until the Chairs/Lead Shepherds achieve an acceptable reporting standard for the BMC.

Generally, progress reports are designed to document your project's progress over time. You should decide before beginning your project how often you will write such reports. For APEC, you must submit a progress report to your Chair or Lead Shepherd before each BMC meeting (see "APEC Project Monitoring and Reporting Procedures" diagram above). The APEC Progress Report Form appears in Appendix A or may be found on the APEC web page.<sup>3</sup>

How frequently you write the reports will depend on the length and intensity of your project. For example, a project spanning three years may need quarterly (every three months) and annual reports, while one lasting six months may need monthly reports. Make sure to consult all of your project partners and funding agencies for their preferences or requirements. Whatever the frequency, the content of the progress reports should contain the following elements:

- Work accomplished over the past reporting period, including specific tasks and products;
- Results from your ongoing assessment, including the problems encountered, subsequent solutions, and any deviations from the substantive, time, and cost factors as specified in the work plan; and
- Expectations for the next reporting period, including any real or anticipated barriers and any corresponding adjustments to the schedule or budget management.

As soon as the progress reports are completed, they should be distributed to everyone involved with the project, especially the funding agency. Sending progress reports out on time is an effective way to keep the level of morale and interest high and to show that the project is well organized.

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<sup>3</sup> [http://www.apecsec.org.sg/apec\\_organization/policy\\_procedure/eval\\_reporting/AnnexB.html](http://www.apecsec.org.sg/apec_organization/policy_procedure/eval_reporting/AnnexB.html)

# CHECKLIST FOR MANAGING PROJECT QUALITY

Item	Response	Comments
<b>Work Plan and Progress report</b>		
✓ Have you filled out a work plan, including the tasks, staff, and due dates?	<input type="checkbox"/> Yes   No <input type="checkbox"/>	?????
✓ Have you identified milestones that are essential to completion of your projects?	<input type="checkbox"/> Yes   No <input type="checkbox"/>	?????
✓ Do your milestones relate to your activities and objectives?	<input type="checkbox"/> Yes   No <input type="checkbox"/>	?????
✓ Do you routinely compare actual costs with your budget and adjust the project if costs exceed budget?	<input type="checkbox"/> Yes   No <input type="checkbox"/>	?????
✓ Are you sending APEC regular progress reports using the APEC Progress Report form found in Appendix B?	<input type="checkbox"/> Yes   No <input type="checkbox"/>	?????
✓ Have you determined what you will do if you are delayed?	<input type="checkbox"/> Yes   No <input type="checkbox"/>	?????
<b>Coordination of Communication</b>		
✓ Do all staff members have the addresses, e-mail, phone, and fax numbers for each contact person?	<input type="checkbox"/> Yes   No <input type="checkbox"/>	?????
✓ Have you identified the issues and events that require discussion among the partners/staff?	<input type="checkbox"/> Yes   No <input type="checkbox"/>	?????
✓ Have you scheduled regular telephone conferences with partners/staff?	<input type="checkbox"/> Yes   No <input type="checkbox"/>	?????
✓ Do you have procedures to enable your partners to review all interim products?	<input type="checkbox"/> Yes   No <input type="checkbox"/>	?????
✓ Were the links clear between the products/events and the project objectives?	<input type="checkbox"/> Yes   No <input type="checkbox"/>	?????
✓ Did you and your APEC partners schedule regular dates for reports?	<input type="checkbox"/> Yes   No <input type="checkbox"/>	?????
✓ Are the progress reports submitted on time to the project director and all partners?	<input type="checkbox"/> Yes   No <input type="checkbox"/>	?????
✓ Do the reports indicate potential challenges and solutions?	<input type="checkbox"/> Yes   No <input type="checkbox"/>	?????
✓ Do you consult the APEC Secretariat before spending, or committing to spend, money?	<input type="checkbox"/> Yes   No <input type="checkbox"/>	?????

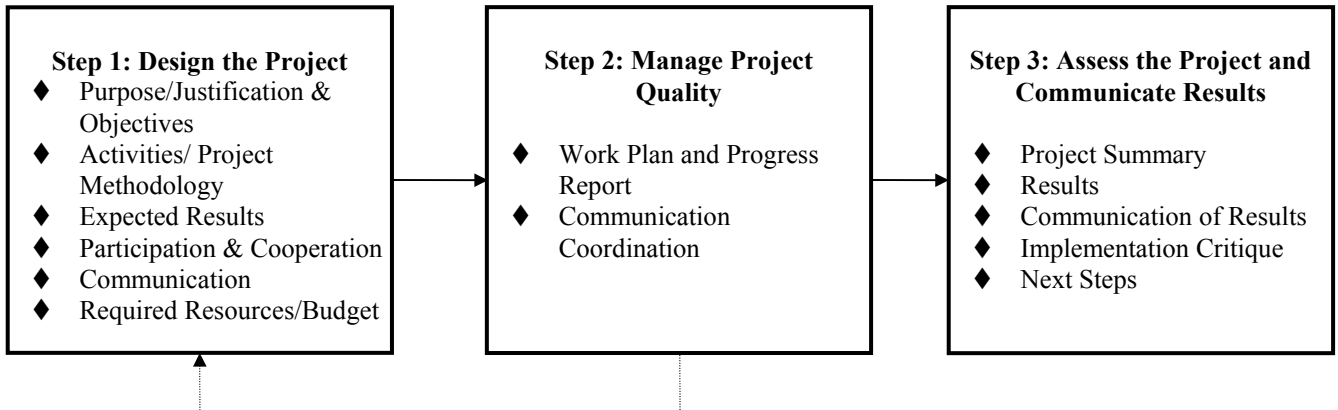
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# STEP 3: ASSESS THE PROJECT AND COMMUNICATE THE RESULTS

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## Questions to Ask Yourself

- Did you accomplish the stated objectives? To what extent did the project achieve intended results for both men and women?
- How have you communicated your results? Who else would be interested in the results of your project?
- What needs to be done now? What is the next step?
- If you started over, what would you change about the project and why?

Immediately after finishing your project, you will need to write a brief report, an executive summary, or a more elaborate technical report that answers the question:

*“Did you do what you said you were going to do?”*

Your funding agency will be the first to want to know this information. APEC has a specific evaluation form for you to fill out (see Appendix A). An additional sample project evaluation form has been included in Appendix C for your reference.

In addition, the SOM Advisory Group on Gender Integration may soon require information on how your project integrated the Framework for the Integration of Women in APEC, as well as any lessons learned.

This chapter should assist you in completing your evaluation report. When your report is finished, send it to the small groups together with the questionnaires and the list of participants. For projects such as surveys or publications, the project overseers should provide the evaluation reports with the end products (in draft or final form). Your report should contain all of the following sections:

- Summary—“*What did you set out to do and why?*”
- Results—“*What happened? What have we learned?*”
- Communication of Results—“*Who has learned about the project? Who else should learn about the project? Have you contacted them?*”
- Critique of Implementation—“*How was the project managed? What could be done better next time?*”
- Next Steps—“*What should come next?*”

The critical components of this step are assessing your project and communicating those results. This chapter will help you to write your final report.

## **Project Summary**

The project summary reviews the project’s origin, the state of knowledge before your project, and the unique contribution the project was intended to make. Generally, within one or two paragraphs, the project summary answers the question, “What did you set out to do and why?” When describing the context of the project, mention previous studies or efforts in the same substantive area and their contributions and failings. After establishing the context, you should be able to present a clear rationale for why your project was needed. You may also wish to refer to how you incorporated the needs of both women and men. List your objectives and the contributions the project was designed to make; then explain generally why the particular products and activities that you chose are the best ones to achieve the objectives. Finally, describe the major activities of the project in chronological order. For example, if you designed a training manual, you should describe the steps that you went through to develop, distribute, and evaluate the manual.

## Results

Assessing the results goes a step beyond simply summarizing what happened. When you assess the results of your project, you should answer the question:

*“What were the participation, quality, impact and efficiency (i.e., on-time and within budget) of the project?”*

The importance of each will depend on your original objectives. That is, if your objective stated in Step #1 defined how many people, offices, or economies and who should be affected, then you are interested in the participation or quantity of the project. If your objective was the production of a specific product/service and how well that product was made/completed, then you are interested in the quality of your product. If your objective described the way in which people, offices, or economies should be affected or the usefulness or effectiveness of the project, then you are interested in the impact of the project. If your project was concerned about the ratio of the project’s costs to benefits, then you are interested in the efficiency of the project. You may be interested in any or all four of these elements. Be sure to use the same measures at the end of the project which you used at the beginning (your baseline measures).

The Final Report form in the additional project management forms (Appendix B) provides measures that were designed to help measure the achievements of your project. These measures assess the knowledge that your project has added to the knowledge base of the APEC members and the changes that have resulted from your project. Exhibit 8 gives examples of how different questions can measure the achievements of your project.

## EXHIBIT 9. Sample Assessment Questions

*Note: Keep in mind that you should disaggregate data by sex where possible*

	Short-term		Long-term	
	Internally	Externally	Internally	Externally
<b>Quantitatively</b>	How many participants attended the training? How many women and how many men participated from beginning to end?	On a 1-7 scale, how did the supervisors of participants rate the training agenda on usefulness, comprehensiveness, and importance?	How many work tasks that participants performed per day for the past two months have been affected by the training?	How many other economies, departments, etc., called later to request the training materials?
<b>Qualitatively</b>	Did the participants describe the training as useful? In what ways?	Did experts who received the training materials for review report that they contained useful information?	After one year, do the still describe the training as useful? In the same ways as previously?	Have the participants' supervisors noticed improved performance since the training? What were the improvements in participants' wages or jobs?

Each of these dimensions should be examined with a **focus on change**. If people are to fully understand the scope and impact of your project, they should know what has changed as a result of your project. What new skills, knowledge, or value resulted from your project? What did the project add to the information or related efforts that already existed?

One way of measuring change is to compare the performance of groups of people who participated in the project (for example, as participants in a training course or seminar) with groups of people who did not. Another method is to compare measures of the skills, performance, or activities of participants before their participation with measures of these same skills after they have participated. If you take these measures at more than one point in time after participation, you can see whether changes that were initially strong were maintained and whether changes that were not initially strong gained strength over time. Again, keep in mind that for your initial (short-term) evaluation you will want to use the same measures that you developed in your project proposal.

You will also want to know whether the project had the effect across groups. To look at the impacts on specific subgroups of your study, disaggregate your data. Some important group aspects on which the project may have varied are gender, ethnicity, income level, geographic location, native language, resources available at home, and experience.

## Communication of Results

Projects have a greater impact if they develop a strategy to communicate findings to people and organizations beyond those who were involved in the project. When you designed your project, you should have developed a communication plan (including thinking about the target audience and message). Now is the time to put that plan into action. Disseminating your findings and processes shows others the value of the project. This is particularly important for sustaining project support; communication keeps people interested, feeling involved, and, as a result, more likely to offer all kinds of resources such as consultations, volunteers, information, connections to other helpful groups or individuals, and money. Dissemination also increases opportunities for longer-term results, and promotes an ongoing dialogue around which findings may be evaluated and shared globally among other project managers, activity participants, and donors.

## Critique of Implementation

People may be interested in more than your project's substantive results; they may want to know about, and learn from, your implementation and management experience. You planned and implemented the project, you faced unanticipated difficulties, and you worked to resolve them. Your experiences in incorporating gender may also provide valuable input to the SOM Advisory Group on Gender Integration. Now you have become an expert in doing this project and are the best one to critique its implementation. The guiding question of your critique is this:

*“If you were to do the project again, what would you do differently?”*

To begin, you should summarize the step-by-step implementation of the project, or tell people what you did. Next, evaluate what you did—what worked well, what did not work well, and what suggestions you would have for someone attempting a similar study. One good way to recollect this information is to go back and to review the progress reports you completed throughout the project. The progress reports contain a wealth of information including how well you adhered to your budget, work plan, and timeline.

Often the documentation of the management and implementation critiques is called a “lessons learned” memo. You should distribute this memo to your funding agency and others. If your project is APEC funded, this memo should be submitted, along with an evaluation report, to the Budget and Management Committee (BMC) through the APEC Secretariat. Use the APEC Evaluation Report Form found at [http://www.apecsec.org.sg/apec\\_organization/policy\\_procedure/eval\\_reporting/AnnexC.html](http://www.apecsec.org.sg/apec_organization/policy_procedure/eval_reporting/AnnexC.html) or in Appendix A.

## Next Steps

In the concluding paragraphs of your final report, you should summarize the important findings of your study and any necessary qualifiers of those results. The conclusion also answers the question, “What should come next?” Because you are now knowledgeable in this field, you should have a good idea of what the next steps (or next projects) should be, for you, your group, and the community. Examples of next steps include these:

- Repeating the project to improve upon its quality,
- Repeating the project for a new group of participants or in a new context,
- Building upon skills or knowledge established from the project (such as having an advanced software training after the beginner training), and
- Finding less expensive or more accessible ways to disseminate results (such as turning a live training session into a video or a symposium into a transcribed book).

You may also want to find ways to make the project more relevant and/or accessible to target audiences if participation data suggest under-representation by certain groups.

Dissemination of these reports is just as important as writing them. Step#3 will help you write and disseminate your report.

### **Tips for Success**

- Be sure to measure both the scope and impact of your project using disaggregated data.
- Be sure to quantify participation and participants’ evaluations by sex.
- Tailor your communications about your project to your audience. Usually, this means keeping your message short and simple.
- Use graphics, such as charts, diagrams, and pictures, and nontechnical language to convey your message.



## CHECKLIST FOR ASSESSING & COMMUNICATING

Item	Responses	Comments
<b>Project Summary</b>		
✓ Did you send APEC an evaluation report?	<input type="checkbox"/> Yes <input type="checkbox"/> No	?????
✓ Did you write a project summary that included expected and actual results?	<input type="checkbox"/> Yes <input type="checkbox"/> No	?????
<b>Results</b>		
Did you assess the project's scope and impact:		
✓ In the short and long terms (where applicable)?	<input type="checkbox"/> Yes <input type="checkbox"/> No	?????
Qualitatively and quantitatively?	<input type="checkbox"/> Yes <input type="checkbox"/> No	?????
Internally and externally?	<input type="checkbox"/> Yes <input type="checkbox"/> No	?????
✓ Did you disaggregate all data by sex?	<input type="checkbox"/> Yes <input type="checkbox"/> No	?????
✓ Did you assess how the project benefited APEC members and supported APEC priorities?	<input type="checkbox"/> Yes <input type="checkbox"/> No	?????
✓ Have you measured changes in practices and policies as a result of your project?	<input type="checkbox"/> Yes <input type="checkbox"/> No	?????
<b>Communication of Results</b>		
✓ Did you disseminate the project results?	<input type="checkbox"/> Yes <input type="checkbox"/> No	?????
<b>Critique of Implementation</b>		
✓ Did you review your progress reports in the process?	<input type="checkbox"/> Yes <input type="checkbox"/> No	?????
✓ Did you write a lessons learned memo?	<input type="checkbox"/> Yes <input type="checkbox"/> No	?????
<b>Next Steps</b>		
✓ Did you suggest next steps/ projects?	<input type="checkbox"/> Yes <input type="checkbox"/> No	?????

## GLOSSARY

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**Activities** – Activities are the tasks or steps that you need to take to complete your project (e.g., for a training session: hiring a trainer, finding a location to host the event, and sending out invitations).

**Cooperation** – Cooperation is a partnership made with any person or organization of people who may be able to increase the program’s quality, effectiveness, efficiency, or participation, who will be involved with your project, and/or who may have an interest in the outcomes.

**Efficiency** – Efficiency refers to the costs of the project relative to its benefits for both women and men.

**Expected Results** – The expected outcomes are the results you expect to achieve through your project (e.g., if you were training a person on the computer, the expected outcome would be an increase in her/his computer skills).

**Gender** – Refers to socially determined differences between women and men, such as roles, attitudes, behaviors and values. “Sex” identifies the biological differences between women and men. While sex is genetically determined, gender roles vary across cultures and over time, and are thus amenable to change. Because gender is a relational term, it must include both men and women.

**Gender analysis** – Is a methodology to assess how policies, programs or projects may have a different impact on men and women, girls and boys. It compares how and why women and men are affected through the collection and utilization of sex-disaggregated data, both qualitative and quantitative, and integrates gender considerations throughout the planning, design, implementation and evaluation processes.

**Impact** – Impact describes how men and women, institutions, or policies are affected by your project. The impact answers the question: what changed as a result of your project?

**Objectives** – Objectives are the specific goals of your program; the objectives are more specific than the purpose.

**Participation** – Participation refers to the number of women and men who participated in the event or project (e.g., the number of staff who regularly attended a training session) or the number who received the product (e.g., the number who received a computer skills guide).

**Partner** – A partner is any organization, individual, or group who may be able to increase the project’s quality, effectiveness, efficiency, or participation, who will be involved with your program, and/or who may have an interest in the outcomes.

**Project** – Project refers to all of the activities linked together under a common purpose.

**Purpose** – The purpose is the most significant, global goal of your program.

**Results** – Results are the outcomes of your project (e.g., increased skills).

**Quality** – The quality of your project refers to how well your project was done (e.g., if you held seminar for staff to learn how to use a new computer program, did the staff understand the seminar, find it valuable, and use the skills they learned in the seminar?)

## **APPENDIX A**

**APEC FINANCIAL PROCEDURES (INCLUDING PROJECT  
PROPOSAL FORMS),  
APEC PROJECT PROGRESS REPORT  
APEC EVALUATION FORM, EVALUATION QUESTIONNAIRE  
(ANNEX A),  
CRITERIA FOR ASSESSMENT (ANNEX B)**

## **FORMAT FOR PROJECTS SEEKING APEC FUNDING**

The attached format should be used for projects seeking APEC funding under the Operational Account or the TILF Special Account.

The format consists of:

1. the **Facesheet**
2. the **Format for Projects Proposed for APEC Funding**, and
3. the **Itemized Budget**
4. the **Ecotech Matrix (for Ecotech projects)**

**FACESHEET for projects seeking APEC funding**

This is an application for funding under the     [ ] Operational Account     ) please tick one  
   [ ] TILF Special Account     ) box only

Project No. (to be filled in by Secretariat)		Date received by Secretariat
<b>Name of Committee/Working Group:</b>		
<b>Title of Project:</b>		
<b>Proposing APEC Member</b>		
Project Overseer : Name, Title and Organization		
Postal Address:		Tel No.: Fax No : e-mail :
Financial Information	Total Cost of Proposal (US\$)	Amount being sought from APEC Central Fund (US\$)
Project Start Date		Project End Date
<b>Project Abstract</b>		
Signature of Project Overseer		Date
Signature of Committee Chair/WG Lead Shepherd		Date

## **FORMAT FOR PROJECTS SEEKING APEC FUNDING**

*This format should be completed with reference to the Criteria for Assessment of APEC Projects on which it is based.*

*Please note that items followed by an asterisk (\*) fall within the category of criteria which relate to “APEC values” in the Criteria of Assessment.*

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### **A. PROJECT DESIGN**

*Please provide in point form or as succinctly as possible:*

-----

#### **PROJECT**

01. Name of project.
02. Name of the working group or committee taking responsibility for the project and the dissemination of its results.

-----

#### **OBJECTIVES**

03. The objectives/justification of the project.
  04. How, briefly, this project responds to the priorities set by APEC Leaders and Ministers, as evidenced by parts of the APEC Action Agenda including Action Program, work plan, vision statement, and policy statement that relate to this project. (\*)
  05. For applications under the TILF Special Account: How briefly this project contributes to APEC Trade and Investment Liberalisation and Facilitation (e.g. relevance to specific parts of the Oaska Action Agenda).
-

## LINKAGES

06. The kinds of institutions in member economies intended to benefit from the results of the project. Highlight the direct benefits to the institutions, the types of businesses in member economies which will benefit from the results of the project and what the direct benefits are.
07. How the participation of the business/private sector and non- governmental institutions has been sought or will be sought. Illustrate how the business/private sector are involved in the planning and delivery of the project and whether any other APEC form have been consulted (\*)
08. How this project will add “APEC value” (as to the potential benefits of implementing projects) in the context of other work that might have been done elsewhere in the same field. (\*)
09. An indication of how the project might contribute to related projects or activities in APEC or elsewhere.
10. Describe the deliverables of the project and demonstrate how it will meet the needs of the targeted beneficiaries.

---

## METHODOLOGY

11. A concise description of the project’s methodology.
12. A concise description of the project by component, with its associated outputs clearly specified.
13. A timetable for the accomplishment of each component in (12)
14. The number of APEC member economies that will participate in this project. Please indicate the names of member economies participating in each component of the project as set out in (12). (\*)



## BUDGET

15. An itemized budget for the project, including provision for any publication and dissemination of project results, in the prescribed format. Applications under the Operational Account should use the format at Enclosure 1. Applications under the TILF Special Account should use the format at Enclosure 2. The budget should illustrate the assumptions adopted (e.g. unit costs) for the computations.
16. A time table for the drawdown of APEC funding requested for the project, including details of any advance payment or installment payment requested and justifications for such requests.
17. Details of any request for waiver or exception from the normal APEC financial rules with justifications.

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## DISSEMINATION OF PROJECT OUTPUT

18. A plan for the publication and dissemination of the results of the project, including:
  - a. The nature of the target audience, and, based on that audience:
  - b. the form and content,
  - c. format (e.g. hard copies, floppy discs, internet uploading),
  - d. number of copies for the publication, and
  - e. accessibility of results for the targeted audience.
  - f. A publicity plan for:
    - i. briefing the general or specialist media about key components of the project and
    - ii. the promotion of sales or other dissemination of the final product.
  - g. A budget for publication and dissemination, to form part of the itemized budget.

## ASSESSMENT OF PROJECT

19. How the project proponent will assess whether he has met the criteria for APEC projects and how he will measure the impact of the project on expected beneficiaries.

## **B. UNDERTAKING BY THE WORKING GROUP/COMMITTEE**

The (name of Working Group/Committee) undertakes that, working closely with the APEC Secretariat, due care has been taken that:

1. The line items for the APEC-funded parts of the budget for this project are within SOM-approved guidelines.
2. The costs for line items for APEC-funded parts of the budget of this project are justifiable.

and, with regard to the dissemination of results from the project, due care will be taken that:

1. Comprehensive quality control and professional editing, including factual precision and thoroughness, to ensure that the publication or other dissemination media will be understood by and useful/beneficial to the target audience, will be undertaken before submission of the publication to the printer or the APEC Secretariat.
2. Any output will be consistent with APEC's publication policy.

The project has been reviewed, approved and prioritized by my Committee/Working Group before it is submitted to the BMC for review.

---

**SIGNATURE**

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**NAME OF LEAD SHEPHERD OR CHAIR (Please print)**

---

**DATE AND PLACE**

**APEC OPERATIONAL ACCOUNT  
ITEMIZED BUDGET FOR FINANCIAL YEAR \_\_\_\_\_<sup>4</sup>**

<b>Items</b>			<b>APEC Funding (USD)</b>	<b>Self Financing (USD)</b>
<i>Direct Labour</i>	No. of Hours	Rate		
- Speaker's Honorarium				
- Consultant (including Researcher) Fees				
- Consultant's Secretary Cost				
<i>Travel</i>				
- Per Diem (including accommodation and "additional payment")				
- Airfare				
- Inter-city Transport				
	No. of Copies	Unit cost		
<i>Publication of report (including distribution)</i>				
<i>Photocopying</i>				
<i>Communications (Phone/ Fax/ Mail/ Courier)</i>				
<i>Total</i>				

<sup>4</sup> If project straddles more than one year, please indicate only the amount of funds required for the financial year in question.

**APEC TILF SPECIAL ACCOUNT :  
ITEMIZED BUDGET FOR FINANCIAL YEAR \_\_\_\_\_<sup>1</sup>**

(Please tick ✓.)

This project

- a. is a seminar, symposium or short-term training course
- b. is a survey or analysis and research project
- c. is neither a nor b above but involves the provision of equipment

Items			APEC Funding (USD)	Self Financing (USD)
<i>Direct Labour</i>	No. of Hours	Rate		
- Speaker's Honorarium				
- Translator's Fees				
- Short-term clerical and secretarial staff remuneration				
- Consultant (including Researcher) Fees				
- Consultant's Secretary Cost				
<i>Travel</i>				
- Per Diem (incl. accommodation and "additional payment")				
- Airfare				
- Inter-city Transport				

<sup>1</sup> If project straddles more than one year, please indicate only the amount of funds required for the financial year in question.

	No. of Copies	Unit cost
<i>Publication of report (including distribution)</i>		
<i>Equipment / Materials (pl. describe briefly what is required and why)</i>		
<i>Photocopying</i>		
<i>Communications (Phone/ Fax/ Mail/ Courier)</i>		
<i>Hosting (pl. briefly describe, e.g., conference room rental, stationery)</i>		
<i>Total</i>		

## APEC PROGRESS REPORT FORM

BASIC INFORMATION	
<b>Date of report :</b>	
<b>Number and name of project :</b>	
<b>Name of Committee or Working Group :</b>	
<b>Project Overseer (name and title, postal and e-mail addresses, tel &amp; fax nos.): <u>  </u> <u>  </u> (IE: INCLUDE SEX, SO THAT DATA CAN BE COLLECTED AT A LATER DATE ON INVOLVEMENT OF WOMEN AS PROJECT LEADERS)</b>	
<b>Brief description of beneficiaries and benefits, linkages with other fora/private sector, contribution to priorities laid down by Leaders or Ministers and TILF objectives and whether the anticipated results have been achieved:</b>	
<i>Brief description of how the project is consistent with and builds on the Framework for the Integration of Women in APEC.</i>	
<b>Brief description of planned project outputs:</b>	
<b>Planned phases of project, including publication/dissemination, with dates of each phase, and any variance from the original schedule:</b>	
<b>Funding sources and amounts:</b>	
(a) APEC Central Fund (Financial Year 19____) : USD _____	
(b) Self Financing :	Contribution (in USD): Cash and in kind (please describe briefly, e.g., equipment, labour)
Contributing Economy(ies)	
STATUS/PROGRESS AND PROBLEMS	
<b>Current status of project:</b>	
<b>Variance from proposed plan including revised dates and additions/deletion of activities:</b>	
<b>Progress since last report :</b>	
<b>Problems encountered/action taken:</b>	
<b>If project completed indicate results, number of participants (<i>indicate number of men and women</i>), feedback, etc.</b>	

**Notes:**

All Committee and Working Group projects, irrespective of their source of funding, should be reported to BMC. Please mark "N.A." if any item is not applicable.

**Name of Project should be identical with the name stated in the project proposal.**  
***Remember to include gender specific data and reflect gender considerations *in* your narrative report.***  
**This progress report form may be found in Annex B of the APEC Guide for Financial Procedures. July 1998**



**EVALUATION REPORT ON APEC PROJECTS**

<b>BASIC INFORMATION</b>		
Date of report :		
Name and number of project :		
Brief description of project outputs (number of participants at workshop; number of economies covered by survey, and deliverables, where applicable) :		
<b>LESSONS LEARNED AND/OR FURTHER WORK</b>		
Originally planned completion date of project :		
Actual completion date of project :		
APEC projects are assessed by four categories of criteria. (Please refer to the “Criteria for Assessment of APEC Projects”.) Has the project met the following as originally planned: (Please tick either box and comment where appropriate)		
	If yes, please explain how	If not, please explain why
APEC Values		
Project Design		
Dissemination of Project Results		
Budget		
If your committee or working group has used other additional criteria to evaluate this project, please briefly describe the criteria and how the project is rated against these criteria:		
Did the project meet the needs of the targeted beneficiaries, identify direct and indirect beneficiaries and to member economies and any follow-up?		

<p>To what extent the project has reached the targeted clientele, any assessment of client satisfaction in terms of accessibility, competence of service delivery, usefulness of information and contribution to trade facilitation and business performance?</p>
<p>Does the project complement or overlap with the work of others, was the project the most cost-effective in achieving the targeted goals, has the Committee/Working Group clearly defined and agreed upon targeted clients, the impacts to be achieved and the means of achieving them?</p>
<p>How will the project, especially for database projects, maintain sustainable benefits over the longer term?</p>
<p>Overall, has the project achieved its intended results in terms of beneficial effects in member economies? (Please circle one)</p> <p>Yes / No</p> <p>If no, why?</p>
<p>Are there any lessons learned and/or future work arising from this project? If so, please describe them briefly.</p>
<p>The Small Group comments</p>
<p>Lead Shepherds/Chairs comments</p>
<p>Secretariat comments.</p>

Issued by the APEC Secretariat  
**July 1999**

# Project Evaluation Questionnaire

## *Annex A: Guidebook on APEC Financial Procedures*

Questionnaire for APEC Projects which are in the category of seminar, symposium or short-term training course

Project Code:
Project Title:

*Your evaluation of the project will assist the assessment by the APEC fora. Your responses to the following questions are appreciated.*

*Those who are speakers, panelists, etc. should fill your comments in Part A. Those who are participants, trainees, etc. should fill your comments in Part B. The Questionnaires should be sent to the Project Overseers.*

*N.B The Project Overseers should collate all questionnaires, and send them together with the list of all the participants to Small Group.*

### Part A. Summarize Project's Purpose and Expected Results

(For Speakers & Panelists)

Name:
Agency/Economy:
Signature:
a. What activities did you attend? <input type="radio"/> Training <input type="radio"/> Conference <input type="radio"/> Seminar/Symposium <input type="radio"/> Other (pls. specify)
Duration:
Project start date:
Project end date:
b. What were your roles before, during, and after the activity?
c. Do you think the project achieved its objectives? What were the project's results/achievements?
d. Were the attendees the most appropriate target group?
e. What is your assessment of the overall effectiveness of the project?
f. Any other suggestions:



(Approved by SOM in October 1995)

*There are four categories of criteria proposed for project assessment. These relate to (a) APEC values, (b) project design, (c) dissemination of project results, and (d) budget.*

*Each of the following criteria is normative: the operative word throughout is "should", not "must". Accordingly, the BMC/SOM decision relating to compliance with each criterion will, necessarily, be affected by the situation in each project. In this sense, many of these criteria should be understood to include the words "as appropriate" in recognition of the fact that there will always be cases which do not fit with otherwise sensible and desirable general criteria.*

## **A. APEC values**

These are criteria which only SOM and its committees, the BMC, are qualified to decide on the basis of their understanding of the wishes of APEC's Leaders and Ministers.

APEC projects should:

1. be a direct response to the priorities of the Leaders and Ministers, set out in their declarations, particularly the Bogor Declaration.
2. be approved by a working group or committee, consistent with the vision statements, policy statements and work programs, as amended, of that working group or committee.
3. have the active participation of a large number of APEC members.
4. encourage participation from the business/private sector and non-governmental institutions.
5. add specific APEC value in those cases in which similar work has already been done in the same area in other contexts.
6. (for ecotech projects) be highly focused and results-oriented; support one or more of the six priorities listed in the 1996 Manila Declaration on Ecotech; avoid duplication with other APEC projects; and have explicit objectives, milestones and performance criteria (as elaborated in the Guidance on Strengthening Management of APEC Ecotech Activities approved by SOM in June 1998 and attached as Annex C).

## **B. Project Design**

This category differs from that on APEC values in that anyone familiar with the requirements of a project in any circumstances would be likely to agree that a project proposal met or did not meet the criteria.

Projects should have:

1. a statement of the objectives and justification of the project.
2. an identification of the kinds of institution in member economies intended to benefit from the results of the project.
3. a brief description of project methodology.
4. a sequence of components, if more than one, with associated outputs.
5. a properly itemized budget.
6. a timetable for the accomplishment of each component.
7. a timetable for the draw down of APEC funding.
8. an indication that the project's planning has taken cognizance of the possible contribution of the project to related projects or meetings in APEC or elsewhere.
9. an indication of the working group or committee responsible for the particular project and the dissemination of its results.

### **C. Dissemination of Project Results**

These criteria on publication, publicity for, and dissemination of the project's results are grouped separately to underline the fact that information is only useful if it reaches those who can use it.

1. Each project should have a budgeted plan for the publication and dissemination of results in a manner appropriate to the project. This plan should:

i. indicate the target audience for the report on the planned results of the project and, based on that target audience,

a. the form (for example : completion report, conference proceedings, manual, case studies, scholarly papers, database situation report);

b. the format (hard copy, electronic and/or video); and

c. the number of copies to be prepared.

ii. commit to quality control and professional editing to ensure that it will be understood by the target audience before the submission to the printer of the APEC Secretariat.

iii. be consistent with APEC's publication policy.

2. Each plan for publication and dissemination should be accompanied by a publicity plan for briefing the general or specialist media about key components for the project and, especially, the promotion of sales or other dissemination of the final product. A publicity plan should be cognizant of the particular needs of any member economy.

### **D. Budget**

1. The APEC funded part of the project should be within SOM-approved guidelines.

2. Costs for particular line items should be justifiable.

**Comparison of Allowable Expenses under  
the Operational Account and TILF Special Account**

The allowable expenses under the Operational Account and the TILF Special Account are tabulated below, with those which are allowable under the TILF Special Account *only* shaded for easy comparison.

	<i>A. Seminars, symposia and short-term technical training courses</i>	<i>B. Survey, analysis and research projects</i>	<i>C. Provision of equipment for APEC projects</i>
<b>Direct labour</b>	Honoraria for speakers  Remuneration for translators of seminar materials, short-term clerical and secretarial staff employed for the event  Writing fees (for teaching materials etc.)	Researcher and consultant fees  Fees for translation, interpretation etc.  Writing fees (for manuscripts etc.)	
<b>Equipment</b>	Purchase or rental (whichever is cheaper) of equipment (inclusive of freight, installation and servicing for the duration of the event)	Purchase of books and documents for research (inclusive of postage or courier)  Purchase or rental (whichever is cheaper) of materials / equipment for survey, analysis and research (inclusive of freight, installation and servicing for the duration of project)	Purchase or rental (whichever is cheaper) of equipment for TILF projects other than Categories A or B
<b>Travel</b>	For speakers : airfare (economy class normally, but business class for flights of or over 9 hours), inter-city travel, accommodation, per diem and incidental expenses  For trainees : airfare (economy class), inter-city travel, accommodation, per diem, and incidental expenses	For researchers on project related travel : airfare (economy class normally, but business class for flights of or over 9 hours), inter-city travel, accommodation, per diem and incidental expenses	

	<i>A. Seminars, symposia and short-term technical training courses</i>	<i>B. Survey, analysis and research projects</i>	<i>C. Provision of equipment for APEC projects</i>
<b>Publication</b>	Printing and related costs (inclusive of proof-reading and distribution) of materials or documents arising from seminars and symposia	Printing and related costs (inclusive of proof-reading and distribution) of materials or documents arising from research, survey or analysis	
<b>Communications</b>	Fax, telephone, mail and courier related to event	Fax, telephone, mail and courier costs arising from the project	
<b>Others</b>	Teaching and training materials in seminars  Hosting cost (inclusive of conference room rental, conference support and organizing, stationery)  Photocopying costs	Hosting cost (inclusive of conference room rental, conference support and organizing, stationery)  Photocopying costs	

**May 1996**



## **APPENDIX B**

### **GENERAL PROJECT MANAGEMENT FORMS**

# STEP #1

# [PROJECT TITLE]

## I. PURPOSE/JUSTIFICATION & OBJECTIVES

**What is the overall purpose of the project?**

**What specific objectives will your project accomplish?** [State how the project will take into account the different roles of women and men. If your project specifically addresses issues of income or population differences, you should list a separate objective.]

**Objective 1:**

**Objective 2:**

**How does the project support HRD/ APEC priorities?** How does this project implement and advance the Framework for the Integration of Women in APEC? How does this effort build upon other efforts?

---

## II. ACTIVITIES/ PROJECT METHODOLOGY

What project activities are needed to reach your objectives?

What will be your outputs and deliverables and by what dates will you complete each?

Description of Outputs/ Deliverables	Completion Date
<i>(Use "tab" key to add another row)</i>	

**How are you ensuring that this project's design and products will be of high quality?** (e.g., expert consulting, peer review, customer input, pretest, pilot study, literature review, studying model programs.) How are you ensuring that the project's design and products will benefit both women and men?

---

## III. EXPECTED RESULTS

**What are the results you expect to attain?**

**How are you going to measure the usefulness and value of these results?** What data on participation or attendance (by men and women) will you collect? How will you assess the impact of your project? How will you measure whether or not you have achieved your objectives? Have you integrated gender sensitive indicators?

---

## IV. PARTICIPATION AND COOPERATION

**Which APEC members support the project?**

- 1.
- 2.
- 3.

*Note: To be considered an APEC project, you must have the support of at least three APEC partners, although it is suggested that you have the expressed interest of at least half of the members.*

**Which other partners** (e.g., universities, consultants, women’s organizations, community organizations, employers, women’s business associations, labor, other agencies) are needed?

**How will you involve project members? What is your plan for communicating with project members** (e.g., weekly updates, monthly conference calls)?

## V. COMMUNICATION

**Which methods of communication** (e.g., presentations, newsletters, Web pages, seminars, journal articles, brochures, news articles, letters, videos) **will you use?** How will you address the communications needs of specific target groups? For example, some groups such as micro-business owners, may require different communication channels than large business associations.

**To which audiences** (e.g., APEC partners, journals, policymakers, funding agents, universities, participants, associations, news/ media, researchers) **will you send project information?**

**Discuss your communication plan:**

## VI. REQUIRED RESOURCES/ BUDGET

### Labor

(A) How many people will you need to work on the project full-time?

(B) What is the average cost per day to employ these people? (include “loaded rate” if applicable)

(C) How many days, at full-time, will the project take to complete?

(D) How much will consultants cost (include fees, honoraria, and support costs such as secretarial work)

(1) TOTAL LABOR = (multiply)  $A \times B \times C \times D =$  [AxBxCxD]

### Other Resources and Cost

(D) How much will the necessary equipment (computers, phones/faxes, copier) cost?

(E) How much will you need for travel costs (hotel, airfare, car)?

(F) How much will you need for communications and dissemination (printing, desktop, editing; media/video; website development; etc.)?

(G) How much will office space (or other overhead) cost?

(H) How much will you spend on meeting rooms (room rental, meals, staff, signage, etc.) copies, phone calls, and postage?

(2) TOTAL OTHER COSTS =  $D + E + F + G + H =$  [D+E+F+G+H]

**Estimated Expenditures: LABOR + OTHER = (1) + (2) =**

[1 + 2]
---------

**Estimated Finances Requested from APEC (and timeline, if appropriate)=**

--

# STEP #2





Budget Item	Rate/ Fee	Activities and Time-line												Total	
		Activity 1				Activity 2				Activity 3					
		Task 1		Task 2		Task 3		Task 4		Task 5		Task 6			
		<i>Jan. 1</i>		<i>Feb. 15</i>		<i>Mar. 1</i>		<i>Apr. 1</i>		<i>May 1</i>		<i>Jun. 15</i>			
Labor Costs		Time	Cost	Time	Cost	Time	Cost	Time	Cost	Time	Cost	Time	Cost		
Direct Project Staff															
▪ Project Director															
▪ Staff Member 1															
▪ Staff Member 2															
▪ Secretary															
▪ Editor															
▪ Other staff															
Experts and Consultants															
▪ Expert 1															
▪ Consultant 1															
<b>LINE A: Subtotal for Labor Costs</b>															
<b>Other Costs</b>															
▪ Travel for direct staff, experts, and consultants															
▪ Per Diem															
▪ Airfare															
▪ Accommodation															



Budget Item	Rate/ Fee	Activities and Time-line											Total	
		Activity 1				Activity 2				Activity 3				
		Task 1		Task 2		Task 3		Task 4		Task 5	Task 6			
		Jan. 1		Feb. 15		Mar. 1		Apr. 1		May 1	Jun. 15			
▪ Local Transportation														
Postage														
Phone/fax														
Photocopying														
Meeting Expenses														
▪ Room Rental														
▪ Equipment Rental														
Other														
<b>LINE B: Subtotal for Other Costs</b>														
<b>Fees, Administrative Costs, and Overhead</b>														
Fees														
Administrative Costs														
Overhead														
<b>LINE C: Subtotal for Fees, Admin. Costs, &amp; Overhead:</b>														
<b>OVERALL TOTAL: (Add lines A, B, and C)</b>														



# STEP #3

# [PROJECT NAME & NUMBER]

[Date of Report]

## I. PROJECT SUMMARY

**What did you do?** (e.g., training, conference, seminar, symposium, manual, experiment/study, brochure, article)

**Planned start date of project:**

**Planned end date of project:**

**Actual start date of project:**

**Actual end date of project:**

**Final Cost =**

**Total APEC Contribution =**

**What were the project's purposes and objectives?**

**What were the project's main or important activities?**

**What products** (e.g., manual, book, video) **did you produce?**

**How many participated?**    *Women*    *Men*

## II. RESULTS

*Describe to what extent the project met objectives in...*

### *Participation*

**Which APEC members participated in the project?** How *many men and how many women* participated? What percentage of people who were invited actually attended or participated? Was participation consistent? How did your project address possible inequalities of participation by gender, income, and other characteristics?

### *Quality*

**What was the quality of the product/service?** How satisfied was the target audience? Was the event or product well organized and understood? Were there formal, external recognition and evaluation of products (e.g., peer review)? Was there any assessment of client satisfaction in terms of accessibility, competence of service delivery, usefulness of information and contribution to trade facilitation and business performance?

### *Impact*

**What is the short-term impact and what may be the long-term impact of the project (i.e., future results)?** In the short term, what new skills or knowledge were developed? Did the project meet the needs of the targeted beneficiaries, identify direct and indirect beneficiaries and to member economies? How does the short-term impact relate to the HRDWG priorities and APEC Values? Were there any unanticipated outcomes, positive or negative? What was learned about gender considerations in this project? For long-term impact, describe any changes in the policies, work force, organizational/ management operations, or infrastructure. What follow-up activities are planned to measure the long-term impact? How will the project, especially for database projects, maintain sustainable benefits over the longer term?

### Efficiency

**Was the project cost-effective?** How does the cost of your project (and results) compare with the cost of similar projects? Did the project complement the work of others?

**APEC projects are assessed by 6 categories of criteria. (Please refer to the "Criteria for Assessment of APEC Projects" in Appendix B.)**

**Has the project met the following as originally planned: (Please tick either box and comment where appropriate)**

*Please see listed sections for greater detail.*

---

APEC Values

Framework for the Integration of

Women in APEC

yes  no

*(see Results: Impact)*

---

Project Design

yes  no

*(see Implementation Critique)*

---

Dissemination of Project Results

yes  no

*(see Communication of Results)*

---

Budget

yes  no

*(see Implementation Critique)*

---

**Overall, has the project achieved its intended results in terms of beneficial effects in member economies?**

*(Please circle one)* Yes / No

If no, why?

---

### III. COMMUNICATION OF RESULTS

**Describe your communication of results, including information about techniques you used or special considerations.** For example, did you use easily translated, nontechnical language, graphics (charts, diagrams, or videos), before-and-after comparisons, or participants' ratings?

**Which methods of communication** (e.g., presentations, journal articles, newsletters, seminars, Web pages, brochures, news articles, letters, videos, press conferences, mailings) **did you use?**

**How many people and which audiences** (e.g., APEC partners, journals, policymakers, funding agents, universities, participants, associations, news media, researchers, ministries, and schools) **received project information?**

**Discuss the effectiveness of your communication.** Give examples and any information learned when communicating about the project (e.g., other projects being done in this area, how the project might be implemented in another way).

---

### IV. IMPLEMENTATION CRITIQUE

**Did you stay within your budget, work plan, time-line?** If there were deviations, what were they? How did you adjust in response?

**If you encountered unexpected problems of any kind, what were they and how were they resolved? Was your communication effective?**

---

## **V. NEXT STEPS**

**Do you have suggestions for improving participation, implementation, strengthening results, or holding down costs?**

**What needs to be done next?** How should the project be built upon? Has the Committee/Working Group clearly defined and agreed upon targeted clients, the impacts to be achieved and the means of achieving them?

**What follow-up activities have you planned?** (E.g., what is your plan for later assessment of long-term impact?)

<b>Small Group comments</b>
<b>Lead Shepherds/Chairs comments</b>
<b>Secretariat comments</b>

## **APPENDIX C**

### **SAMPLE EXEMPLARY PROJECTS**

**FACESHEET for projects seeking APEC funding**

This is an application for funding under the  Operational Account ) please tick one  
 TILF Special Account ) box only

Project No. (to be filled in by Secretariat)	IST 02/97	Date received by Secretariat	21/11/96
<b>Name of Committee/Working Group:</b> Industrial Science and Technology Working Group			
<b>Title of Project:</b> APEC Experts Meeting on Gender in Science and Technology			
<b>Proposing APEC Member:</b> Canada, Indonesia, Korea, and the Philippines			
Project Overseer : Name, Title and Organization Simon McInnes Director, International S & T Policy International Business Branch Industry Canada			
Postal Address:		235 Queen Street Ottawa, Ontario Canada K1A 0H5	Tel No.:1-613-952-0853 Fax No :1-613-952-5381  e-mail : mcinnes.simon@ic.gc.ca
Financial Information	Total Cost of Proposal (US\$) \$51,000	Amount being sought from APEC Central Fund (US\$) 40,000	
Project Start Date March 1997		Project End Date November 1997	
<b>Project Purpose</b> To sponsor a two day meeting of statisticians, along with science, technology, gender and policy specialists from APEC member economies, with invited international experts from other jurisdictions, to: identify the critical statistics necessary to understand the underlying participation rates of women and men in scientific and technological education and careers; examine systematic approaches and coordination methods for ensuring the comparable collection of gender-disaggregated data on science and technology; identify potential data sources that will permit the examination of the differential impact of technical change on men and women's lives; and, to discuss policy actions that help remove barriers to women's participation in science, technology, and engineering education and careers.			
Signature of Project Overseer		Date	
Signature of Committee Chair/WG Lead Shepherd		Date	



## FORMAT FOR PROJECTS SEEKING APEC FUNDING

This format should be completed with reference to the Criteria for Assessment of APEC Projects on which it is based.

*Please note that items followed by an asterisk (\*) fall within the category of criteria which relate to "APEC values" in the Criteria of Assessment.*

---

### A. PROJECT DESIGN

*Please provide in point form or as succinctly as possible:*

-----

#### PROJECT

01. Name of project. APEC Experts Meeting on Gender in Science and Technology
  02. Name of the working group or committee taking responsibility for the project and the dissemination of its results. Industrial Science and Technology Working Group
- 

#### OBJECTIVES

03. The objectives/justification of the project. This project addresses the participation of men and women in science and technology education and careers. Science and technology are the drivers of the knowledge-based economy, and women and men can equally contribute to knowledge use and expansion. Finding ways to reach a better understanding of men and women's participation, i.e. gathering accurate microeconomic and demographic gender disaggregated data, will benefit planning and policy making in all APEC member economies.

The seminar will include an examination of such questions as:

--improving the gathering of data on male and female participation rates in scientific, technological, and engineering education from primary to post-secondary institutions

--working with governments, universities, and national professional associations (of scientists, technologists, technicians, medical practitioners, and engineers) to gather gender disaggregated data on science and technology career patterns in governments, universities and business

--strengthening the coordination and consistency at national and international levels in the collection of gender-disaggregated data in science and technology

--strengthening the capacity of governments in gathering gender-disaggregated data

--discuss policy options to strengthen the capacity of women to participate in science and technology education and careers

04. How, briefly, this project responds to the priorities set by APEC Leaders and Ministers, as evidenced by parts of the APEC Action Agenda including Action Program, work plan, vision statement, and policy statement that relate to this project.  
(\* )

--the 1991 Seoul Declaration to enhance the positive gains resulting from increasing economic interdependence, including encouraging the flow of goods, services, capital, and technology;

--the 1993 Blake Island Economic Vision of people in APEC sharing the benefits of sustainable economic growth through higher incomes, high skilled and paying jobs, increased education and training, and technology flows;

--the APEC Osaka Action Agenda which identified the need for increased technical cooperation, and training programs;

--increasing the supply and enhancing the quality of scientists and educators/trainers, and supports other aspects of the 21 sub-programs of the HRDWG Action Program;

--the 1995 Action Program of the ISTWG that called for improving flows of technological information and technology, and improving researcher and engineer exchange and human resources development; and

--other Action Programs of other APEC for a where gender has significant policy consequences (e.g. Fisheries, Energy, Transportation, SMEs, Economic Committee).

05. For applications under the TILF Special Account: How briefly this project contributes to APEC Trade and Investment Liberalisation and Facilitation (e.g. relevance to specific parts of the Osaka Action Agenda).

---

## LINKAGES

05. The kinds of institutions in member economies intended to benefit from the results of the project. Highlight the direct benefits to the institutions, the types of businesses in member economies which will benefit from the results of the project and what the direct benefits are.

Institutions that will benefit from this project include member economy statistical agencies, university demography experts, science and technology policy planners, education and training policy experts and professionals, professional and scientific associations, and women's institutes.

06. How the participation of the business/private sector and non-governmental institutions has been sought or will be sought. Illustrate how the business/private sector are involved in the planning and delivery of the project and whether any other APEC fora have been consulted (\*)

National gender disaggregated data gathering will be of interest to professional and scientific associations, university associations, chambers of commerce, financial institutions and venture financing persons, and professional women's entrepreneurs associations. We will be approaching appropriate government and non-government agencies to seek their participation and support.

08. How this project will add "APEC value" (as to the potential benefits of implementing projects) in the context of other work that might have been done elsewhere in the same field. (\*)

This project will build on the informal ministerial discussion that took place at the 2<sup>nd</sup> APEC Ministers' Conference on Regional S&T Cooperation, on gender and S&T, where ministers expressed interest in understanding more about the data challenges that must be met if economies are to make better use of available talent, both male and female, to fuel the growing knowledge-based economy. The project will benefit member economies, and particularly will be of use to the HRD and SME fora in APEC.

09. An indication of how the project might contribute to related projects or activities in APEC or elsewhere.

The project will contribute to: SME work on women entrepreneurs; HRD work on training and manpower issues; Environment Ministers' call for increased science and technology to manage environmental sustainability; and Fisheries projects on harvesting and marketing of marine products.

10. Describe the deliverables of the project and demonstrate how they will meet the needs of the targeted beneficiaries.

---

## METHODOLOGY

11. A concise description of the project's methodology.

The schedule of the proposed seminar is attached. The topics are fundamental to a better understanding of gathering and using gender disaggregated data.

12. A concise description of the project by component, with its associated outputs clearly specified.

As the attached schedule of the seminar illustrates, each topic will involve the preparation of papers by lead speakers or panelists and the preparation of a final report, including a summary, the papers, and rapporteurs reports.

13. A timetable for the accomplishment of each component in (12)

The seminar is planned for late September or early October 1997 in Manila, following the 13<sup>th</sup> meeting of the ISTWG in Singapore.

14. The number of APEC member economies that will participate in this project. Please indicate the names of member economies participating in each component of the project as set out in (12). (\*)

Within APEC, this project is led by Canada, with the partnership of Indonesia, Korea, and the Philippines. We anticipate that most member economies will wish to ensure that they are represented at the seminar.

---

## BUDGET

15. An itemized budget for the project, including provision for any publication and dissemination of project results, in the prescribed format. Applications under the Operational Account should use the format at Enclosure 1. Applications under the TILF Special Account should use the format at Enclosure 2. The budget should illustrate the assumptions adopted (e.g. unit costs) for the computations.
16. A time table for the drawdown of APEC funding requested for the project, including details of any advance payment or installment payment requested and justifications for such requests.

Drawdown of APEC funding is requested as follows:

July 1997 \$40,000

17. Details of any request for waiver or exception from the normal APEC financial rules with justifications.

---

## DISSEMINATION OF PROJECT OUTPUT

18. A plan for the publication and dissemination of the results of the project, including:
  - a. The nature of the target audience, and, based on that audience: Target audience is government policy makers, NGOs, universities, leading women scientists, engineers and technologists.
  - b. the form and content, The content will be the final versions of papers presented at the conference, summary report, and rapporteurs reports.
  - c. format (e.g. hard copies, floppy discs, internet uploading), The format will be desktop publishing, and electronic publishing in 2 web sites.
  - d. number of copies for the publication, and 250 for member economies (see (e)(ii) below
  - e. accessibility of results for the targeted audience.
    - i. Economic and women's issues journalists from each member economy's leading newspapers or trade journals will be advised of the outcome of the conference. Brief communiques will publicize the seminar and the outcome.
    - ii. A limited number of hard copies will be made available to conference participants, sponsoring organizations, national libraries, ministries and departments of S&T, MFA, and Industry of APEC members. The use of web sites will ensure a broad dissemination of the results to the APEC academic and business communities.
  - f. A publicity plan for:

- i. briefing the general or specialist media about key components of the project and
  - ii. the promotion of sales or other dissemination of the final product.
- g. A budget for publication and dissemination, to form part of the itemized budget.
- 

#### ASSESSMENT OF PROJECT

19. How the project proponent will assess whether he has met the criteria for APEC projects and how he will measure the impact of the project on expected beneficiaries.

**B. UNDERTAKING BY THE WORKING GROUP/COMMITTEE**

The (name of Working Group/Committee) undertakes that, working closely with the APEC Secretariat, due care has been taken that:

1. The line items for the APEC-funded parts of the budget for this project are within SOM-approved guidelines.
2. The costs for line items for APEC-funded parts of the budget of this project are justifiable.

and, with regard to the dissemination of results from the project, due care will be taken that:

1. Comprehensive quality control and professional editing, including factual precision and thoroughness, to ensure that the publication or other dissemination media will be understood by and useful/beneficial to the target audience, will be undertaken before submission of the publication to the printer or the APEC Secretariat.
2. Any output will be consistent with APEC’s publication policy.

The project has been reviewed, approved and prioritized by my Committee/Working Group before it is submitted to the BMC for review.

---

**SIGNATURE**

---

**NAME OF LEAD SHEPHERD OR CHAIR (Please print)**

---

**DATE AND PLACE**

## Enclosure 1

### APEC OPERATIONAL ACCOUNT ITEMIZED BUDGET FOR FINANCIAL YEAR \_\_\_\_\_<sup>5</sup>

Items			APEC Funding (USD)	Self Financing (USD)
<i>Direct Labour</i>	No. of Hours	Rate		
- Speaker's Honorarium	25 hours per speaker = 75 hours	40	3,000	
- Consultant (including Researcher) Fees				
- Consultant's Secretary Cost				
<i>Travel</i>				
- Per Diem (including accommodation and "additional payment")	4 days x 3 persons		4,000	2,000
- Airfare	3 persons x 6,000		12,000	6,000
- Inter-city Transport			2,000	
	No. of Copies	Unit cost		
<i>Publication of report (including distribution)</i>	100 copies per member plus editing and website placement		13,000	2,000
<i>Photocopying</i>			3,000	
<i>Communications (Phone/ Fax/ Mail/ Courier)</i>			3,000	
<i>Total</i>			40,000	11,000

<sup>5</sup> If project straddles more than one year, please indicate only the amount of funds required for the financial year in question.



**Enclosure 2**

**APEC TILF SPECIAL ACCOUNT :  
ITEMIZED BUDGET FOR FINANCIAL YEAR \_\_\_\_\_<sup>1</sup>**

(Please tick ✓.)

This project

- a. is a seminar, symposium or short-term training course
- b. is a survey or analysis and research project
- c. is neither a nor b above but involves the provision of equipment

<b>Items</b>	<b>APEC Funding (USD)</b>	<b>Self Financing (USD)</b>
<i>Direct Labour</i>	No. of Hours	Rate
- Speaker's Honorarium		
- Translator's Fees		
- Short-term clerical and secretarial staff remuneration		
- Consultant (including Researcher) Fees		
- Consultant's Secretary Cost		
<i>Travel</i>		
- Per Diem (incl. accommodation and "additional payment")		
- Airfare		
- Inter-city Transport		

<sup>1</sup> If project straddles more than one year, please indicate only the amount of funds required for the financial year in question.

	No. of Copies	Unit cost
<i>Publication of report</i> (including distribution)		
<i>Equipment / Materials</i> (pl. describe briefly what is required and why)		
<i>Photocopying</i>		
<i>Communications</i> (Phone/ Fax/ Mail/ Courier)		
<i>Hosting</i> (pl. briefly describe, e.g., conference room rental, stationery)		
<i>Total</i>		

## EXPERTS MEETING ON GENDER IN SCIENCE, INDUSTRIAL SCIENCE, AND TECHNOLOGY

Draft Program

### Day 1

#### Opening Remarks

##### Plenary 1: Why are we here

Review of the policy issues that make gender specific information necessary to their development and monitoring.

#### Working Session 1: Sectoral Analysis

Discussion of policy issues and identification of data needs in:

Education and educational institutions

What do enrollment figures tell us?

What about the staff in these institutions, by rank and gender?

R&D Activities

What is the distribution of women by discipline?

What percentage of senior posts are held by women?

Industry (especially the knowledge producing industries)

Do we have the labour force data by industry?

What are the competitiveness issues?

Government, including the health sector

##### Plenary 2: What do we know?

Review of the data sources and data gaps and examples of the benefits of international comparability of data.

#### Working Session 2: Data gaps and how to overcome them

Statistical Agencies

Do labour force surveys measure exit and entry by gender?

What series carry a gender variable?

Policy ministries

What cannot be done because the gender data are missing?

Which agencies should produce the data?

Professional Associations

Are memberships classified by gender?

Are there statistics on salary by age and gender?

International organizations

What is being done by other organizations, such as the OECD and the European Commission?

## ***Day 2***

### **Plenary 3: Forecasts and Outcomes**

A presentation on forecasts and targets for policies and ways of measuring outcomes of policies

### **Working Session 3: The Future of Gender?**

Barriers and incentives to the production of gender data

Are firms willing or unable to provide gender data?

Are there employment equity programs that encourage the measurement of gender as a variable?

Production and trade in a global economy – technological change

Is the impact of technological change different for men and women?

What are the consequences for competitiveness?

What policy actions can be undertaken by key stakeholders in the economy?

The global information infrastructure (GII) for the global information economy (GIS)

Networks for women – how they work?

What is the impact of networks on removal of gender barriers?

### **Plenary/Panel**

Review of findings and proposals for future work

### **Closing Remarks**

## **APPENDIX D**

### **GUIDE TO GENDER-BASED ANALYSIS**

**Elements from the Guide to Gender-based analysis have been integrated into this project management guide. TO FIND THE COMPLETE APEC GUIDE TO INTEGRATING THE FRAMEWORK FOR WOMEN GO TO <http://www.apecsec.org.sg/workgroupgender/html>**

**APPENDIX E**

**HRDWG's STRATEGIC and MEDIUM TERM PRIORITIES**

**APEC MANILA DECLARATION**

**January 1997**

**THE PRIORITIES OF THE HRD OF APEC  
FROM THE DECLARATION ON HUMAN RESOURCES DEVELOPMENT FRAMEWORK**

- 1) Provision of a quality basic education for all;
- 2) Analysis of the regional labor market to allow sound forecasting of trends and needs in human resources development;
- 3) Increasing the supply and enhancing the quality of managers, entrepreneurs, and educators/trainers in areas of the economy central to fostering economic growth and development. Such areas include training in small- and medium- sized enterprises in entrepreneurship and in the management of sustainable growth incorporating economic and environmental consideration;
- 4) Reducing skills deficiencies and unemployment by designing industrial and other training programs for applications at all stages of a person's working life;
- 5) Increasing the quality of curricula, teaching methods, and instructional materials relating to the education and training of managers and other workers;
- 6) Increasing the opportunities throughout the region for people who seek to gain skills required for the economic growth and development of member economies and the region as a whole;
- 7) Preparing organizations and individuals to remain productive in the face of rapid economic and technological changes in member economies, the Asia-Pacific region and the global economy; and
- 8) Cooperation in education and training among member economies will promote human resources development toward the liberalization and facilitation of trade and investment in the region. Increased international mobility of qualified persons for HRD activities will also enhance economic growth.

This statement also notes the recent call by Leaders for attention to issues of participation by women and young people, stating: "...activities will be developed... with due attention to gender issues and cross-cultural communication and understanding."

**THE MEDIUM TERM STRATEGIC PRIORITIES  
OF THE HRDWG**

This statement reaffirms the role of HRD in furthering the APEC Goals of trade liberalization and facilitation and the basic principles stated in the HRD Action Program and reinforced in recent statements by APEC members and leaders:

1. *The people of the Asia Pacific are the most important resource in economic growth and development, one of whose goals is to enhance the quality of life and well-being of the people in the region.*
2. *The development and protection of human resources contribute to the attainment of such fundamental values as the alleviation of poverty, full employment, universal access to primary, secondary, and vocational education and the full participation of all groups in the process of economic growth and development.*
3. *Human resources development requires cooperative action by public, and business/private sectors, educational and training institutions*
4. *In designing regional approaches to human resources development, attention must be given to*

*the diversity of experiences and situations in the region.*

This statement also notes the recent call by Leaders for the attention to issues of participation by women and young people, both groups can potentially contribute to and benefit from human resources development policies and programs in a significant way.

For the medium term, the HRD Working Group will focus on activities that further the following priorities with the objective of preparing the people of the Asia Pacific community for the 21<sup>st</sup> century.

1. Providing quality basic education, with a focus on increasing access by all groups to basic education and increasing levels of educational attainment for the population as a whole.
2. Improving labour market information and analysis to support flexible and efficient labour markets that contribute to economic growth and trade and investment in the region.
3. Enhancing the skills of managers, entrepreneurs, and educators/trainers in key sectors; supporting the training needs of small-and-medium-sized enterprises (SMEs) and the management of sustainable growth and development.
4. Promoting and developing lifelong learning as a means both to meet rapidly changing skill needs in the economy as well as individual needs for adjustment and upgrading of education, vocational training, professional and technical skills, and management development.
5. Increasing quality of curricula, teaching methods, and instructional materials in education, training, and skills development at all levels, with a particular focus on preparing for the transition to the 21<sup>st</sup> Century (i.e., from basic education through vocational and technical skills training to professional and executive development for management of change).
6. Facilitating mobility of qualified persons to help meet skill shortages by developing means for mutual recognition of skills and qualifications, and to increase opportunities for people to gain the skills required for economic growth and development of member economies and the region as a whole.
7. Enhancing the quality, productivity, efficiency, and equitable development of the labour forces and work places in member economies.
8. Strengthening cooperation in education and training to support trade and investment liberalization and facilitation.

## **DECLARATION ON AN ASIA-PACIFIC ECONOMIC COOPERATION FRAMEWORK FOR STRENGTHENING ECONOMIC COOPERATION AND DEVELOPMENT**

**Manila, November 1996**

We, the Ministers of Australia, Brunei Darussalam, Canada, Chile, the People's Republic of China, Hong Kong, Indonesia, Japan, the Republic of Korea, Malaysia, Mexico, New Zealand, Papua New Guinea, the Republic of the Philippines, Singapore, Chinese Taipei, Thailand, and the United States of America, meeting in Manila from 22-23 November 1996,

1. Recalling the vision articulated by the Leaders on Blake Island of an Asia Pacific community built upon the growing interdependence and cooperation in the region;
2. Heeding the call made by the Leaders in Bogor for APEC to lead the way in intensifying development cooperation in the region;
3. Building on the essential elements of economic and technical cooperation contained in the Osaka



Action Agenda, as one of the three pillars on which to deepen the spirit of community in the Asia-Pacific;

4. Acknowledging that economic and technical cooperation and trade and investment liberalization and facilitation are mutually complementary and supportive;

5. Recognizing the need for a new framework of economic cooperation and development which will provide greater focus and coherence in the growing number of regional programs and activities in the economic and technical cooperation areas;

6. Conscious of APEC's achievements in the area of economic and technical cooperation since its foundation;

To this end, Ministers jointly resolve to:

Adopt the following Framework for Strengthening Economic Cooperation and Development to guide member economies in the implementation of Part II of the Osaka Action Agenda, entitled Economic and Technical Cooperation.

## I. GOALS

We agree that the goals of economic and technical cooperation and development in APEC are:

- to attain sustainable growth and equitable development in the Asia-Pacific region;
- to reduce economic disparities among APEC economies;
- to improve the economic and social well-being of the people; and
- to deepen the spirit of community in the Asia Pacific.

## II. GUIDING PRINCIPLES

1. In line with APEC's fundamental principles, we will pursue economic cooperation

and development in the region on the basis of:

- **mutual respect and equality** including respect for diversity and the different situations of members, focusing on member economies' strengths;
- **mutual benefit and assistance**, with a firm commitment to making genuine contributions toward the goals of sustainable growth and equitable development and reducing disparities in the region, based on the APEC member economies' diverse and complementary capabilities;
- **constructive and genuine partnership**, creating opportunities for mutually beneficial exchange between and among industrialized and developing economies, thus promoting the development and dynamism of the economies in the region. This will include a working partnership with the private/business sector, other pertinent institutions, and the community in general, to ensure that

cooperation is consistent with market principles. This partnership will engender cooperative undertakings toward the efficient allocation of resources and reduction of economic disparities within an increasingly integrated Asia Pacific community; and

- **consensus building**, in line with the consultative, consensual approach nurtured through the development of APEC, while respecting the autonomy of each economy through their voluntary participation.

2. We emphasize the need to jointly undertake economic and technical cooperation activities that will promote the full participation of all men and women in the benefits of economic growth. In pursuing these activities, we shall be guided by our responsibility in making economic growth consistent with environmental quality.

### III. CHARACTER OF APEC ECONOMIC & TECHNICAL COOPERATION

1. To achieve our goals, we agree that economic and technical cooperation in APEC must be goal-oriented with explicit objectives, milestones, and performance criteria.

2. Considering the increasing role of the private/business sectors in APEC, we encourage them not only to participate but also initiate economic and technical cooperation activities in line with APEC goals. Thus, economic and technical activities can combine government actions, private sector projects and joint public-private activities with the public sector playing a direct or indirect role in creating and enabling environment for private sector initiative.

3. To help build a growing sense of community and promote a spirit of enterprise that leads our people to work with and learn from each other in a cooperative spirit, economic and technical cooperation activities should draw on voluntary contributions commensurate with member economies' capabilities and generate direct and broadly shared benefits among APEC member economies to reduce economic disparities in the region.

### IV. ORGANIZING THEMES AND PRIORITIES

1. To achieve sustainable growth and equitable development, and benefit from the move towards free and open trade and investment, and to promote the welfare of economies of the region, we give priority to joint cooperative activities which:

- **Develop Human Capital**, the region's main asset in economic development, to broaden the benefits of economic growth, deepen the basis for sustainable growth, and strengthen social cohesion domestically and regionally;
- **Develop Stable, Safe and Efficient Capital Markets** to promote capital flows that generate real economic returns, to mobilise domestic savings through broad, deep capital and financial markets, as discussed by the Finance Ministers Meeting and to enhance the environment for private investment in infrastructure;
- **Strengthen Economic Infrastructure** to eliminate bottlenecks to economic growth, especially in such areas as telecommunications, transportation, and energy in order to further

integrate members into the regional economy, and the region into the global economy;

- **Harness Technologies for the Future** to ensure that APEC joint activities promote the flow and expand the capacities of its members to absorb existing industrial science and technology as well as develop new technologies for the future, thus promoting a free flow of information and technology;
- **Safeguard the Quality of Life Through Environmentally Sound Growth** by promoting sound policies and practices, taking into account concerns about sustainable development.
- **Develop and Strengthen the Dynamism of Small and Medium Enterprises** so that they may respond more efficiently and effectively to market developments in a more open and liberal economic development.

2. We will support new themes that may emerge in the cooperation process that are consistent with the goals and guiding principles defined in this framework.

3. In consonance with the goals, principles, and themes laid out in this Declaration, we hereby urge Working Groups and other relevant APEC fora to coordinate with each other and integrate their work on cross-cutting issues to achieve focused outcomes and demonstrate breakthroughs in advancing the goals of APEC, in the light of Part II of the Osaka Action Agenda and the themes mentioned in paragraph 1 of this section.

4. We are confident that, by giving further coherence and direction to our economic and technical cooperation, we will contribute substantially to the goal of a prosperous Asia Pacific community as we move towards the 21st century.

## **APPENDIX F**

### **SUGGESTIONS FOR FURTHER READINGS**

- Ahmed, V. & Bamberger, M. 1989. *Monitoring and Evaluating Development Projects: The South Asian Experience*. Seminar Report Series. Washington, D.C.: World Bank, Economic Development Institute.
- APEC Secretariat. *Guidebook on APEC Financial Procedures*.
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- Rossi, P. H. & Freeman, H.E. 1993. *Evaluation: A Systematic Approach*. 5th Edition. Beverly Hills, Calif.: Sage.
- Staub, W. 1990. The Development and Evolution of Project Benefit Monitoring and Evaluation in Projects Financed by the Asian Development Bank. In INTAN, *Monitoring and Evaluation of Development Projects: The East Asian Experience*. Kuala Lumpur.

Status of Women Canada. (1997). *Gender-Based Analysis: A Guide for Policy-Making*. Ottawa, Ontario.<sup>6</sup>

Valadez, J. & Bamberger, M. (Eds.) 1994. *Monitoring and Evaluating Social Programs in Developing Countries: A Handbook for Policymakers, Managers, and Researchers*. EDI Development Series. World Bank, Washington, D.C.

Woroniuk, B., Thomas, H., & Schalkwyk, J. (1997). *Gender: The Concept, Its Meaning and Uses, A Think Piece*. Swedish International Development Cooperation Agency (Sida), Stockholm.

Yin, R. 1984. *Case Study Research: Design and Methods*. Beverly Hills, Calif.: Sage.

#### **USEFUL WEBSITES:**

**World Bank – Gender Net.** <http://www.worldbank.org/gender/index.htm>. Section of “Sharing Knowledge and Experiences on Ways to Achieve Gender Equality” <http://www.worldbank.org/gender/know/proj.htm>.

**United Nations Development Programme -** <http://www.undp.org/gender/> Information on UNDP initiatives that demonstrate practical application of gender mainstreaming in programs and institutional processes.

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<sup>6</sup> Status of Women Canada; 360 Albert St, Suite 700; Ottawa, Ontario; K1A 1C3; (613) 947-8477



## Management Tools *for* the HRDWG Guide: Strengthening Project Management and Performance

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### Instructions

These “Management Tools” are forms for you to fill out and use during your project. The Tools will help you to design, manage, and assess the results of your project. There is a Tool for each of these elements: design, manage, and assess. These three elements also match the three Steps for Strengthening Project Management (outlined on page 3 of your Guide). When using these Tools, make sure to:

- 1) Fill out the forms *as you go along*. Filling the forms out after the project is over will not benefit you, your project, or your supporters.
- 2) Use the *computer disk* that came with these Tools and Microsoft Word or Word Perfect programs to fill out the Tools.
- 3) Review the corresponding parts of *the HRDWG Guide*, as listed below, before filling out the forms. The page numbers noted refer you to the relevant pages within the Guide.

*These “Tools” are here to help you design and manage your project successfully and efficiently.*

---

### Tool #1, Design the Project

*(This Tool may be submitted as a brief proposal to request funding.)*

#### Section I: Purpose & Objectives (p. 7)

Write out your *purpose*, a general statement about your goals and pair your purpose with *objectives*, more specific goals that you expect to attain.

#### Section II: Activities (p. 10)

Decide your *activities*, the actions you will undertake to achieve your objectives.



Section III: Expected Results (p. 11)

Declare your *outcomes*, the actual, expected results of and changes that will be caused by your project.

Section IV: Project Participation and Cooperation (p. 12)

Identify and contact APEC, business, university and other possible partners.

Section V: Communication (p. 12)

Decide how and to whom you will communicate about your project.

Section VI: Required Resources (p. 13)

List out the *resources* you will need and estimate costs in a *budget*.

---

## **Tool #2, Managing Project Quality**

Section I: Work Plan (p. 19)

Use this list to plan out your project, to *monitor your progress* and to write your progress reports. Post the chart and update it frequently.

Section II: Communication Coordination Chart (p. 29)

Use this list of partner information to *communicate* with partners regularly and efficiently. Make sure all necessary staff has access to the list.

---

## **Tool #3, Assess the Project and Communicate the Findings**

*(This Tool may be used as a foundation for your final report or executive summary.)*

Section I: Project Summary (p. 37)

Give readers a summary of your project's design including its *purpose*, objectives and expected *results*.

Section II: Results (p. 38)

Summarize the *important results* and findings of your project.

Section III: Communication of Results (p. 40)

Effectively communicate the results to your partners and others.

Section IV: Implementation Critique (p. 43)

Evaluate how the project was managed. Note changes you would make if you ran the project again.

Section V: Next Steps (p. 44)

What is the next step? What follow-up projects should be done?



# **MANAGEMENT TOOLS:**

## **STEP #1**

# [PROJECT TITLE]

## I. PURPOSE & OBJECTIVES

**What is the overall purpose of the project?**

**What specific objectives will your project accomplish?** *[State how the project incorporates gender considerations. If your project specifically addresses issues of income or population differences, you should list a separate objective.]*

**Objective 1:**

**Objective 2:**

**How does the project support HRD/ APEC priorities? How does this effort build upon other efforts?**

---

## II. ACTIVITIES

What project activities are needed to reach your objectives?

What will be your outputs and deliverables and by what dates will you complete each?

Description of Outputs/ Deliverables	Completion Date
<i>(Use "tab" key to add another row)</i>	

**How are you ensuring that this project's design and products will be of high quality?** (e.g., expert consulting, peer review, customer input, pretest, pilot study, literature review, studying model programs.)

---

## III. EXPECTED RESULTS

**What are the results you expect to attain?**

**How are you going to measure the usefulness and value of these results?** What data on participation or attendance (by men and women) will you collect? How will you assess the impact of your project? How will you measure whether or not you have achieved your objectives?

---

## IV. PARTICIPATION AND COOPERATION

**Which APEC members support the project?**

- 1.
- 2.
- 3.

*Note: To be considered an APEC project, you must have the support of at least three APEC partners, although it is better to have the expressed interest of at least half of the members.*

**Which other partners** (e.g., universities, consultants, community organizations, employers, other agencies) **are needed?**

**How will you involve project members? What is your plan for communicating with project members** (e.g., weekly updates, monthly conference calls)?

## V. COMMUNICATION

**Which methods of communication** (e.g., presentations, newsletters, Web pages, seminars, journal articles, brochures, news articles, letters, videos) **will you use?**

**To which audiences** (e.g., APEC partners, journals, policymakers, funding agents, universities, participants, associations, news/ media, researchers) **will you send project information?**

**Discuss your communication plan:**

## VI. REQUIRED RESOURCES

### Labor

(A)	How many people will you need to work on the project full-time?	
(B)	What is the average cost per day to employ these people? (include "loaded rate" if applicable)	
(C)	How many days, at full-time, will the project take to complete?	
(1)	TOTAL LABOR = (multiply) A x B x C =	[AxBxC]

### Other Resources and Cost

(D)	How much will the necessary equipment (computers, phones/faxes, copier) cost?	
(E)	How much will you need for travel costs (hotel, airfare, car)?	
(F)	How much will office space (or other overhead) cost?	
(G)	How much will you spend on copies, phone calls, and postage?	
(H)	If you use consultants, how much will they cost?	
(2)	TOTAL OTHER COSTS = D + E + F + G + H =	[D+E+F+G+H]

**Estimated Expenditures: LABOR + OTHER = (1) + (2) =**

**[1 + 2]**

**Estimated Finances Requested from APEC (and timeline, if appropriate)=**

--

# **MANAGEMENT TOOLS:**

## **STEP #2**





# APEC PROGRESS REPORT FORM

BASIC INFORMATION		
<b>Date of report :</b>		
<b>Number and name of project :</b>		
<b>Name of Committee or Working Group :</b>		
<b>Project Overseer (name and title, postal and e-mail addresses, tel &amp; fax nos.):</b>		
<b>Brief description of beneficiaries and benefits, linkages with other fora/private sector, contribution to priorities laid down by Leaders or Ministers and TILF objectives and whether the anticipated results have been achieved:</b>		
<b>Brief description of planned project outputs:</b>		
<b>Planned phases of project, including publication/dissemination, with dates of each phase, and any variance from the original schedule:</b>		
<b>Funding sources and amounts:</b> (a) APEC Central Fund (Financial Year 19____) : USD _____ (b) Self Financing : <table style="width: 100%; margin-left: 20px;"> <tr> <td style="width: 50%; text-align: center;">Contributing Economy(ies)</td> <td style="width: 50%; text-align: center;">Contribution (in USD): Cash and in kind (please describe briefly, e.g., equipment, labour)</td> </tr> </table>	Contributing Economy(ies)	Contribution (in USD): Cash and in kind (please describe briefly, e.g., equipment, labour)
Contributing Economy(ies)	Contribution (in USD): Cash and in kind (please describe briefly, e.g., equipment, labour)	
STATUS/PROGRESS AND PROBLEMS		
<b>Current status of project:</b>		
<b>Variance from proposed plan including revised dates and additions/deletion of activities:</b>		
<b>Progress since last report :</b>		
<b>Problems encountered/action taken:</b>		
<b>If project completed indicate results, number of participants, feedback, etc.</b>		

**Notes:**

All Committee and Working Group projects, irrespective of their source of funding, should be reported to BMC. Please mark "N.A." if any item is not applicable.

Name of Project should be identical with the name stated in the project proposal.

This progress report form may be found in Annex B of the APEC Guide for Financial Procedures.

July 1998

# **MANAGEMENT TOOLS: STEP #3**



# [PROJECT NAME & NUMBER]

[Date of Report]

## I. PROJECT SUMMARY

**What did you do?** (e.g., training, conference, seminar, symposium, manual, experiment/study, brochure, article)

**Planned start date of project:**

**Planned end date of project:**

**Actual start date of project:**

**Actual end date of project:**

**Final Cost =**

**Total APEC Contribution =**

**What were the project's purposes and objectives?**

**What were the project's main or important activities?**

**What products** (e.g., manual, book, video) **did you produce?**

---

## II. RESULTS

*Describe to what extent the project met objectives in...*

### *Participation*

**Which APEC members participated in the project?** How many people participated? What percentage of people who were invited actually attended or participated? Was participation consistent? Did substantial numbers of both men and women participate? How did your project address possible inequalities of participation by gender, income, and other characteristics?

### *Quality*

**What was the quality of the product/service?** How satisfied were the customers? Was the event or product well organized and understood by the customers? Were there formal, external recognition and evaluation of products (e.g., peer review)? Was there any assessment of client satisfaction in terms of accessibility, competence of service delivery, usefulness of information and contribution to trade facilitation and business performance?

### *Impact*

**What is the short-term impact and what may be the long-term impact of the project (i.e., future results)?** In the short term, what new skills or knowledge were developed? Did the project meet the needs of the targeted beneficiaries, identify direct and indirect beneficiaries and to member economies? How does the short-term impact relate to the HRDWG priorities and APEC Values? Were there any unanticipated outcomes, positive or negative? What was learned about gender considerations in this project? For long-term impact, describe any changes in the policies, work force, organizational/ management operations, or infrastructure. What follow-up activities are planned to measure the long-term impact? How will the project, especially for database projects, maintain sustainable benefits over the longer term?

### *Efficiency*

**Was the project cost-effective?** How does the cost of your project (and results) compare with the cost of similar projects? Did the project complement or overlap with the work of others?

**APEC projects are assessed by four categories of criteria. (Please refer to the "Criteria for Assessment of APEC Projects" in Appendix B.) Has the project met the following as originally planned: (Please tick either box and comment where appropriate)**

*Please see listed sections for greater detail.*

APEC Values	<input type="checkbox"/> yes <input type="checkbox"/> no	<i>(see Results: Impact)</i>
Project Design	<input type="checkbox"/> yes <input type="checkbox"/> no	<i>(see Implementation Critique)</i>
Dissemination of Project Results	<input type="checkbox"/> yes <input type="checkbox"/> no	<i>(see Communication of Results)</i>
Budget	<input type="checkbox"/> yes <input type="checkbox"/> no	<i>(see Implementation Critique)</i>

**Overall, has the project achieved its intended results in terms of beneficial effects in member economies?**

*(Please circle one)* Yes / No

If no, why?

---

### III. COMMUNICATION OF RESULTS

**Describe your communication of results, including information about techniques you used or special considerations.** For example, did you use easily translated, nontechnical language, graphics (charts, diagrams, or videos), before-and-after comparisons, or participants' ratings?

**Which methods of communication** (e.g., presentations, journal articles, newsletters, seminars, Web pages, brochures, news articles, letters, videos, press conferences, mailings) **did you use?**

**How many people and which audiences** (e.g., APEC partners, journals, policymakers, funding agents, universities, participants, associations, news media, researchers, ministries, and schools) **received project information?**

**Discuss the effectiveness of your communication.** Give examples and any information learned when communicating about the project (e.g., other projects being done in this area, how the project might be implemented in another way).

---

### IV. IMPLEMENTATION CRITIQUE

**Did you stay within your budget, work plan, time-line?** If there were deviations, what were they? How did you adjust in response?

**If you encountered unexpected problems of any kind, what were they and how were they resolved?** Was your communication effective?

---

## V. NEXT STEPS

**Do you have suggestions for improving implementation, strengthening results, or holding down costs?**

**What needs to be done next?** How should the project be built upon? Has the Committee/Working Group clearly defined and agreed upon targeted clients, the impacts to be achieved and the means of achieving them?

**What follow-up activities have you planned?** (E.g., what is your plan for later assessment of long-term impact?)

<b>Small Group comments</b>
<b>Lead Shepherds/Chairs comments</b>
<b>Secretariat comments</b>



## GLOSSARY

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**Activities** – Activities are the tasks or steps that you need to take to complete your project (e.g., for a training session: hiring a trainer, finding a location to host the event, and sending out invitations).

**Cooperation** – Cooperation is a partnership made with any person or organization of people who may be able to increase the program's quality, effectiveness, efficiency, or participation, who will be involved with your program, and/or who may have an interest in the outcomes.

**Efficiency** – Efficiency refers to the costs of the program relative to its benefits.

**Expected Results** – The expected outcomes are the results you expect to achieve through your project (e.g., if you were training a person on the computer, the expected outcome would be an increase in her/his computer skills).

**Impact** – Impact describes how people, institutions, or policies are affected by your project. The impact answers the question: what changed as a result of your project?

**Objectives** – Objectives are the specific goals of your program; the objectives are more specific than the purpose.

**Participation** – Participation refers to the number of people who participated in the event or project (e.g., the number of staff who regularly attended a training session) or the number of people who received the product (e.g., the number of people who received a computer skills guide).

**Partner** – A partner is any organization, individual, or group of people who may be able to increase the project's quality, effectiveness, efficiency, or participation, who will be involved with your program, and/or who may have an interest in the outcomes.

**Project** – Project refers to all of the activities linked together under a common purpose.

**Purpose** – The purpose is the most significant, global goal of your program.

**Results** – Results are the outcomes of your project (e.g., increased skills).

**Quality** – The quality of your project refers to how well your project was done (e.g., if you held a seminar for staff to learn how to use a new computer program, did the staff understand the seminar, find it valuable, and use the skills they learned in the seminar?).