

INL's Design Standards: An Effectiveness Checklist

Introduction:

INL adopted a set of design standards (Bureau Policy Notice #2) to standardize the bureau's approach to developing the highest-impact interventions possible.

To operationalize the standards, INL created a [checklist](#) staff can use when reviewing or developing [projects](#) and/or [programs](#) to ensure they meet these standards. Broadly, the design process should answer five basic questions: (1) should INL work on a particular issue; (2) what is the specific change within that issue INL seeks to create through the project/program; (3) is the project/program's change pathway (i.e., goal and objectives) likely to be effective; (4) are the activities likely to catalyze the changes sought in the goal and objectives; and (5) does the project/program plan for risk appropriately?

This document explains the concepts in the checklist in the order described above. (Note: in some cases, elements of a standard pertain to different sections of the checklist.) It also provides simplified examples to illustrate what meeting and not meeting each standard looks like. Finally, for definitions of technical terms beyond the standards, see the [glossary](#).

The INL Design Standards are:

- **Change:** the goal and objectives are desired end states, external to INL, not activities.
- **Plausibility:** it is reasonable we will achieve our goal given the planned interventions.
- **Alignment:** the project/program fits within INL policy, strategies, and/or earmarks.
- **Relevance:** the goal addresses a significant need and the activities are likely to catalyze the desired changes.
- **Maximize Contribution, Minimize Risk:** when seeking systemic/institutional change, the goal and objectives reflect that; there is no assumption individual-level change adds up. Projects/programs should mitigate likely risks of causing inadvertent harm.
- **Clarity:** all involved have a similar understanding of what the project/program seeks to accomplish and how.
- **One Concept:** objectives articulate one concept each.
- **Target Population:** objectives state the target population central to achieving change and activities engage those with the power to support/prevent the change.

Section I: Should INL work on an issue?

Checklist Questions & Associated Standard
1. Does the goal align with INL policy? (Alignment) 2. Is the goal relevant? (Relevance)

Alignment:

The program goal fits within INL policy and/or area of responsibility.

<i>Example of What Meeting this Standard Looks Like</i>	<i>Example of What Not Meeting this Standard Looks Like</i>
Goal: Police conduct complex investigations.	Goal: Freedonia reforms tort law.
<i>Explanation</i>	
Freedonia might really need tort law reform. That's just not what we do.	

Relevance – Goal to the Context:

The relevance standard applies at two levels: is the goal relevant to the context and are the activities relevant to the objectives. When trying to determine if INL should work on a particular issue, it is the first kind of relevance that matters and discussed here. Activities' relevance to their objectives is discussed in the fourth section on activity effectiveness.

Reaching the goal needs to matter. Of all the problems INL could work to solve, which should we pick? The one that, if solved, would make the biggest difference and is feasible to achieve. (Recall the plausibility-relevance tension.) Remember to consider the ripple effect of changes in one part of the criminal justice system throughout the full system when considering what might make the biggest difference. Also factor in ongoing host-government or other-donor initiatives. Even if an important problem still exists, if others are actively working on it and there is reason to believe they will resolve it, INL should not focus on the same problem.

<i>Example of What Meeting this Standard Looks Like</i>	<i>Example of What Not Meeting this Standard Looks Like</i>
Goal: Freedonia regulates cash purchases of real estate. (Context: Per Global Financial Integrity's 2018 annual report, the majority of illicit	Relevance of the goal to the context: Goal: Freedonia regulates cash purchases of cars.

money in Freedonia is laundered through the real estate market.)	(Context: There was one very high-profile case in which money was laundered through a used-car business. The majority of illicit money in Freedonia is laundered through real estate, however, and this remains unregulated.)
<i>Explanation</i>	
It's not that tightening up regulations that would have prevented laundering the money through the used-car business is a bad thing to do. It's just not the thing that will have the biggest bang for our buck.	

Section II: What change on the issue does INL seek through this project/program?

Checklist Questions & Associated Standard
3. <i>Is the goal a change? (Change)</i> 4. <i>Are all the objectives changes? (Change)</i> 5. <i>Is the goal clear? (Clarity)</i> 6. <i>Are all the objectives clear? (Clarity)</i> 7. <i>Is it clear who needs to change to reach each objective? (Target Population)</i>

Change:

INL projects and programs articulate their goals and objectives as change statements, not activities. A change is a difference (created or maintained), external to INL and our implementing partners. An activity is what we do to try and bring about that change. For example, running a training is an activity. The new information or skills participants learn is the change. In most cases, INL is seeking to make something true that is not yet true, such as in the below example. In some cases, however, INL's goal is maintenance. For example, if we want the international community to be guided on an issue by a certain convention and other countries were seeking to update it, maintaining that as the guiding document on an issue would count as a "change" because it requires INL to convince others to support our position. The defining aspect of this standard is whether it is entirely in INL's control or not that something happen.

<i>Example of What Meeting this Standard Looks Like</i>	<i>Example of What Not Meeting this Standard Looks Like</i>
Police conduct complex investigations. (Context: police do not conduct complex investigations at the start of the program.)	Train 50 police officers in complex investigation techniques.
<i>Explanation</i>	
Training is an activity. Just because we offer a training doesn't mean people will learn anything, much less change the way they do their jobs. Learning and modifying behavior are changes because they are outside INL's direct control. (Note: changes to knowledge and skills are usually necessary but not sufficient to cause behavior changes. For example, building police capacity to conduct complex investigations where they did not originally have it would be a change. But, in most contexts, other aspects of their environment would need to change too before they would adjust behavior. See the necessary and sufficient section in the plausibility standard below.)	

Clarity:

Everyone involved in the program has a similar understanding of what the project is trying to accomplish and how it will go about doing so. Define terms. Be concrete about the desired changes, avoiding terms like “improve” and “strengthen”.

<i>Example of What Meeting this Standard this Looks Like</i>	<i>Example of What Not Meeting this Standard Looks Like</i>
Goal: Freedonia signs robust* legislation criminalizing money laundering into law. *Robust legislation includes a clear statement of all necessary and sufficient elements of the crime, the basis for civil and criminal asset forfeiture, the basis for all necessary and appropriate investigative and prosecutorial techniques, procedures for adjudication, the institution and empowerment of a financial intelligence unit, and any and all provisions and procedures necessary for the investigation and prosecution of all modern forms of TOC.	Goal: increase Freedonia’s capacity to counter money laundering.
<i>Explanation</i> We want everyone to be on the same page. The first goal is pretty clear – we don’t just want better legislation drafted, we want it enacted; we don’t just want “effective legislation,” we explain what legislation would need to include to be effective. The second goal is not clear. Once Freedonian capacity to counter money laundering is increased, what exactly does that look like?	

Target Population:

The most important element of this standard pertains to the effectiveness of activities and is discussed in detail in Section IV. The one piece pertaining to this section is how we describe those in whom we are seeking changes. For example, INL and our implementing partners might interpret broad terms like “police leadership” differently. Part of being clear is being specific in how we describe the actors in each objective.

<i>Example of What Meeting this Standard this Looks Like</i>	<i>Example of What Not Meeting this Standard Looks Like</i>
Objective: Police investigators in the Complex Crime Unit know how to collect evidence to prove each element of a crime.	Objective: Police know how to collect evidence to prove each element of a crime.

<i>Explanation</i>	
The first example specifies which police within the larger police organization we want to learn this skill. The second leaves open the possibility we want all police in the organization to know this. Note: if your project/program only ever works with police in one unit, you can specify this once and do not need to do so in each objective.	

Section III: Is the change pathway likely to be effective?

Checklist Questions & Associated Standard
8. <i>Is the goal feasible? (Plausibility)</i> 9. <i>Does each objective contain just one concept? (One concept)</i> 10. <i>Are the objectives necessary and sufficient? (Plausibility)</i> 11. <i>Do some of the objectives target systemic changes? (Maximize contribution)</i>

Plausibility (Part I):

It is reasonable to believe INL can catalyze the change necessary to meet the project/program goal. When weighing if something is reasonable, consider the following:

Feasibility: The goal is the desired end state we expect to actually reach by the end of the project/program. It is not aspirational or a vision statement (which interventions can also have but should be separate from the goal). One way to help ensure this is to keep each objective to one concept, described in the One Concept standard.

<i>Example of What Meeting this Standard Looks Like</i>	<i>Example of What Not Meeting this Standard Looks Like</i>
The goal of this project is for Freedomian police to establish a Complex Crime Unit by the end of CY 2020. Establishing such a unit includes reassign staff to it, training reassigned police investigators in complex crime investigation techniques, and including a budget for it in out-year budget requests. Context: the political will to take these steps exists.	Ridding Freedomia of the scourge of organized crime. Context: while the political will to address organized crime exists, the criminal organizations are so strong and Freedomia so weak there is no chance Freedomia can do this by the end of the project in 2020.
<i>Explanation</i>	
It is conceivable we will reach the first goal. There is simply no chance of reaching the second goal given the circumstances.	

Necessary and Sufficient: An important part of any assessment is the identification of the primary reasons problems exist. In the design phase, the project/program uses these to develop objectives. Overall, the project/program addresses enough of the reasons the goal is not already a true statement that it is reasonable to expect to create change. Remember to consider possible causes of a problem outside the sector your intervention is targeting. For example, though

pretrial detention manifests as a problem in prisons, its causes likely involve police and/or courts. The example in the chart below focuses on the necessary and sufficient aspect of plausibility.

<i>Example of What Meeting this Standard Looks Like</i>	<i>Example of What Not Meeting this Standard Looks Like</i>
Goal: Complex Crime Investigation Unit conducts complex investigations*. *A complex investigation is one where police suspect a single act constituted two or more felonies and requires investigatory techniques beyond searching, interviewing, and evidence collection/preservation. These investigations use investigatory practices such as forensic, scientific, and/or digital techniques. Objective 1: police have the capacity* to conduct complex investigations. *Capacity is knowledge and skills. Objective 2: bureaucratic incentives (e.g., promotion criteria) support conducting complex investigations. Objective 3: police use equipment for electronic data extraction/analysis. (Context: police are not conducting complex investigations because they do not know how and are bureaucratically not set up to do so. There is relatively low job-turn over so those we train are likely to remain in place. The above would not meet the necessary and sufficient threshold in a context where police did not conduct complex investigations because they are collaborating with criminal networks. If that were one of the reasons the police were not conducting complex investigations, the objectives would need to address that.)	Goal: Complex Crime Investigation Unit conducts complex investigations. A complex investigation is one where police suspect a single act constituted two or more felonies. Objective 1: police have the knowledge and skills to conduct complex investigations. (Context: police are not conducting complex investigations because they do not know how and are bureaucratically not set up to do so.)
<i>Explanation</i>	

In this case, there are multiple reasons investigators aren't conducting complex investigations. To have a shot of reaching our goal, we need to address the main reasons they aren't doing these investigations now, not just one of the reasons. If you learned to do something but were dis-incentivized from applying that knowledge in your job, would you change your behavior?

Note: plausibility and relevance serve as counter-balances to each other. It is plausible we will reach easy goals. To merit being our goal, however, they must be both plausible and relevant.

One Concept:

Objectives articulate one concept each. (This standard will not always apply at the goal level.) This supports both clarity and plausibility.

<i>Example of What Meeting this Standard Looks Like</i>	<i>Example of What Not Meeting this Standard Looks Like</i>
Objective: Police conduct complex investigations.	Real goal statement from unnamed implementer: We aim at “contributing to the legal, judiciary, administrative and policy frameworks for the socio-economic stability, reconstruction, stabilization and peace of the country and its populations, through a systematic reinforcement of the Governmental Rule-of-Law and the promotion of inter-relations between the national Authorities, at central and decentralized levels, and its population, leading to an increased participatory role within a democratic, conducive and peaceful environment, with a dynamic local and national economic, social and cultural development, opened to a global economy, with a pivotal role in” the region.
<i>Explanation</i>	
There are so many changes included in the second statement, it is unclear what the project is really trying to get done. It's also pretty unlikely getting all of that done is feasible.	

Maximize Contribution:

When seeking systemic/institutional change, reflect what will bring about change at that level in the design. Do not assume individual-level changes add up. This standard comes from research in the peacebuilding world that found just giving people in conflict direct experiences with each other was not enough to change how those groups co-existed. Those larger shifts also required efforts that went after system-level changes, like revising school curricula on how a country's history is taught and ending policies that perpetuate conflict. Applying this concept to an INL context, for example: even if we trained every single corrections officer in a country on how to classify prisoners, if there were not a policy leadership enforced requiring this to actually happen, and the supporting structures/resources to enable it, that country likely would not classify its prisoners despite staff knowing how.

<i>Example of What Meeting this Standard Looks Like – Maximize Contribution</i>	<i>Example of What Not Meeting this Standard Looks Like – Maximize Contribution</i>
Goal: Police conduct complex investigations. Objective: Police Institution eliminates “number of investigations completed” from promotion decision criteria. Note: while this one objective is not sufficient to reach the goal, it is an example of an institutional-level change that, when combined with other changes such as individual learning, makes it more likely we will reach the goal.	Goal: Police conduct complex investigations. Activity: INL trains all police in complex investigation techniques (and does nothing else to try and reach the goal).
<i>Explanation</i>	
Training everyone and doing nothing else assumes that individual changes add up, i.e., that if only everyone knew how to conduct complex investigations, then they actually would do it. But, usually, people behave the way they do because of a combination of personal factors (e.g., knowledge level) and external factors (e.g., incentives).	

Section IV: Are the activities likely to catalyze the desired changes?

Checklist Questions & Associated Standard
12. Are the activities relevant to the objectives? (Relevance) 13. Is the project's/program's dosage right? (Plausibility) 14. Do activities engage the people who have the power to support or block reaching the goal? (Target Population)

Relevance – Activities to Objectives:

There needs to be a logical (or evidence-based) connection between the activities we conduct and the change we seek. If we want people to learn skills, lecture-based trainings are not the way to go. Where there is evidence that informs our decision about what activities to conduct or how to approach them, reference it. Where there isn't evidence, note that gap and explain why you think it is logical. This helps inform decisions later about where to focus monitoring and/or evaluation resources.

<i>Example of What Meeting this Standard Looks Like: Relevance of Activities to Objectives</i>	<i>Example of What Not Meeting this Standard Looks Like</i>
Objective: Corrections officers have defensive tactics skills. Activity: Training in which officers physically practice the tactics in conditions similar to those in which they work.	Objective: Corrections officials have defensive tactics skills. Activity: PowerPoint based training.
<i>Explanation</i>	
There needs to be a logical connection between the kinds of change we're trying to create and how we go about doing it. Reading about how to do something physical is not the same as trying it out yourself.	

Plausibility – Part II:

The number of people INL's intervention touches and the intensity of that touch is sufficient to catalyze the degree of change sought. This is called dosage. For example, if we want to change how a police unit with 500 investigators operates, how many do we need to train? How in-depth of a training is necessary for the unit as a whole to change how it conducts investigations?

<i>Example of What Meeting this Standard Looks Like</i>	<i>Example of What Not Meeting this Standard Looks Like</i>
Objective: Police in Complex Crime Unit conduct effective complex investigations. Effective means: (1) police dedicate appropriate resources to crimes of significance to the community; (2) police make strategic decisions about how best to address the crimes, including whether to be proactive or reactive and whether to handle them as individual cases or as part of a system; (3) police select the investigative tools most appropriate to that strategy; and (4) police use the tools lawfully to generate admissible evidence. Activity: Provide 400 hours of training to 45 police in the unit. Context: There are 50 police in the unit. They have decent foundational skills but no exposure to complex crime investigation techniques.	Objective: Police in Complex Crime Unit conduct effective complex investigations. Effective means: (1) police dedicate resources to crimes of significance to the community; (2) police make strategic decisions about how best to address the crimes, including whether to be proactive or reactive and whether to handle them as individual cases or as part of a system; (3) police select the investigative tools appropriate to that strategy; and (4) police use the tools lawfully to generate evidence. Activity: Train police in complex crime. Context: There are 50 police in the unit. They have decent foundational skills but no exposure to complex crime investigation techniques.
<i>Explanation</i>	
The first example lets you know the universe of people who will need to operate differently and how many the training seeks to touch. In this case, the design assumes it will not be possible to train all of them but that if 85 percent know the new techniques, that will be enough to establish new norms for how investigations work in the unit. This example also specifies how much training we think they will need. The second example does not give you the information needed to judge if the project's dosage is right or not.	

Target Population:

Objectives state the target population central to achieving change and activities engage those with the power to support/prevent the change.

<i>Example of What Meeting this Standard this Looks Like</i>	<i>Example of What Not Meeting this Standard Looks Like</i>
Goal: Investigators in Complex Crime Investigation Unit conduct complex investigations.	Goal: Police conduct complex investigations.

Objective: Budget and HR Directors know investigating complex crimes is a priority for the Police Commissioner. Activities: engage the Police Commissioner and X, Y, and Z individuals known to influence her decision-making to convince them of the need for their police to prioritize tackling complex crime. Note: these activities are not a comprehensive list of everything needed to bring about the change of police conducting complex investigations. Rather, they highlight that, in a context where police are not conducting such investigations because they lack the resources and are not incentivized to do so, reaching the goal will require convincing those who hold the purse strings its worth reaching the goal.	Activities: bring police (detectives or otherwise) on study tours (without other activities that engage the decision makers).
<i>Explanation</i>	
We need to understand who has the power to support/block the change we're seeking. This is linked to the analysis of what's causing the problem. In a context where the main impediment to police conducting complex investigations was their own belief such crimes were not the priority, INL would need to change that perception and police detectives would be the right target for that change. But, in a context where their behavior is driven primarily by bureaucratic incentives, those conducting the investigations are not the only targets. We also need to engage the people who set those bureaucratic incentives.	

Section V: Are we planning for risk appropriately?

Checklist Questions & Associated Standard

15. *How likely is it we will fail to meet our goal? Are we comfortable with that level of risk? (Plausibility)*
16. *Has the project/program considered how it might cause inadvertent harm and are appropriate mitigations built into the design? (Minimize Risk)*

Plausibility – Part III:

There are different kinds of risk. INL's auditors sometimes ask how we assess and mitigate risk related to achieving our objectives. There is also the risk of inadvertently causing harm. Plausibility can help us think through the former in the design stage. (Note: GAO recommends addressing this kind of risk in monitoring, which INL will address in forthcoming monitoring guidance.)

A design is not plausible or implausible on its own – it is always in relation to the context in which the project/program will run, and those contexts change. In a context in which the U.S. government is the main donor, it may be reasonable to assume we might be able to leverage that into applying pressure on a government to undertake necessary reforms. If another donor, such as the Chinese, were to become active, that would change the context and could change whether a project/program remained plausible. Would we still have the influence necessary to motivate the government to reform? When assessing the risk of achieving objectives, articulate what is true at the start of the project that needs to stay true for the design to stay plausible. Then determine how likely it is those factors will remain unchanged. If the context is unstable and those factors likely will change, the design is higher risk.

Example of Assessing and Mitigating Risk

If INL had been asked to develop an emergency response capacity in a country without nation-wide phone coverage but with credible plans to create coverage, starting an emergency response program would be risky. If the country does not install the envisioned cell towers, INL's investment might be wasted. There might be valid reasons for wanting to take this risk, however. If this were a priority for the country, partnering with them on it could be valuable for the overall bilateral relationship. Consider how likely it is the government will keep expanding phone coverage and how beneficial the potential return on investment would be vice how detrimental a wasted investment would be.

Questions such as the following can help in assessing the likelihood and consequence of possible failure: Does the government tend to follow through on commitments? Have they completed early steps in the process such as securing the budget? If the cell towers never materialize, what would become of the equipment INL donated? If it would be largely wasted, what are the consequences of that?

Minimize Risk:

Projects/programs should consider the ways in which they might inadvertently cause harm. Specifically, consider:

- Will participants be at risk of violence as a result of their involvement in the program?
- Could this program undercut other U.S. policy priorities in the bilateral relationship or otherwise harm U.S. national security interests?
- Could equipment/resources be diverted from their intended purpose? What, if any, impact might this have on ongoing violence/corruption?
- How does the allocation of assistance map along conflict lines? If one party to a conflict will receive more resources, what, if any, impact will that have on the broader conflict?
- Will the program promote new people/groups into leadership roles? If so, what impact do we think that will have, including how do we think they will use their new power?
- Is the assistance such a large percent of the local economy that we need to understand how we are affecting local and informal markets?

If you think there is a risk the program might cause inadvertent harm, are there steps you can take to prevent the harm? For example, if you were concerned a host government might react to an anticorruption program by accusing the embassy of taking sides in internal politics, you might invest more time to educate diverse stakeholders on the criteria the anticorruption agency will use when deciding where to direct investigation resources. Or, if you are particularly concerned INL-donated vehicles might become personal perks, you might plan from the outset to have some form of public accountability for how the police use the cars. For potential risks where there is no change you would make to the program design to mitigate it, you can address those through monitoring.

<i>Example of What Meeting this Standard Looks Like – Minimize Risk</i>	<i>Example of What Not Meeting this Standard Looks Like – Minimize Risk</i>
Objective: Freedonian police use wiretaps to build cases against criminals. Activity: INL provides wiretap technology, training, <i>and</i> support to develop accompanying policies and procedures for use and oversight. INL sequences this such that the policies are in place before we procure the equipment and ensures the implementer understands the importance of this. Context: Freedonia wants to use wiretaps to go after bad guys. It's just unclear if that's all their leaders would use them for.	Goal: Police conduct complex investigations. Activity: INL provides intense training and mentoring to a select group of police who will begin taking on the biggest organized crime cases in the country. It's such a successful program, we post about it on Facebook (including great trainee action shots).

<i>Explanation</i>
In the first example, INL identifies a risk and builds mitigation plans into how we conduct the activities. In the second example, we needlessly make it easier for bad guys to target our partners.

Checklist:

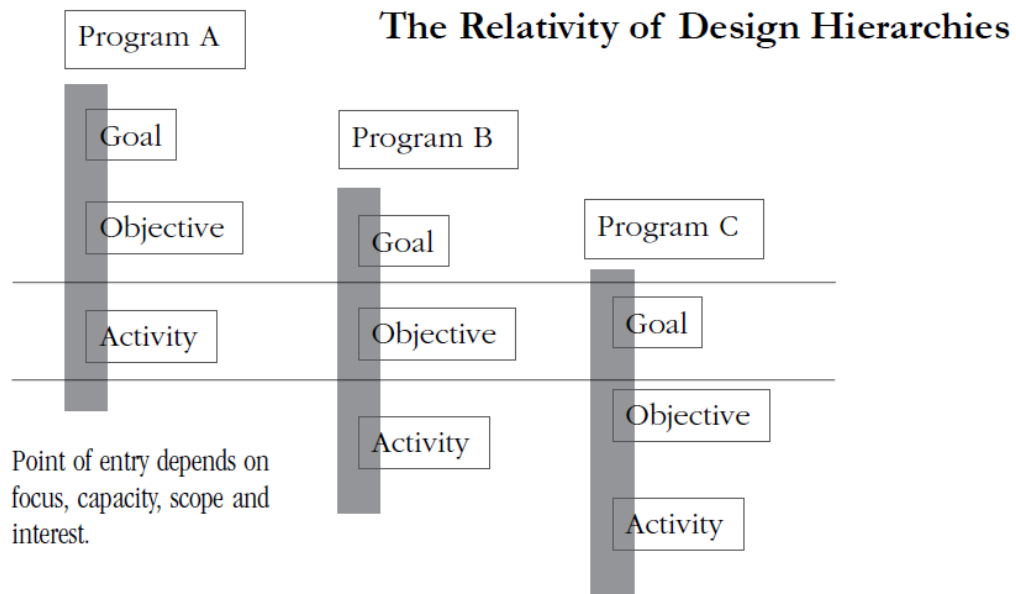
Question	Yes	No	Other	Explanation
Should INL Work on this Issue?				
1. Does the goal align with INL policy? If so, note the relevant policy in the comment section.				
2. Is the goal relevant? (In other words, is achieving that goal in that context worthwhile?)				
What is the specific change within the issue INL wants to bring about?				
3. Is the goal a change? (In other words: the goal isn't an activity.)				
4. Are all the objectives changes?				
5. Is the goal clear, i.e., does it establish a common understanding of the concrete change that needs to occur for the program to be successful? Does it define terms?				
6. Are all the objectives clear?				
7. Is it clear who needs to change to reach each objective?				
Is our change pathway, i.e., objectives and goal, likely to be effective?				
8. Is the goal feasible? (In other words: is it something we have a chance of actually achieving within the timeframe and resources dedicated?)				

Question	Yes	No	Other	Explanation
9. Does each objective contain just one concept?				
10. Are the objectives necessary and sufficient? (In other words: we need to accomplish all the objectives to reach our goal and accomplishing those objectives is enough to reach the goal?)				
11. Do some of the objectives target systemic changes? (There isn't a built-in assumption that if we touch enough individuals, that will lead to reaching our goal.)				
Are our activities likely to catalyze the desired changes?				
12. Are the activities relevant to the objectives and is that clear in the project document? (In other words, where evidence exists about how to effectively catalyze certain types of changes, do the activities incorporate that evidence? Does the document note it? Where definitive evidence does not exist, does the document state that and explain the logic for why it is reasonable to expect the activities might trigger those changes?)				
13. Is the project's dosage right? (In other words, are our activities touching enough people for enough time that's it's reasonable to think we'll catalyze the desired changes?)				

Question	Yes	No	Other	Explanation
Is the information needed to answer that explicit?)				
14. Do activities engage the people who have the power to support or block reaching the goal? Are those people clearly identified?				
Are we planning for risk appropriately?				
15. How likely is it we will fail to meet our objectives/goal? (Note this in the explanations column.) Are we comfortable with that level of risk?				
16. Has the project/program considered how it might cause inadvertent harm, and are appropriate mitigations built into the design in the form of activities and/or objectives?				

Glossary:

Term	Definition
Activity	What INL and/or our implementing partner does to try and catalyze change. This is within our control. (These are called Key Activities in an embassy's Integrated Country Strategy, ICS.)
Change	A difference, external to INL and our implementing partner. This is inherently outside our control.
Desired changes	Goal and/or objectives.
Goal	The most significant change a project/program seeks to create. Note: the same change could be either a goal or objective in different plans, depending on the overall scale. Implementer's goals are often a donor's objective. See below from Designing for Results. And, to illustrate the point, what INL would consider a project or program goal, is likely a Mission Objective from an embassy's ICS perspective.
Objective	The changes that need to occur to achieve the goal. (These are equivalent to sub-objectives in the ICS.)
Program	18 FAM 300's definition is: a set of activities, processes, or projects aimed at achieving a goal or objective that is typically implemented by several parties over a specified period of time and may cut across sectors, themes, and/or geographic areas.
Project	18 FAM 300's definition is: set of activities intended to achieve a defined product, service, or result with specified resources within a set schedule. Multiple projects often make up the portfolio of a program and support achieving a goal or objective.
Vision	The long-term change that will come about after many years of many donors' and local actors' work. (These are the same as ICS Mission Goals)



Note: the above graphic illustrates how project/program design can take place at different levels. In other words, INL might set an objective under a higher-order goal in a country but for our implementing partner, our objective is their goal.