OCEAN Monitoring, Evaluation and Learning Guidance

Community & Partnership Grants

December 2024

Ocean Community Empowerment and Nature

UK International Development

Partnership | Progress | Prosperity

Contents

Purpose of this guidance

This guidance provides an introduction to Monitoring, Evaluation and Learning (MEL) and the requirements for Ocean Community Empowerment and Nature (OCEAN) projects. It is intended both for applicants and OCEAN grantees to support the integration of MEL in project design and delivery. This guide covers:

- An Overview of MEL Requirements in OCEAN
- What is Monitoring, Evaluation and Learning (MEL)
- MEL in Project Design
- MEL in Project Delivery

This, and all other guidance is available from Flexi-Grant (https://ocean.flexigrant.com/) and from our website (https://oceangrants.org.uk/). Required templates are available on Flexi-Grant and our website. We also run MEL focused training webinars which you can sign up to through our website or watch later via YouTube (https://www.youtube.com/@OCEAN_BPF).

We recommend reading all sections of this guidance note as well as additional guidance materials such as the Complete Guide for Applicants, Finance Guidance and the Flexi-Grant Guidance.

Contact us.

If, after reading this guidance, you have any further questions and you require any assistance, contact us on helpdesk@oceangrants.org.uk

1. Overview of Requirements

In this section, we provide a brief overview of the required MEL tools at application stage and the monitoring, reporting and learning requirements for awarded projects. For terms in bold, refer to the glossary for a definition, and detailed explanations further in the guidance.

1.1. Monitoring, Evaluation and Learning Tools

The key tools required in OCEAN applications and for awarded projects in project delivery are summarised in Table 1.

Table 1. Project design & MEL tools in OCEAN grant applications and project delivery

		Community Grants		Partnership Grants	
	Required MEL Tools	**Under £100,000**	**£100,000 and over**	**Under £1m**	**£1m and over**
Application	Narrative Pathway to Change	■	■	◆	◆
	Simple Theory of Change diagram	■	■		
	Theory of Change diagram			◆	◆
	Simple Logframe	■			
	Full Logframe		■	◆	◆
Delivery	Annual report	■	■	◆	◆
	Mid-Year report	■	■	◆	◆
	Final report	■	■	◆	◆
	Monitoring, Learning & Support Reviews	■	■	◆	◆
	Independent Final Evaluation				◆

All applicants must submit a narrative **Pathway to Change** as part of their application form.

Community grant applicants must submit a **Theory of Change (ToC) diagram** at Stage 1 (using the Simple ToC template), and a **Logframe** at Stage 2 (simple template for grants under £100,000 in value, full template for grants of £100,000 and over).

Partnership grant applicants must submit a ToC diagram (no template supplied), and a Logframe in the full template at Stage 1. Partnership grants of £1m or over must include a budget for an **independent final evaluation**, commissioned by the project's lead organisation.

All awarded projects will be required to report on progress every 6 months through Annual reports and Mid-Year reports. Selected projects will be subject to in-person or remote **Monitoring, Learning & Support Reviews** arranged by the **Grant Administrator**.

1.2. OCEAN Standard Indicators

The **OCEAN Standard Indicators** are a way for OCEAN to monitor and aggregate results across all the projects we fund. This will help us to demonstrate the impact of the programme as a whole.

Applicants will be asked to indicate which OCEAN Standard Indicators they plan to monitor and report on (at Stage 1 for Partnership Grants, at Stage 2 for Community Grants). These are separate to the more project-specific indicators that are in project logframes. Grantees will be required to report progress against OCEAN Standard Indicators on an annual basis.

For a full list of Standard Indicators and how to use them, see the OCEAN Standard Indicators Guidance.

1.3. Project Monitoring & Reporting

All OCEAN grantees are required to effectively monitor their projects and submit regular progress reports to the OCEAN Grant Administrator.

Below is a summary of the progress reports you will be required to submit as a grantee.

Table 2. Progress reports to submit during an OCEAN project.

OCEAN Grantee Progress Reporting Requirements		
Reports	**Description**	**Due date**
Mid-Year Report	A short 2- to 3-page update on progress, highlighting any changes to your plans, or any challenges or lessons learned from the past 6 months of project delivery.	End of September (annual)
Annual Report & Logframe	A more detailed report (10-20 pages max), reflecting on the past year of project delivery. Progress will be measured against the targets set in your logframe, and you will provide evidence to show what has been achieved so far. You will reflect on your assumptions, and whether your theory of change still holds true. You will also report progress on OCEAN Standard Indicators.	End of March (annual)
Final Report & Logframe	A detailed report to submit within 3 months after your project end date (10-20 pages max). You will report on the extent to which you achieved your objectives, as well as your contribution to a wider impact. Success will be measured against the indicators you set out in your logframe, as well as the changes you have observed since the project began.	Within 3 months after the project end date

Report templates will be available on the OCEAN website and further guidance on reporting will be shared in webinars for grantees. Grantees receive feedback on reports from an independent reviewer on an annual basis. Annual Reports and Final Reports will be reviewed

by a relevant expert (selected by the Grant Administrator), who can provide recommendations where needed.

Some projects will also be selected for in-person or remote reviews organised by the OCEAN Grant Administrator. **OCEAN Monitoring, Learning & Support Reviews** are designed to support our monitoring of and learning from projects. They can also provide tailored support to project teams to strengthen project delivery, and validate the information provided in reports.

If your project is selected for review, we will provide a detailed terms of reference so that you know what to expect, and what we require from you. The main aim of these reviews is to support learning within your project, and to help us to learn from you so that we can provide additional support where needed. Below is a summary of the types of review.

Table 3. Types of in-person or remote reviews that can take place during OCEAN projects.

OCEAN Grants – Monitoring, Learning & Support Reviews			
Review Type	**Description**	**Duration**	**Required for**
Shorter	A reviewer selected by the OCEAN grant administrator will meet with the project team and key stakeholders over a period of 2-3 days. They will share a short report summarising the visit and findings.	2-3 days	Selected projects
Longer	A reviewer selected by the OCEAN grant administrator will meet with the project team and key stakeholders over a period of 5 days, visiting at least one project site. They will provide a detailed report on progress, challenges and learnings, and any support provided.	5 days	Selected projects

Grantees may also be asked to engage in a short visit or online meeting with the **OCEAN Independent Evaluator**[1], who will conduct case-studies across the OCEAN portfolio. Any engagement between the OCEAN Independent Evaluator and an OCEAN project will be discussed and agreed with the Project Leader in advance.

[1] Defra commissioned the independent evaluation of OCEAN by a consortium consisting of ITAD, Oxford Policy Management, and Howell Marine Consulting, referred to as the 'OCEAN Independent Evaluator'. The role of the OCEAN Independent Evaluator is to support learning and assess the efficiency, effectiveness and value for money of the programme as a whole.

1.4. Project-level Evaluation

All OCEAN grantees are expected to dedicate a proportionate level of time and effort to the **evaluation** and **adaptive management** of their projects. This is the process through which the project team assesses the evidence generated by monitoring and uses it to continuously improve their approach. Ideally this should lead to a better understanding of how and how much the project is contributing to desired outcomes and should help generate ideas for future approaches.

Table 4. Project Evaluation Requirements

OCEAN Evaluation Requirements			
Evaluation	**Description**	**Grant Size**	**Requirements**
Self-evaluation	All projects should regularly assess how well they are achieving their planned activities and targets during implementation. Based on what they learn, they should adjust their approach to improve results.	All projects	Reported in Annual Report and Final Report
Independent Evaluation	Projects with £1m grant value or more should include arrangements for independent evaluation (i.e. by a specialist evaluator that is not a project stakeholder). This can be included in the project budget. The minimum requirement is to commission and ensure that a Final Evaluation is conducted.	£1,000,000 - £3,000,000	Share Terms of Reference and Final Evaluation report

1.5. Project Learning

OCEAN projects should include proportionate activities and budget for learning. OCEAN grantees are also expected to regularly reflect on and collate learnings from project delivery. These learnings should be documented and shared in their regular reports to the Grant Administrator and beyond.

OCEAN Learning sessions: OCEAN will hold regular learning sessions for grantees to support networking and sharing of experiences across the portfolio. Project team members are strongly encouraged to attend. See the OCEAN website for details of upcoming events https://oceangrants.org.uk/knowledge-events/events/

OCEAN Grantee Community: OCEAN has a Learning & Networking platform hosted on the UN Ocean Decade. OCEAN Project Leaders must register on the platform and provide a list of additional participants from their project team.

Sharing Learning from projects: Grantees should look for opportunities to share learnings via their own communication platforms (websites, social media, workshops, publications), and the communication platforms of others, including the Learning & Networking platform. Data generated through projects must be stored in accessible databases unless sensitive.

2. What is Monitoring, Evaluation & Learning?

Monitoring, Evaluation, and Learning (MEL) refers to a set of tools and processes used to design, implement and assess projects, programmes or initiatives.

MEL plays an important part in delivering strong projects. In project design, MEL helps set clear and measurable goals and ensures feedback mechanisms are in place to track progress. In project implementation, MEL supports project teams to monitor performance, improve project management, foster learning, demonstrate accountability, and shape future conservation and development efforts.

By promoting strong MEL practices, OCEAN aims to help project teams make informed, evidence-based decisions while generating valuable insights for a broader community working towards positive change for people and the marine environment.

Although MEL is often viewed as a single system, it's helpful to also look at its key components individually, as outlined below.

Table 5. The components of MEL

Monitoring	The systematic and routine collection of data on project resources, activities and results. This includes the routine monitoring of progress towards a project's targets, expected outcome and impact.
Evaluation	The assessment and analysis of project resources, activities and results that can assure or inform a project's design and decisions to help it achieve impact.
Learning	The process through which evidence and information is reflected on, shared, and used to address evidence gaps and identify what works or doesn't, helping to continuously improve the ability to achieve results by the project and others.

OCEAN provides tools to support your project MEL from the application stage through to project completion. These tools are to help you to design, deliver, and learn from your project effectively. They also provide the OCEAN Expert Committee with evidence that you have

thoughtfully addressed the people, risks, assumptions, and activities critical to achieving your project goals.

The following sections describe how to use these tools to design impactful projects, deliver them successfully, demonstrate your results, and gain valuable insights for the future.

3. Project Design

This section will cover how to develop the main components of project design, including defining the challenge to be addressed, and guidelines on how to develop the key MEL tools in OCEAN: **Pathway to Change, Theory of Change (ToC)** and **Logframe** (see Table 6).

Table 6. The key MEL tools in OCEAN

Tool	Description
Pathway to Change	A narrative description of how your project will lead to a desired change i.e. the change that will lead to a reduction in poverty and the protection/ restoration of the marine environment.
Theory of Change diagram	A visual depiction of the Pathway to Change. It should outline the problem, the drivers, enabling conditions and/or potential barriers to project success. It shows the links between project interventions and the Outputs, Outcome and Impact.
Logframe	A monitoring tool that sets out the objectives of the project and how they will be measured. It includes the planned Outputs and end of project Outcome, and specific indicators, baselines, and targets, and sources of evidence.

3.1. Understanding the challenge your project will address

All projects should clearly define the need or the challenge that they aim to address and should outline their plan for engaging with relevant stakeholders to bring about change. Ensure your project aligns with OCEAN's goals of poverty reduction and marine protection.

When designing a project, it's important to start by reviewing the existing **evidence** on:

- The key drivers or root causes of the problem
- What has or hasn't worked in similar contexts

- Who is affected by the problem, and how it affects different groups in different ways
- Any gaps in evidence that need to be addressed

Project teams are encouraged to use various sources and formats of evidence to support knowledge claims. Often overlooked, the role of knowledge and evidence held by **Indigenous peoples and local communities** (IPLCs) is vital and should be considered by projects in their design and delivery.

What is Evidence and the 'Evidence Base'?
Evidence refers to the information we use to answer important questions or test ideas. This information can come from different sources, such as raw data, individual research studies, summaries of multiple studies, decision-making tools, local testimonies and established theories. These different pieces of information can be brought together in various ways to create what's called an **evidence base**. The evidence base is essentially the collection of all the data, research, tools, and theories that are used to support or test specific ideas or solutions.

In marine conservation and development, there are significant gaps in evidence, making it challenging to make informed decisions. The approaches used in OCEAN projects should be based on the best evidence available, and where possible OCEAN projects should contribute to addressing these gaps.

Engaging with your partners, target communities, and other stakeholders is essential to gather insights. Use the following questions to guide your discussions:

- What is the specific problem your project will address?
- Who are the main stakeholders?
- Are different groups of people affected differently by the problem?
- What do you think is the best way to address the problem?
- How will the project achieve this? What activities need to be carried out?
- How will the project promote equitable participation and benefits for persons of different gender and social characteristics? See section on GEDSI for further guidance.
- What resources, people, and equipment will be needed?
- What potential challenges or risks could impact delivery?
- How can these risks be mitigated and managed?
- How will the progress and success be measured and demonstrated?

By addressing these questions, you'll gain a clear understanding of the challenge your project seeks to tackle. This foundation will enable you to design effective MEL systems to monitor and evaluate your project's activities and outcomes. This step is crucial for developing your **Pathway to Change**.

3.2. Developing a Pathway to Change

In your application, you will be asked to describe your project's "Pathway to Change". This is a narrative description of how your planned activities will change the current situation and address a marine environment challenge that is linked with multi-dimensional poverty.

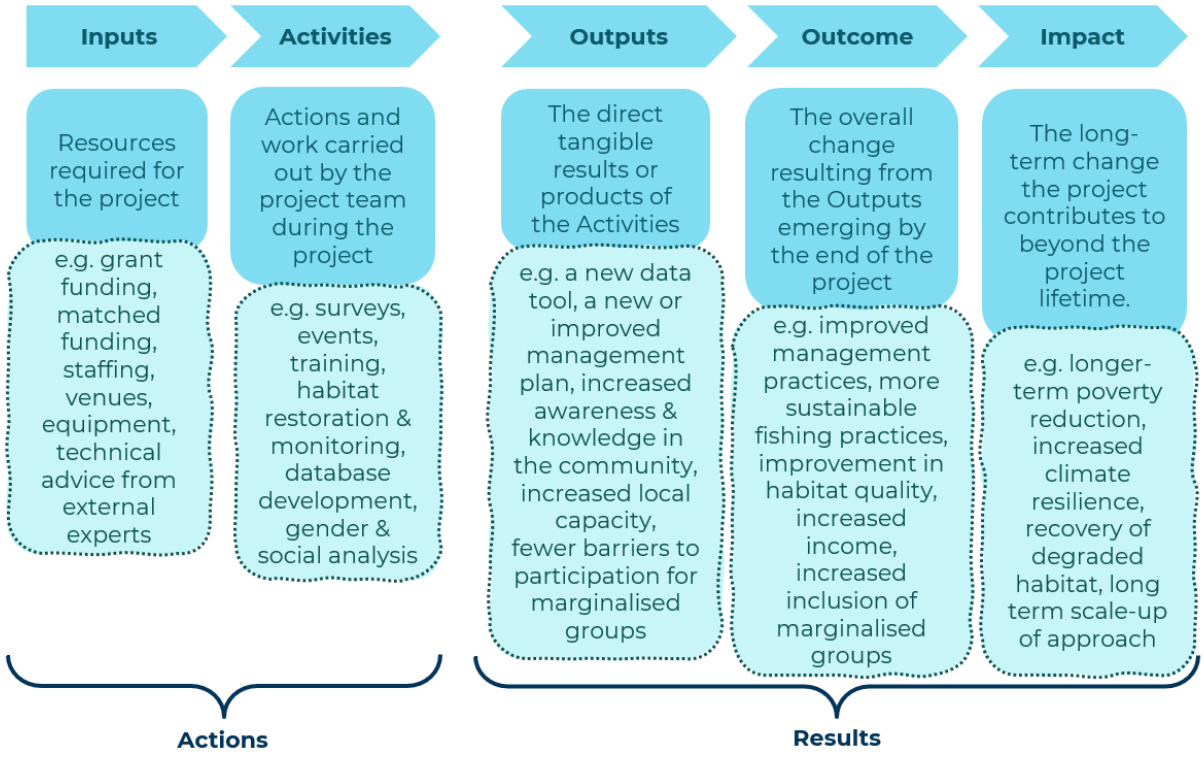
The Pathway to Change is essential to communicate to the OCEAN Expert Committee and to other key stakeholders **HOW** and **WHY** your approach will lead to a desired change.

Key questions to consider:

- How and why will your project activities lead to change?
- What assumptions are you making that are critical to the success of your project?
- How will the project activities lead you to achieve your end of project goal?
- How will the project contribute to marine environment & poverty reduction beyond its lifetime?
- How you will the project contribute to promoting equality between persons of different gender and social characteristics? See Section 6 on Gender Equality and Social Inclusion.

Before writing your Pathway to Change, it can help to plot out the logical steps, or chain of events that lead to the desired end result. In other words, how your inputs and activities lead to results and eventually achieve impact. This is called a results chain, and an example is provided below.

Figure 1. A results chain - contains the key elements of your project design and is the basis of a theory of change



The results chain is the logical and linear relationship (a chain) between the project's actions (inputs and activities) and results (Outputs, Outcome and Impact).

The results chain forms the basis of the project's **Theory of Change**. You can use the OCEAN Simple ToC template to set out the results chain of your project (only Stage 1 Community Grant applicants are required to submit on this template).

3.3. Developing a Theory of Change Diagram

A Theory of Change diagram is required for all OCEAN applications. The ToC is not static—it should be updated regularly throughout the project to support adaptive management, communication, and learning.

3.3.1. What is a Theory of Change

A **Theory of Change (ToC)** explains how a project aims to achieve its intended impact. It maps the connections between activities, outputs, outcomes, and impacts, while highlighting the assumptions underlying these connections. It is a dynamic tool that evolves throughout the project's lifecycle, supporting adaptive management, communication, and learning. A ToC should be revisited regularly (e.g., annually or during reporting) to reflect new evidence, strengthen project approaches, and ensure progress toward desired impacts.

All OCEAN applicants must submit a ToC diagram that complements the narrative in the Pathway to Change section.

- **Community Grants**: Use OCEAN's simple ToC template at Stage 1.
- **Partnership Grants**: Develop a detailed ToC suited to your project's complexity and needs.

3.3.2. Steps to create a Theory of Change

Follow these steps to build a robust ToC:

- **Identify the problem:** What are the main drivers and root causes?
- **Define the ultimate impact**: What change do you aim to achieve long-term?
- **Map backwards**: Identify outcomes, outputs, and activities needed to reach the impact.
- **List assumptions**: Outline the conditions necessary for the change to occur.
- **Identify risks & enablers**: Consider factors that could influence success
- **Consider potential indicators**: Pinpoint measurable elements to track progress and test assumptions.
- **Align with logframe**: After developing the ToC you will develop the logframe. Revisit the ToC after developing the logframe to make sure they still align.

3.3.3. Linking ToC with the Logframe

While a ToC describes the process of change and underlying assumptions, a **logframe** tracks performance using indicators, baselines, and targets. The ToC should ideally come before the logframe, as it provides context and outlines the causal pathways that guide project design.

Theory of Change vs Logframe

ToC: Starts with the desired impact and maps backward to identify approaches.

Logframe: Starts with the designed project and breaks it into measurable components.

Here are three practical steps to link the ToC with the logframe:

- Use the outcomes and outputs from the ToC to define the logframe's objectives.
- Match the assumptions in the ToC with assumptions in the logframe.
- Align indicators and milestones in the logframe with the ToC's causal pathways.

3.3.4. Practical uses of the Theory of Change

Project teams can use the ToC in the following ways as a:

Strategy tool

- Build a shared understanding of the project
- Understand outcomes and their causes
- Identify and evaluate assumptions

Monitoring and evaluation (M&E) tool

- Identify what needs measuring (and what does not) to support evaluation
- Focus on evidence to assess causes
- To function as the basis for claims about attribution
- To prompt critical reflection and re-thinking of approaches.

Communication tool

- Summarise project aims and approaches visually
- Reassure external stakeholders of the teams understanding of the pathway to change
- Strengthen partnerships through developing a shared understanding of the change process.

A good Theory of Change (ToC) will be:

Meaningful	Represents action that is valued and worth doing; influences the design process, project management and MEL
Plausible	Logical, evidence-based, easy to understand
Feasible	It can actually be carried out; it's practical and focussed
Testable	Includes pathways and assumptions that can be verified and tested

3.3.5. Theory of Change Examples

There is no one best way to design or present a ToC, so we suggest looking for examples online from projects similar to yours for inspiration. You can use colours, numbers, symbols, letters and directional arrows to show and label causal pathways.

Additional information on how to develop different types of Theory of Change can be found in Section 7 Further Reading. Presented below are some examples of how to visually present a theory of change:

Figure 2. A simple Theory of Change diagram for projects with a linear results pathway. Adapted from ToC template in HM Treasury Magenta Book : https://assets.publishing.service.gov.uk/media/5e96cab9d3bf7f412b2264b1/HMT_Magenta_Book.pdf

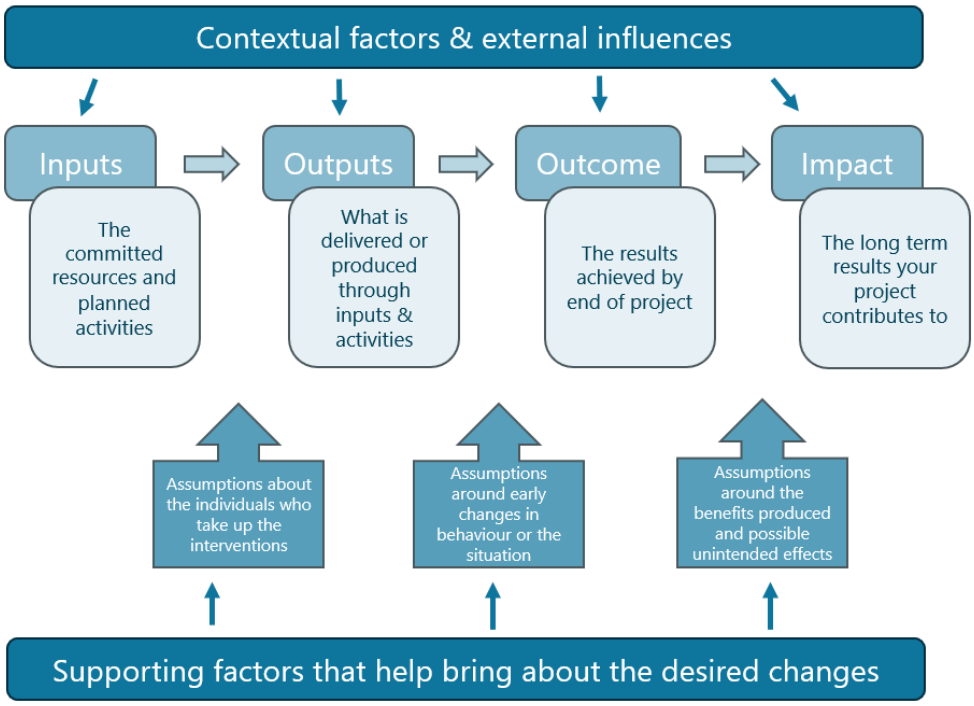


Figure 3. A triple row (or column) ToC can be useful for more complex pathways. It shows the sequence of activities and results that occur along the results chain, and where in the sequence external factors, risks and assumptions can have an effect. You can also include expected intermediate outcomes where appropriate. Adapted from: https://www.betterevaluation.org/frameworks-guides/managers-guide-evaluation/scope-evaluation/describe-theory-change

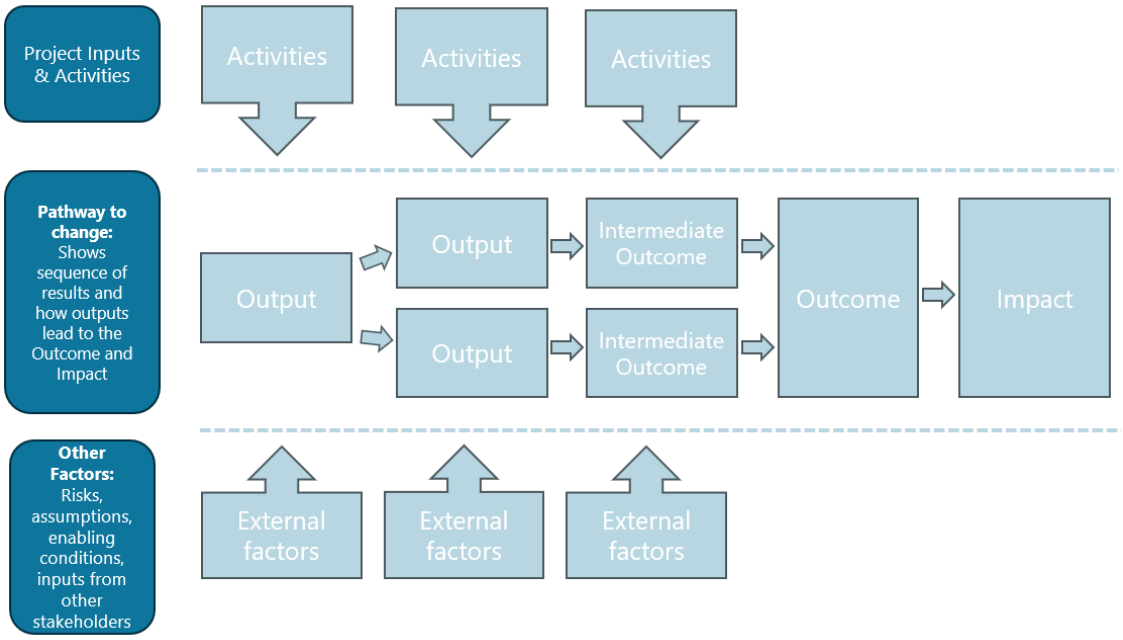
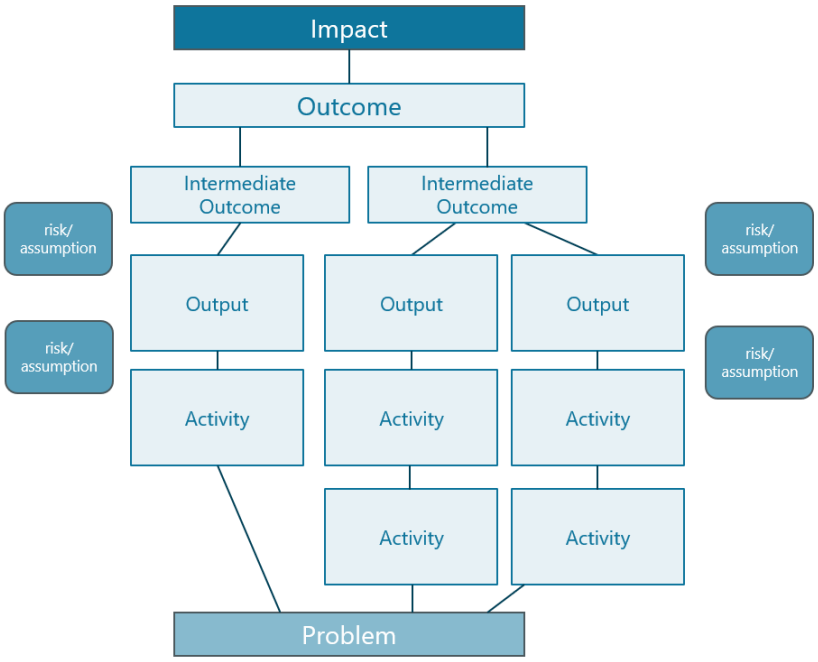


Figure 4. A tree diagram can be helpful to show how you are addressing a problem through different approaches or pathways. If you expect to see some intermediate outcomes, as a result of different sets of activities, you could illustrate it in this way. See an example in: https://www.thegrassrootscollective.org/theory-of-change-development.



3.3.6. Theory of Change Requirements

OCEAN requires:

- **Community Grants**: Use the Simple ToC template, submit at Stage 1.
- **Partnership Grants**: Create a custom ToC suited to your project. Diagrams can be digital (PowerPoint, or other online/digital tools) or hand-drawn (photographed and uploaded as a PDF). Submit at Stage 1 in PDF format.

Theory of Change Checklist:

- ✓ Using the OCEAN Simple ToC template (Community Grants only).
- ✓ Developed in collaboration with partners and communities.
- ✓ Includes activities, outputs, outcome and impact.
- ✓ Corresponds with the contents of the Project Logframe.
- ✓ Corresponds with the Pathway to Change narrative.
- ✓ Includes problem drivers, enabling conditions, assumptions and risks.
- ✓ Arrows and lines clearly mark how the elements of the project link to each other.
- ✓ Shows how your activities will address root causes and lead to change.
- ✓ Submitted as 1-2 pages A4 PDF.

3.4. Developing a Project Logframe

All OCEAN grants require a logframe using the OCEAN templates (simple template for grants under £100k, full template for all others). Projects will measure progress against their logframe in their Annual Reports and Final Report. Once a grant has been awarded, you can continue to refine your project logframe to ensure that it accurately captures your project.

Once you have outlined the logical steps needed for your project to make a change happen (in your Pathway to Change and Theory of Change), it is good practice to set up a framework to monitor your progress and set realistic milestones and targets. The most common tool is a logical framework, also known as a logframe.

3.4.1. What is a logframe?

A logframe (logical framework) is a structured table that outlines the steps needed to achieve your project's goals, how progress will be measured, and key assumptions for success. It is central to monitoring and evaluating your project.

OCEAN requires all grants to use a logframe template:

- **Simple template**: For grants under £100,000.
- **Full template**: For grants of £100,000 or more.

Grantees measure progress against their logframe in Annual and Final Reports. The logframe can be refined after the grant is awarded, but significant changes must be approved by OCEAN through a Change Request.

3.4.2. Support available

OCEAN will provide support in developing your logframe at the application stage through a specific Monitoring, Evaluation and Learning focused webinar. This will include participative elements to help design an effective logframe.

Once a grant has been awarded, you can continue to refine your project logframe to ensure that it accurately captures your project. Make sure to inform OCEAN of any significant changes to the logframe though, as these will need to be reviewed and approved by the OCEAN team via a Change Request.

3.4.3. How to develop a logframe

Start by identifying the logical steps your project requires to create change, as outlined in your Pathway to Change and Theory of Change. Then, design a framework to monitor progress, set milestones, and establish measurable targets.

The logframe captures the following elements:

- **Outputs**: Tangible deliverables of the project.
- **Outcome**: The change resulting from the project's success.
- **Indicators**: Metrics to track progress.
- **Milestones and targets**: Benchmarks for success.
- **Means of verification**: Evidence sources for indicators.
- **Assumptions**: External conditions needed for success.

When developing your logframe, we recommend you think about how you can measure change for different social groups (see Section 6 on Gender Equality, Disability and Social Inclusion), and how you will measure your contributions to wider programme goals (see Section 5.1.2).

3.4.4. Logframe elements

The logframe should contain specific results statements for the outputs and outcome in your results chain.

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

For OCEAN grants there should only be one project Outcome. It should identify what will change, and who will benefit. There should be a clear link between the Outcome and the Impact in your ToC. You will use indicators to measure progress towards the project Outcome.

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

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

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

Do not confuse activities with Outputs or Output indicators. Activities are the actions you take to deliver the Outputs of your project. For example: holding a number of workshops is an activity, and the Output is what those participants are now capable of as a result, e.g. higher quality practices, or increased knowledge and understanding.

3.4.5. Developing SMART Indicators

Indicators are the tools that are used to measure the changes and progress your project is making in the logframe. After developing your theory of change and results statements, you will have a better idea of what indicators you will need. Indicators can be quantitative or qualitative measures, often a mixture of both.

Quantitative	Quantitative indicators are reported as numbers, such as units, prices, proportions, rates of change and ratios.
Qualitative	Qualitative indicators are reported as words, in statements, paragraphs, case studies and reports.

All projects are required to provide Outcome and Output indicators as part of their logframe. You should aim to design indicators that are specific, measurable, achievable, relevant and time-bound (SMART).

We recommend using two to four indicators to monitor each Output or the Outcome. Too few indicators may not provide enough evidence of progress, whereas too many can take up too much time and resources. It is best practice to develop **SMART indicators**, these are:

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

In other words, your indicators should be specific to your activities, be relevant to the Output or Outcome you are trying to measure, and include achievable targets and milestones. It is best to avoid indicators that are too difficult, time-consuming or costly to measure.

SMART Indicator Best Practices:

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

3.4.6. Measuring progress with SMART Indicators

To measure progress towards SMART indicators it is helpful to establish baselines, targets and milestones, and decide on the means of verification.

Baseline	A measure of the condition before the project or activity starts to compare with the result at the end of project
Target	The measure that the project is aiming to achieve for the indicator by end of project
Milestone	A measure to set intermediate targets and track annual progress toward the end of project target.
Means of Verification	The means of verification are the sources of evidence you will use to track and demonstrate achievement of your indicators.

Baselines: The baseline is where your indicator started from, a snapshot of the current situation before your activity starts. This can be used as a benchmark to compare on an annual basis, or at the end of the project to show the effect your activities have had. You should aim to have a baseline for each of your indicators. You might not have this information already at design phase, and this is fine, but you should plan to collect that information early in the project so that you can use it as evidence of your progress.

Targets and milestones: Targets are the end result you are hoping to achieve for your indicator. You should provide a target for each indicator in your logframe so that it is clear what and how much you will try to achieve within the lifetime of your project. Remember, it is best to be realistic about what you might be able to achieve, base your targets on what evidence you have and try to avoid being overly optimistic or too conservative.

For some indicators it can be helpful to set annual **milestones**, to plan how much progress you aim to make each year towards your end of project target. This will help you assess if your progress is on track when you are preparing your annual report.

Remember to consider when the information on your indicators will be available – if you are using data sources external to your project (e.g. global remote sensing data) it may not be available at the time you would wish to report on it, and so you may not be able to use it as evidence until a later date

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

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

- ✓ Specify the **data sources** and **data collection method?**
- ✓ Provide the relevant **disaggregated data**? Remember to disaggregate by gender, disability status, or other social characteristics (See Section 6).
- ✓ Have you planned **who is responsible** for data collection and reporting?
- ✓ Have you checked the **frequency** of data collection is consistent with the milestones and targets set?

If you think you need to revise the targets and milestones in your logframe, please get in touch with the OCEAN helpdesk (helpdesk@oceangrants.org.uk). Any significant changes will need to be justified and approved via the Change Request process.

3.4.7. Assumptions and risks

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

In the logframe template, there is space to write the key assumptions and risks under the Impact, Outcome, and Outputs. Output risks and assumptions are more likely to be within the project's ability to mitigate than risks and assumptions at Outcome and Impact level.

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

3.4.8. Logframe and Indicators Checklist

- ✓ Are you using the correct template? OCEAN logframe templates may differ between funding pathways and funding rounds. Using an incorrect template can result in an ineligible application.
- ✓ Is it clear and logical how the activities in the workplan will lead to Outputs and how Outputs will lead to Outcome?
- ✓ Do the Outcome indicators measure what will change and who will benefit?
- ✓ Do the Output indicators measure the tangible results of your activities that will be delivered by the project?
- ✓ Are all indicators relevant to the results chain?
- ✓ Are all indicators clearly defined and measurable (SMART)?
- ✓ Have you checked that your assumptions still hold true?
- ✓ Do your indicators collect data on how your project affects different groups of people (i.e. are they GEDSI aware, is data disaggregated for men and women)?

Any changes to project logframes after the award of the grant need to be agreed with the OCEAN Grant Administrator via the change request process (submitted to reports@oceangrants.org.uk).

3.5. Checking the logic of your project design

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

3.6. OCEAN Standard Indicators

The **OCEAN Standard Indicators** facilitate the aggregation and comparison of programme-level results across the OCEAN portfolio and Blue Planet Fund. The OCEAN Standard Indicators are closely tied to the OCEAN theory of change and the Blue Planet Fund key performance indicators. They will allow OCEAN to monitor and demonstrate its contribution to multidimensional poverty reduction and the protection and restoration of the marine environment.

After developing your project-level indicators, you will have a good idea which OCEAN Standard Indicators will be most feasible for you to report against. See OCEAN Standard Indicator Guidance for details.

4. Project Delivery

4.1. Monitoring your project

Project monitoring is the routine collection, analysis and use of information about project progress and results being achieved.

Effective monitoring is critical for good project management, learning and accountability. Better monitoring leads to improved outcomes, enabling project teams to make informed management decisions based on good quality information about project performance, and adapt to change.

All OCEAN grantees are required to monitor their projects, and OCEAN provides report templates to regularly submit monitoring information.

4.1.1. Types of monitoring

Effective project management requires monitoring of the different aspects of each individual project, including:

- **Results monitoring** (Outputs, Outcome and Impact). Tracks whether the project is on track to achieve results, i.e. the milestones and targets defined in the logframe. It also identifies any unintended results (both positive and negative).
- **Activities monitoring** (Processes and workplan/timetable). Tracks the progress of planned activities and processes against a predefined work plan or timetable. Tracks the use of funding and resources in how activities are delivered, and if they are running to schedule. It identifies if there are delays, or any changes needed to the workplan.
- **Compliance monitoring.** Track that the project delivery is in accordance with local, national government laws, and within donor requirements, including meeting all safeguarding and ethical standards.
- **Situation/context monitoring.** Examines the project's operating environment, monitoring risks and assumptions, as well as political and institutional factors that may influence project progress.
- **Financial monitoring.** Tracks how project funds are used to deliver the project. Monitors value for money, accurate forecasting of costs and budget monitoring, clear and audited accounting procedures, and adequate safeguards to prevent fraud and corruption.
- **Organisational monitoring.** Tracks the capability and capacity of institutions involved with the project, including project partner organisations, to use and manage the project funds as planned, and to remain compliant with agreements, laws and donor requirements.

You will be asked to reflect and report on these areas in your Annual Reports and Final Reports.

4.2. Evaluation

All OCEAN grantees are expected to include proportionate evaluation activities to support the adaptive management of their projects.

4.2.1. Self Evaluation

This is the process through which project teams use the evidence generated by monitoring and use it to continuously improve a project's ability to achieve results and better understand how and how much it is contributing to desired outcomes. Grantees can report on these findings in their project Annual and Mid-Year reports.

The Magenta Book can be a good resource for planning your evaluation approach and explains more about different experimental and theory-based methods:
https://www.gov.uk/government/publications/the-magenta-book

If you are not sure about how to apply these methods, you may wish to consult with specialist evaluators to get advice, as well as consider integrating independent evaluation as part of your project if appropriate.

4.2.2. Independent Evaluation of OCEAN projects

An **independent evaluation** is a systematic and objective assessment of a project, approach, or policy conducted by external individuals or organizations who are not directly involved in the design, implementation, or management of the initiative, ensuring impartiality, credibility, and unbiased findings to inform decision-making and improve accountability.

While OCEAN will arrange for independent reviews of project annual reports, project teams are responsible for budgeting and planning for independent evaluation of their project or parts of their project where they see a need. Note that an independent final evaluation is required of projects with grants of £1 million and above.

When to include Independent Evaluation in OCEAN projects

If your project is under £1 million in grant value, independent evaluation is not required by OCEAN. However, including independent evaluation can help to ensure objectivity, build stakeholder confidence, and enhance the overall impact and sustainability of your project.

You should consider including Independent Evaluation if your project has:

- High stakes, complex or large-scale interventions

For complex, large-scale or sensitive initiatives with significant environmental, social, or financial implications, internal bias in self-evaluations could undermine trust or effectiveness.

- Influence on Policy or Strategic Decisions

When evaluation findings are critical to influence policymaking, scale-up decisions, or major resource allocations, it may be more effective to supply robust, impartial evidence to convince key stakeholders.

- Capacity or Expertise Gaps

When internal teams lack the resources, expertise, or evaluation capacity to sufficiently assess how, why or whether an intervention is working.

- Project is £1,000,000 or more in grant value

OCEAN projects of £1 million or more in grant value are required to include at minimum a final independent evaluation. They can optionally include earlier use of independent evaluator(s) to support decision making and adaptive management.

For OCEAN grants of £1,000,000 or more in value, grantees are required to arrange for an independent final evaluation of their project. This should be included in the overall project budget at application stage. During the project, grantees must share the Terms of Reference for the evaluation, and the Final Evaluation report should be shared within 6 months of the project's end date.

4.3. Learning

Learning is a key part of any conservation and development project. It's a process where evidence is gathered, shared with stakeholders, reflected on, and used to improve practices both during and after the project. All projects are expected to actively share what they have learned, including any new best practices, with other projects within OCEAN and beyond. Since all grants are funded by UK public money (raised through taxes), it's important to communicate clearly how the funds are being used. This includes making lessons learned, evidence, and best practices widely available for others to use.

Projects should find ways to share their learnings through various channels, such as their own communication platforms (websites, social media, publications, workshops), and those of others, including OCEAN. Refer to the Communications section in the Complete Guide for Applicants for more details. Building a robust and accessible evidence base—showing what works, what doesn't, and refining best practices—will help future projects use proven methods, fill knowledge gaps, and have a bigger impact on marine conservation and poverty reduction.

Grantees can choose which learning activities best suit their project's needs. Below are some recommended actions for learning:

Learning considerations in OCEAN projects

- **Share data and learning widely:** Communicate your findings in accessible formats, including written reports, presentations, photos, videos, websites, and blogs. Make sure the information is understandable and shareable with communities and project beneficiaries.
- **Participate in Monitoring, Learning & Support reviews:** If invited by the grant administrator, engage in these reviews to gain an independent perspective on your project's progress and to identify lessons that benefit the wider OCEAN community.
- **Participate in the OCEAN Grant Community platform and OCEAN events:** Share your updates and learnings with other grantees in OCEAN and learn from other OCEAN projects.
- **Take an active role in reporting:** During Annual and Final Reviews, share challenges and key insights from your project. Show how these lessons have been used to refine your project's management or strategies.
- **Explore issues in more depth:** If project MEL reveals interesting but inconclusive findings, consider investigating these areas further to generate actionable insights.
- **Use learning for advocacy and policy work:** Think about how the knowledge gained from your project can contribute to advocacy campaigns or policy influencing efforts.
- **Continue data collection when useful:** If there's a need for ongoing data (e.g., to inform beneficiaries or the wider community), consider ways to continue collecting it. Explore whether another institution could take over this role or if other projects could benefit from your data.
- **Follow ethical practices and data regulations:** Keep records of data collection in accordance with ethical guidelines and regulations. This ensures that if a follow-up study is needed, it can be done using the same methods and data sources, and with prior consent from participants, if applicable.

By sharing what you learn and reflecting on your project's progress, you help create a foundation of evidence that will guide future conservation and development work in the marine environment, for the benefit of coastal communities worldwide.

5. Gender Equality, Disability and Social Inclusion in MEL

Promoting Gender equality, disability and social inclusion (GEDSI) is a key priority for OCEAN. In project design and delivery, it's essential to consider how GEDSI is being addressed. MEL tools should ensure to consider not only the environmental and economic outcomes but also how well the project benefits all segments of society, especially women, people with disabilities, and other marginalised groups.

Ideally, GEDSI considerations would be mainstreamed across project design aspects, including MEL. Where appropriate, activities should specify if a focus on GEDSI considerations is included, and indicators should be disaggregated to gather GEDSI data and insights. Specific GEDSI activities (e.g., conducting a GEDSI analysis) and outputs (e.g., reduced barriers for participation) may also be included.

Projects under the Partnership Grants must have a GEDSI Empowering approach. Projects under the Community Grants must, at minimum, have a GEDSI Responsive approach, though Community Grants projects that are more ambitious in their GEDSI approach - by meeting or demonstrating a clear plan to meet the standard of GEDSI Empowering - will be prioritised.

GEDSI Unaware	Fails to acknowledge the role of gender and social dynamics for exclusion and marginalisation. Can unintentionally exacerbate inequalities or perpetuate harmful norms.
GEDSI Responsive	Addresses basic needs of and barriers for women, people with disabilities, and other marginalised groups, aiming to reduce gender and social inequalities.
GEDSI Empowering	Reduces gender and social inequalities and empowers community members by increasing equitable access to assets, resources, and capabilities for women, people with disabilities, and other marginalised groups.
GEDSI Transformative	Addresses unequal power relationships and seeks institutional and societal change. Designed around a fundamental aim of addressing root causes of gender and social inequality.

The logframe is a key area to showcase that you are meeting these standards. Here is how to match your logframe to your project's GEDSI ambition:

GEDSI Unaware	Logframe lacks indicators which will report disaggregated data on women and/or other marginalised groups.
GEDSI Responsive	Logframe includes indicators which will report disaggregated data to track impacts of activities on women and/or other marginalised groups where relevant.
GEDSI Empowering	Logframe includes indicators which will report disaggregated data to track impacts of activities related to women and/or other marginalised groups, and includes a GEDSI focused outcome indicator(s).
GEDSI Transformative	Logframe includes indicators which will report disaggregated data to track impacts of activities related to women and/or other marginalised groups, includes a GEDSI focused outcome indicator(s), and demonstrates systemic changes in GEDSI as a principal project objective.

By incorporating GEDSI into your MEL approach, you will improve your project's effectiveness and ensure that it benefits all members of the community. This approach contributes to a more inclusive and equitable way of carrying out conservation and development work, and can simultaneously enhance progress toward conservation and development goals.

Practical ways to incorporate gender equality, disability, and social inclusion into MEL

Collect Disaggregated Data: Gather data for different groups, such as women, men, people with disabilities, and other marginalised groups. This helps you understand how each group is affected by the project and whether there are disparities in access or benefits.

Set Inclusive Indicators: Develop specific indicators to measure the project's impact on gender equality, disability inclusion, and social inclusion For example, you could track the participation of women in leadership roles or the increased participation of people with disabilities in decision making processes after addressing an identified barrier to their inclusion. Indicators can consider other characteristics such as religion/faith, sexuality, geographical location, ethnicity/race, social class and marital status.

Monitor Participation and Access: Keep track of who is taking part in your project activities and who is benefiting. This can reveal if certain groups are being excluded or if there are barriers for people with disabilities or other marginalised communities.

Evaluate Outcomes for Different Groups: During evaluations, assess whether different groups are receiving equal benefits from the project. For example, are women or people with disabilities getting the same opportunities, or are there any barriers to their participation?

Ensure Inclusive Learning: When sharing lessons learned, make sure the information is accessible to everyone. This could mean translating materials into different languages, using formats accessible to people with disabilities, or making sure the language used is inclusive.

Engage a Diverse Range of Stakeholders in MEL: Involve women, people with disabilities, and other marginalised communities in the MEL process. Their perspectives will help ensure that the evaluation and learning processes reflect their experiences and needs.

See the Complete Guide for Applicants for more information on GEDSI.

6. Further Reading

If you would like to learn more about project design and MEL you can explore the following resources:

- https://www.conservationleadershipprogramme.org/grants/project-manuals/
- https://conservationstandards.org/wp-content/uploads/sites/3/2020/10/FOS-ME-Design-How-to-Guide-v.-2019-02.pdf
- https://conservationstandards.org/wp-content/uploads/sites/3/2020/10/Audubon-toolkit.pdf
- https://assets.publishing.service.gov.uk/media/5e96cab9d3bf7f412b2264b1/HMT_Magenta_Book.pdf
- https://www.betterevaluation.org/
- https://www.thegrassrootscollective.org/theory-of-change-development (in English and Spanish)
- https://pm4ngos.org/methodologies-guides/theory-of-change/ (in English, Portuguese, Spanish, Arabic)
- https://www.betterevaluation.org/frameworks-guides/managers-guide-evaluation/scope-evaluation/describe-theory-change (in English and French)
- https://assets.publishing.service.gov.uk/media/5e96cab9d3bf7f412b2264b1/HMT_Magenta_Book.pdf (see page 25, in English)
- Integrating Gender & Social Equity into Conservation Programming.

7. Glossary

Activities	The actions carried out by the project to effect the desired change and lead to outputs, outcomes and impact in the results chain.
Assumptions	The situations, events, conditions or decisions which are necessary for the success of the project but are largely outside of the project's control.
Blue Planet Fund	OCEAN is a part of the Blue Planet Fund, the UK's £500 million programme supporting developing countries to protect the marine environment and reduce poverty.
Country	Normally refers (unless otherwise stated) to any country on the eligible country list, and not countries such as the UK.
Defra	Department for Environment, Food and Rural Affairs (Defra), UK Government. OCEAN is funded by Defra.
Enabling conditions	The conditions needed for the effective and efficient implementation of a project. At any given site, a series of enabling conditions influences the likelihood that the project's activities will result in the desired outcome.
Evidence	Information that demonstrates project actions, outputs, outcomes and impact. It varies in format, quality and relevance and can include, documented and undocumented experiences, data, studies, policies, best practices, from a range of perspectives. However, evidence is particularly valued when it is quality assured, accessible and applicable.
Expert Committee	Expert Committee is a group of independent experts in marine protection and sustainable development that provides strategic advice, assesses proposals and makes recommendations to Defra on funding decisions.
GEDSI	A Gender Equality, Disability and Social Inclusion approach considers how social characteristics (such as disability, socio-economic status, migration and displacement status, ethnicity, race, age, religion, sexual orientation and gender identity) combine to influence who has power and access to resources, who makes decisions, and who loses out. Not considering these dynamics risks exacerbating inequalities and undermining climate and biodiversity goals.
Indicators	An indicator is the quantitative or qualitative measure to track change and the achievement of a project output or outcome.

Indigenous peoples and local communities	We define IPLCs in line with IPBES (2020)2: The term "Indigenous Peoples and local communities" and its acronym "IPLC" are widely used by international organisations and conventions to refer to individuals and groups who self-identify as indigenous or as members of distinct local communities. We adopt this terminology with particular emphasis on those who "maintain an inter-generational historical connection to place and nature through livelihoods, cultural identity, languages, worldviews, institutions, and ecological knowledge".
Impact	The Impact is your project's long-term objective and is often a contribution to a wider advance in the field, for example, in conservation and poverty reduction. Note that the Impact will not be achieved solely by the project and will often be achieved outside of the timeframe of the project.
Inputs	Inputs are what you put into a project (e.g. time, money, resources) to gain your expected outputs (e.g. increased knowledge, skill, awareness) and achieve your outcome (e.g. behaviour change and improved livelihoods).
Lead organisation	The lead organisation is the organisation who will administer the grant and coordinate the delivery of the project, accepting the terms and conditions of the grant on behalf of the project.
Logframe or Logical Framework	A monitoring tool to measure progress against a Results Chain, comparing planned and actual results along a causal pathway, and including indicators, baselines, targets, as well as risks and assumptions..
Matched funding	Additional finance that is secured to help meet the total cost of the project, including public and private sources, as well as quantified in-kind contributions.
Multidimensional Poverty	Poverty is multidimensional and not solely about a lack of money; it encompasses a range of issues that hinder people's abilities to meet their basic needs and better their life with dignity including a lack of income, land, or other means of access to the basic material goods and services needed to survive with dignity, or a deficiency in healthcare, security, education or necessary social relations.
OCEAN Grant Administrator	The OCEAN Grant Administrator is NIRAS and is the first point of contact for projects and applicants.
OCEAN Independent Evaluator	The OCEAN Independent Evaluator supports the independent monitoring, evaluation and learning of the OCEAN Grants Programme.

Outcome	The Outcome is a project's main objective. It is the change you expect to achieve as a result of and within the timeframe of this project. There can only be one Outcome for a project. It should identify what will change, and who will benefit. There should be a clear link between the Outcome and the Impact.
Outputs	Outputs are the specific, tangible results from the completion of more than one activity. Their delivery is totally attributable to your project; they would not happen without your project. Outputs will provide the conditions necessary to achieve your intended Outcome. Most projects will have three or four Outputs in order to achieve the intended Outcome.
Partner(s)	Have a formal governance role in the project, and a formal relationship with the project that may involve staff costs and/or budget management responsibilities.
Pathway to Change	A Pathway of Change is an explanation of how planned project activities will change the current situation and address a marine environment challenge linked with multi-dimensional poverty. Specifically, a Pathway of Change narrative should outline why and how you expect your project outputs to contribute towards your overall outcome and, in the longer term, your expected project Impact.
Results Chain	A tool to show the linear process of what a project is doing and why, through describing or visualising the steps in which inputs and activities lead to the desired change (i.e. through outputs, outcomes and impact).
Scale	The ability to deliver greater impact of a proven approach, either through expanding the scope of activities within a given geography or focal issue, taking the approach into a new geography or focal issue, or through uptake by stakeholders that promotes systemic change.
Stakeholder	A person, organisation or group of people who have an interest or concern in the project and its impact. They are consulted, engaged and/or participate in project activities. They can also be partners, but if not, they would not have a budget management, or a formal governance role, within the project.
Standard Indicator	A Standard Indicator is an indicator that can be used across multiple projects to allow us to aggregate our results across all OCEAN projects. OCEAN Standard Indicators are tightly linked to our fund-level Theory of Change and logframe and will allow us to track the achievements of the programme as a whole.

Theory of Change	A comprehensive tool to describe how a project will lead to a desired change by outlining the problem, the drivers, and the assumptions underlying the project activities and their expected outputs. Its explicit about the causal pathways, links between interventions, outputs, outcome, and impact. Includes an analysis of barriers and enablers as well as indicators of success. Often set out in a diagram and narrative form.
Value for money	Good value for money is the optimal use of resources to achieve the intended outcomes

Annex 1. Example Simple ToC (Community Grants only)

Please note the following is a fictional example.

Project Title	OCG1GB\XXXX Reef Renewal: Community-Driven Marine Conservation and Education Initiative in XYZ
Problem Statement	The coastal waters and reefs of XYZ region are experiencing a severe decline in marine biodiversity due to overfishing, pollution, and habitat destruction, threatening local livelihoods and food security of XX households in XX communities.

Inputs	Activities	Outputs	Outcome Statement	Impact Statement
• £230,000 OCEAN grant; £30,000 matched funding • 8 Core Staff & 15 part-time volunteers • Technical expertise from university of XYZ and local government agency • Technical advice from GEDSI and safeguarding specialists • Advice from Community leaders in villages XYZ • Community hall & school facilities • Diving gear, GPS devices, artificial reef	• Facilitating inclusive and participatory Community engagement sessions in XYZ with local authority • Conduct gender and social analysis to understand context in XYZ and assess potential impacts and barriers • Preparing policy briefs and presentations for meeting X • Installation of reef and biodiversity monitoring in reef area (before and after installation)	**Output 1.** New inclusive community conservation areas established, in close coordination with a diverse range of local stakeholders, in XY and Z which include no-take zones. **Output 2.** Artificial reefs covering 600m^2 are established and monitored for biodiversity in area Z to promote biodiversity &	Increased community awareness and knowledge of marine conservation, adoption of sustainable fishing practices, in three communities (150 households) leads to more inclusive marine conservation management and a reduction in marine pollution, and improved health of marine ecosystems, and improved livelihoods, in XYZ region.	XYZ's marine environment is protected and restored, and communities are empowered and included in marine conservation and management decisions, leading to healthier ecosystems supporting poverty reduction through improved livelihoods, and increased local food security.

structures, litter picking equipment.	• Community conservation workshops in XYZ • Training local fisherfolk—including women and youth—in sustainable practices in villages A, B, C • Running 3 beach clean-up events in X, Y, Z. • Creating educational materials on reef habitats, sustainable fishing, and marine pollution for schools & community groups	help fish stocks recover. **Output 3.** Establishment of 3 community advisory boards that include representatives from women's groups, organisations of people with disabilities, and other marginalised groups **Output 4.** Three Communities (X, Y, Z) have improved knowledge of marine conservation and fishing practices		

Annex 2. Example OCEAN Simple Logframe

For Community Grants projects under £100,000 in grant value.

Please note the following is a fictional example. For real-life examples of marine focused projects see Defra's Biodiversity Challenge Funds projects: https://www.darwininitiative.org.uk/project/ecosystems-biomes/marine-and-coastal-biodiversity/ . You will find the logframes in the Documents section of each project page, as part of their annual reports, final reports, and application forms.

Application Reference:	OCG1GB\XXXX
Project Title:	Reef Renewal: Community-Driven Marine Conservation and Education Initiative in region XYZ

	Statement	Indicators	Means of verification
OUTCOME	Increased community awareness and knowledge of marine conservation, adoption of sustainable fishing practices, in three communities (150 households) leads to improved livelihoods, more inclusive marine conservation management, and improved health of marine ecosystems in XYZ region	**E.1** Approval and enforcement of a total of 6 square km of no-take zones within community reserves by the end of year 4. **E.2** 30% decrease in use of destructive fishing gear and practices outside no-take zones compared to year 1 of the project, by end of year 4.	E.1 Official government-endorsed co-management plans with GIS maps of zones, and associated rules and regulations E.2 Weekly beach patrols report by local authority and monthly boat patrols joint report by regional fisheries authorities E.2 Annual fishing gear census by Fisheries Community Councils and regional fisheries authorities
		P.1 Increased community participation in local marine conservation and planning activities by 40% by end of year 4. **P.2** Fisherfolk report 20% increase in income as a result of using sustainable fishing techniques by end of year 3.	P.1 Attendance records and participation logs from conservation events, workshops, and committee meetings, disaggregated by gender. P.2 Training assessments and follow-up surveys
		G.1 At least 30% of members in community marine conservation committees are women or other marginalised community members by end of year 4.	G.1 Membership records of marine conservation committees, disaggregated by gender and/or other relevant marginalised identity.

OUTPUT 1	New inclusive community conservation areas established, in close coordination with local stakeholders, in XY and Z which include no-take zones.	**1.1** Communities sign agreements acknowledging the establishment of conservation areas and no take zones by end of year 2. **1.2** Government endorses co-management plans with GIS maps of zones, and associated rules and regulations by end of year 3. **1.3** 60 Inclusive and participatory stakeholder consultations inform development of new community conservation areas by end of year 2.	1.1 Signed community agreements. 1.2 Government endorsed management plan with signatures. 1.3 Stakeholder engagement logs and development plan document
OUTPUT 2	Artificial reefs covering 600m^2 are established and monitored for biodiversity in area Z to promote biodiversity & help fish stocks recover.	**2.1** 10 artificial reefs installed in area Z covering 600m^2 by start of year 2. **2.2** 6 community members trained in reef monitoring by end of year 2. **2.3** Biodiversity surveys conducted in Z in year 1, 2, 3 and 4	2.1 GPS coordinates, photos & field reports 2.2 Training logs 2.3 Biodiversity surveys and reef inspection reports
OUTPUT 3	Establishment of community advisory boards that includes representatives from women's groups, organisations of people with disabilities, and other marginalised communities	**3.1** Community advisory boards established in areas X, Y and Z with at least 60 members, and at least 30% of the members are representatives from women's and youth groups **3.2** Board meetings at least 4 times a year are attended by at least 50% of members. **3.3** Community members report that boards increase their ability to influence and participate in marine conservation	3.1 Bylaws document signed. 3.2 Membership records and meeting minutes 3.3 Satisfaction survey
OUTPUT 4	Communities in X, Y, Z have improved knowledge of marine conservation and fishing practices	**4.1** 30 fisher folk in community X, Y, Z trained in sustainable fishing practices in year 1	4.1 Training attendance records and completion certificates disaggregated by gender. 4.2 Teacher feedback forms on new material

		4.2 3 schools implementing new marine conservation curriculum materials by year 3. **4.3** 3 beach clean-up events held to increase awareness in XYZ by end of year 3.	4.3 Beach clean registration records & promotional materials, photos on NGO Facebook page.
Assumptions: • Communities in XY and Z are receptive to the establishment of new conservation areas. • Environmental conditions in area Z support the establishment and sustainability of artificial reefs. • Women's groups, organisations of people with disabilities, and other marginalised communities are willing to participate in the advisory boards. • Local leaders and influential community members support and advocate for marine conservation efforts. • Fisherfolk are open to adopting new fishing techniques and practices and abiding by new regulations of conservation areas. • There is strong support from local government and regulatory bodies for the enforcement of no-take zones.			

Annex 3. Example OCEAN Full Logframe

For all OCEAN projects with £100,000 or more in grant value.

Please note the following is a fictional example. For real-life examples of marine focused projects see Defra's Biodiversity Challenge Funds projects: https://www.darwininitiative.org.uk/project/ecosystems-biomes/marine-and-coastal-biodiversity/ . You will find the logframes in the Documents section of each project page, as part of their annual reports, final reports, and application forms.

Application Reference:	OCG1GB\XXXX
Project Title:	Reef Renewal: Community-Driven Marine Conservation and Education Initiative in region XYZ

	Statement	Indicators	Baselines, Milestones, Targets	Means of verification
OUTCOME	Increased community awareness and knowledge of marine conservation, adoption of sustainable fishing practices, in three communities (150 households) leads to improved livelihoods, more inclusive marine conservation management and a reduction in marine pollution, and improved health of marine ecosystems in XYZ region	**E.1** Approval and effective enforcement of a total of 6 square km of no-take zones within community reserves.	**E.1 Baseline:** 0 km^2 approved **E.1 Milestones:** 6km^2 no take zone signed off by year 2, enforcement plan drafted by end of year 3. **E.1 Target:** 6km^2 no take zones approved and fully enforced by end of year 4.	E.1 Official government-endorsed co-management plans with GIS maps of zones, and associated rules and regulations E.2 Weekly beach patrols report by local authority and monthly boat patrols joint report by regional fisheries authorities
		P.1 Increased community participation in local marine conservation and planning activities	**P.1 Baseline:** baseline data will be collected by end of year 1. **P.1 Target:** 40% increase in community participation in marine conservation and planning activities by the end of Year 4	P.1 Attendance records and participation logs from conservation events, workshops, and committee meetings, disaggregated by gender. P.2 Training assessments and follow-up surveys
		P.2 Increase in income for fisherfolk who have	**P.2 Baseline:** baseline survey planned in year 1.	

		transitioned to sustainable fishing techniques	**P.2 Target** 20% increase in income for fisherfolk implementing sustainable fishing techniques by the end of Year 4.	
		G.1 Increase representation and participation of women and people with disabilities in community marine conservation committees	**G.1 Baseline:** no committees established **G.1 Target:** At least 30% of members are women, and meetings have accessibility options by end of year 4.	G.1 Committee membership and attendance records (disaggregated by gender). Committee meeting guidelines on accessibility.
Assumptions: • Communities are willing and motivated to participate in marine conservation initiatives. • Local leaders and influential community members support and advocate for marine conservation efforts. • Fisherfolk are open to adopting new fishing techniques and practices. • There is strong support from local government and regulatory bodies for the enforcement of no-take zones.				
OUTPUTS				
OUTPUT 1	New inclusive community conservation areas established, in close coordination with local stakeholders, in XY and Z which include no-take zones.	**1.1** Communities sign agreements acknowledging the establishment of conservation areas and no take zones. **1.2** Government endorses co-management plans with GIS maps of zones, and associated rules and regulations. **1.3** Inclusive and participatory stakeholder consultations inform development of new community conservation areas	**1.1 Baseline:** no agreements in place. **1.1 Target:** (# of) agreements signed by end of Year 2 **1.2 Baseline:** first mapping exercise completed; co-management plans not yet drafted. **1.2 Target:** full plans and regulations endorsed by end of year 3. **1.3 Baseline:** no stakeholder consultations conducted. **1.3 Target:** development plans include findings from 60 stakeholder consultations and key	1.1 Signed community agreements. 1.2 Government endorsed management plan with signatures. Legal documents with demarcation of conservation areas and zones 1.3 Stakeholder engagement logs

			informant interviews, including with women's organisations, youth groups, and organisations of people with disabilities	
OUTPUT 2	Artificial reefs covering 600m^2 are established and monitored for biodiversity in area Z to promote biodiversity & help fish stocks recover.	**2.1** 10 artificial reefs installed in area Z covering 600m^2 by start of year 2. **2.2** 6 community members trained in reef monitoring techniques and diving. **2.3** Biodiversity surveys conducted in Z in year 2, 3 and 4	**2.1 Baseline:** no reefs established. **2.1 Target:** 10 reefs installed, covering 600m^2 by start of year 2. **2.2 baseline:** none trained. **2.2 target:** 6 people trained by end of year 2. **2.3 baseline:** no surveys **2.3 target:** 3 annual surveys conducted by end of year 4.	2.1 GPS coordinates, photos & field reports 2.2 Training logs 2.3 Biodiversity surveys and reef inspection reports
OUTPUT 3	Communities in X, Y, Z have improved knowledge of marine conservation and fishing practices	**3.1** 30 fisherfolk in community X, Y, Z trained in sustainable fishing & processing practices. **3.2** New marine conservation curriculum materials taught in schools in the three communities.	**3.1 baseline:** no training provided to date. **3.1 target:** at least 15 men and 15 women trained by end of year 1. **3.2 baseline:** no conservation curriculum **3.2 target:** curriculum developed and implemented in 3 schools by year 3.	3.1 Training attendance records and completion certificates, disaggregated by gender. 3.2 Teacher feedback forms on new material
Assumptions: • Communities in XY and Z are receptive to the establishment of new conservation areas. • Environmental conditions in area Z support the establishment and sustainability of artificial reefs.				

- Women's groups and other marginalised communities are willing to participate in the advisory boards.
- Community members are willing and able to participate in training sessions. Participants retain the knowledge and skills gained from training, apply them, and share their new knowledge with their peers.