Training Course Manual for Project proposal Writing

Focusing on

Sexual Reproductive Health Rights

Including

Supplemental Sessions on

Risk Assessment, Data Collection & Writing Styles

Prepared for

Partner Organizations

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Submitted to

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By

Harnessing Human Capital

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ACRONYMS AND ABBREVIATIONS

FDG:	Focus Group Discussions
M&E:	Monitoring and Evaluation
Q&A:	Question and Answer
RFP:	Request for Proposal
SRHR:	Sexual Reproductive Health Rights
ToR:	Terms of Reference
TOT:	Training of Trainers
WPF:	World Population Fund

Section 1:

Specific Rights Relevant to Sexual and Reproductive Health

- ☑ Right to the highest attainable standard of health
- ☑ Right to life and survival
- ☑ Right to liberty and security of person
- ☑ Right to be free from torture, cruel, inhuman or degrading treatment
- ☑ Right to decide freely and responsibly the number and spacing of one's children and to have the information and means to do so
- ☑ Right of women to have control over and decide freely and responsibly on matters related to their sexuality, including sexual and reproductive health, free of coercion, discrimination and violence
- ☑ The same right of men and women to marry only with their free and full consent
- ☑ The right to enjoy the benefits of scientific progress and its applications, and to consent to experimentation
- ☑ Right to privacy
- ☑ Right to participation
- ☑ Right to freedom from discrimination(on basis of sex, gender, marital status, age, race and ethnicity, health status/disability)
- ☑ Right of access to information
- ☑ Right to education
- ☑ Right to freedom from violence against women

Section 2:

FORWORD

This Training Manual has been prepared for Rutgers-WPF by H&H Consulting Company, Islamabad and was developed on the basis of a five (5) training course provided to the partner organizations of Rutgers-WPF.

The main focus of this training course was to strengthen the knowledge and writing skills of Rutgers-WPF staff, and their partners, in the preparation of technical proposals specifically in the area of 'Sexual and Reproductive Health Rights (SRHR).

The intent of this Training Manual is to act as a resource and guide for future training courses that will be offered through Rutgers-WPF.

To all who use this manual and apply your new knowledge we wish you all the very best in writing only 'winning 'proposals.

Section 3:

INTRODUCTION

<u>The Training Manual</u>

The initial training topics, basic materials and course outlines were developed based on the past experiences of Rutgers-WPF staff and the H&H Trainers. Some adjustments to both the original material content and training approach were made to the course after completing the initial five day training period. Although the course is considered complete and does provide the basic steps to SRHR proposal writing, it is the hope of Rutgers-WPF that all subsequent trainings will continue to refine this Training Manual and improve upon and expand the course content.

The Training Manual contains four (4) main topics (modules):

I. Risk Assessment
II. Technical Proposal Components
III. Monitoring and Evaluation Plan and;
IV. Report and Writing Styles

The initial training requirement was to have these topics covered in five days, which proved to be sufficient time for this group of participants who had some experience in proposal writing. It could turn out that future participants may not be as experienced in proposal writing, and thus it is suggested that a detailed pre-training assessment of all participants be undertaken before any training is given.

The design of this Training Manual also allows for these modules to be conducted as standalone training courses. For example: <u>Risk Assessment</u> could be covered as a one day course; the topics described in <u>Proposal Writing</u> can be covered in two days; <u>M&E Planning</u> is a half day course (can be expanded to a full day course with the addition of other aspects of M&E) and; <u>Report and Writing Styles</u> can be very well covered in a half-a- day training session.

Who Should Use This Training Manual?

The Training Manual is designed to provide a foundation and/or basic course outline for SRHR proposal writing….it is not a Training of Trainers (TOT) manual. Those groups/organizations who wish to use this manual must ensure the Trainer(s) are well versed in the subject matter and have the appropriate training skills.

The Training Manual has been prepared to serve as a basic manual for organizations/partners who are involved in SRHR projects and who need to strengthen the proposal writing skills of their respective staff.

The Training Manual can be used by Project Managers/Project Officers as a reference guide when preparing technical proposals. Also many of the handouts, especially the questionnaires, can be used as a refresher guide for conducting research and/or FDGs.

How To Use This Training Manual?

As mentioned above this Training Manual can be used as a total complete course or divided into different training modules (writing skills, risk assessment etc). After completing the pre-assessment of the participants the course materials and time frame can be adjusted accordingly.

The materials provided in the manual focus on SRHR, but are generic to other development interventions as well. (i.e. a nutrition proposal would also require the writer to address/include problem statements, activity time lines, M&E etc). Be sure to tailor the materials to the participant's needs.
Section

Section 4:

THINGS TO CONSIDER

I. Pre-Assessment Steps

All attempts should be made to interview those participants selected for the training before the course is scheduled to begin. In addition to explaining the goal and focus of the training course an assessment of the participant's skill level/knowledge of proposal writing should be undertaken. For the best training results it is suggested to have all the participants on/about the same level of proposal writing knowledge. If there are vast differences in knowledge/experience the trainer(s) should be notified and adjustments to the course sessions made accordingly.

If appropriate pre and post tests should be administered to the participants to determine their level of knowledge (pre-test) and a post-test to measure the effectiveness of the training. After analyzing the pre-test results the course agenda may need to be adjusted accordingly.

Some sessions are more complex and challenging than others, for example Log Frame. In such cases it might be advisable to spend additional time (one, maybe two days) on these sessions before the main course begins. Conducting these sessions separately will also allow more time during the main course for integrating these sessions into the actual proposal writing agenda.

II. Course Timings

The initial training course was 5 days in duration – Monday through Friday. Based on the comments of the participants it appears that it will take about 5 days to fully cover the course material. However, Friday is often a tough day to train on...long lunch break and those living outside Islamabad want to head back home and leave early. Suggest the organizers look at possible split courses or two different phases for the training.

lll. Training Course Goals

It is very important that the training organizers/partner organizations be clear about all aspects of the training course. They must have a common understanding of what they want to get out of the training and why they are conducting the training course. It is essential that both the trainers and the participants are aware of the training organizer's goals.

lv. Classroom Preparation

Confirm with the trainer to see what s/he requires as far as training aides….media projector, lap top, white board, flip charts, colored paper, microphone etc. Also check with the trainer to determine the shape and seating design for the participants, plus where the group sessions (if any) can be held. It is understood that the trainer will prepare before hand the power point presentation and photo copy any handouts that will be given to the participants.

DON'T LET THIS HAPPEN TO YOU!!!!
UNDERSTAND THE PARTICIPANT'S NEEDS….DO A TRAINING NEEDS ASSESSMENT

Inset tire photo here….

Section 5:

TRAINING COURSE OUTLINE

MODULE
ONE
RISK ASSESSMENT

OVERVIEW

The session on Risk Assessment can be used as a stand alone topic or integrated into the proposal writing course. This module highlights the need to address risks when developing a proposal and suggests ways to clearly define risks to the donor. There are sessions on how to identify potential risks and ways to apply possible solutions. Also included are tips and suggestions for integrating the steps on overcoming and managing risks
during project implementation. NOTE: The course outline as shown below can be covered in one day and the duration for each topic was sufficient for a group of participants with some experience in risk assessment and proposal writing.

DAY ONE: RISK ASSESSMENT

TIME	ACTIVITY	REMARKS
0900 - 0930	Participant Registration/Intro	
0930 - 1000	Overview of Risks	Power Point with discussion
1000 - 1015	Identifying Potential Risks	Power Point
1015 - 1100	Finding Solutions to Risks	Group Exercise
1100 - 1115	**Tea and Coffee Break**	
1115 - 1145	Group Proposal Prep. +	Open Contributions/discussion

1145 - 1215	Managing Risks	Power Point with discussion
1215 - 1300	Applying Risk Management	Group Exercise
1300 - 1400	**Lunch and Prayer Break**	
1400 - 1500	Tips on Over Coming Risks	Power Point with discussion
1500 - 1515	**Tea and Coffee Break**	
1515 - 1600	Integrating Risk Assessment *	Into a Proposal Group Exercise
1600 - 1645	Group Proposal Prep. +	On Proposal Integration
1645 - 1700	Recap of Day One	By a Participant

+ The outputs of this group exercise will be the initial paragraphs that will be compiled into an Executive Summary or mini-prop on the final day

* The participants will prepare paragraphs on Risk Assessment topics covered, which will later be integrated into the text/body of a proposal

SUGGESTED TRAINING MATERIALS/TIPS

Training Materials

- Power Point slides numbers 1 through 8 (multi-media)
- Hand out number 1
- Flip Chart
- White Board

Methodology

- Discussions with power point presentation
- Brainstorming on topics as a Group
- Group Sessions for writing paragraphs
- Q & A

Exercises to Accompany Day One Topics

I. Solutions to Risk – This is a group brainstorming exercise. The trainer gives an example of a possible risk situation (example: wife suggests they use a female condom)….the group then identifies what are the possible risks, and as the group mentions the possible risks one of the trainees will write them on a white board or flip chart. After listing all the risks the group them prioritizes each risk (high, medium, or low risk). The risks can also be classified as risks that can be controlled and/or outside the control of the organization.

The same type of
risk can be presented for males (example: the father finds a packet of condoms in the young man's luggage as he prepares for a trip to Thailand). Then the group can make a comparison between the risks of men and women and discuss reasons why there is a difference and what are the causes (cultural, historical etc)

Then break into groups and prepare IE&C campaigns or awareness brochures for overcoming the risks described and identified above. Select a couple of groups to present their materials.

Training Tips

- ☑ Be sure participants understand the difference between risk and assumption
- ☑ Demonstrate how risk can occur in SRH programs
- ☑ Highlight the need to incorporate risk reduction in project proposal activities
- ☑ Use only relevant examples that pertain to local conditions when trying to reduce risk
- ☑ Solicit participants response to what they consider risk
- ☑ Write participant responses on flip chart or white board

Ice Breakers/energizers

- ☑ Humorous RH jokes/stories
- ☑ Ball Toss

TRAINING OBJECTIVE

The main training objective for this module is to have the participant fully understand that risks will always be present in SRHR projects, but there are often solutions, and that both – risks and solutions -need to be clearly addressed in the text of the technical proposal. Another training objective is for the participant to know the difference between assumptions and risks, especially when preparing the log frame and to identify culturally sensitive and effective ways to reduce risk.

PERFORMANCE OBJECTIVE

After completing this Module the participant will be able to independently or as part of the proposal writing Team be capable of:

(1) Taking the lead in describing and presenting risk assessment in the text of a technical proposal
(2) Serve as a resource person for the proposal writing Team when identifying and addressing risks in a proposal and;
(3) Be able to clearly explain in the proposal that although risks are present the project can be implemented to the donor's satisfaction

LEARNING OBJECTIVE

The participant will acquire additional knowledge on risks and risk assessment plus new skills on how to overcome risks in project implementation as follows:

- ☑ Understand the difference between risk and assumption
- ☑ Evaluate the degrees of risk – high, medium, low
- ☑ Identify potential program risks
- ☑ Be able to better manage risks
- ☑ Seek possible solutions to overcome the risk

MODULE TWO

PROPOSAL WRITING

OVERVIEW

This is the heart of the training course and the main purpose for conducting the training. This session is planned to be covered in two full days. All topics covered during the proposal writing session have a Sexual Reproductive Health Rights focus, and includes exercises that are also oriented to SRHR projects. Most of these sessions, after the power point presentation, are conducted in groups, with the deliverable being an Executive Summary or Mini-prop on the last day of the course. This session does a lot of brainstorming about what goes into a proposal, and this seems to be an effective way to get the participants thinking. There are one or two individual writing exercises which also ensure the participant does some on his/her own thinking and is not always reliant on the group for thoughts about proposals. NOTE: For this session two days have been allocated for proposal writing, but focus only on three of the main proposal components: (1) Problem Statement; (2) Activity Time Line (work plan) and; (3) Log Frame. The trainer may have to adjust some of the topic timings to fit the skills Level/knowledge of the participants. The Trainer can also adjust the course to fit specific RFPs.

DAY TWO: PROPOSAL WRITING FOCUSED ON SRH

TIME	**ACTIVITY**	**REMARKS**
0900 -0930	Introduction of Proposal Components	PPt. with discussion
0930 -1015	Problem Statement	PPt. with exercise
1015- 1100	Group Proposal Prep. +	Problem Statement
1100 -1115	**Tea and Coffee Break**	
1115 -1300	Project Description **	PPt./Group Exercise
1300 -1400	**Lunch and Prayer Break**	
1400 -1500	Group Proposal Prep. +	Project Description
1500 -1515	**Tea and Coffee Break**	
1515 -1600	Activity Time Line/Work Plan +	PPt./Group Exercise
1600 -1645	Group Proposal Prep. +	On Activity Time line
1645 -1700	Recap of Day Two	By a Participant

DAY THREE: PROPOSAL WRITING FOCUSED ON SRHR

TIME	ACTIVITY	REMARKS
0900 -0930	Introduction to log frame	Power Point
0930 -1000	SMART objectives/change language	Power Point
1000 -1100	Individual Exercise on log frame	
1100 -1115	**Tea and Coffee Break**	
1115 -1230	Group Proposal Prep +	Prepare Log Frame
1230 -1300	Q&A on Log Frames	Group Discussion
1300 -1400	**Lunch and Prayer Break**	
1400 -1500	Research/questionnaire design	PPt./ Discussion
1500 -1515	**Tea Coffee Break**	
1515 -1545	M&E +	PPt./Discussion
1545- 1645	Group Proposal Prep	
1645 -1700	Recap of Day Three	By a Participant

+ The outputs of this group exercise will be the initial paragraphs that will be compiled into an Executive Summary or mini-prop on the final day

* The participants will prepare paragraphs on Risk Assessment topics Covered, which will later be integrated into the text/body of a proposal

* * Project Description will cover methodology, IEC/BCC, research/FDGs

Suggested Training Materials and Tips

Training Materials

- Power Point slides 8 through 24 (multi-media)
- Handouts 'Some definitions' and HO 1 to 5
- Flip Charts
- White Board

Methodology

- Brainstorming on various components as a group
- Exercises – individual and group writing
- Group presentations on writing with constructive critic
- Q & A

Exercises to Accompany Day Two and Three Topics

I. After discussing the power point on what goes into the Background section of a proposal ask one of the trainees to come forward and as the trainees give ideas on what should be included in a Background they are written on a white board or flip chart. These ideas are prioritized and if not relevant discarded. Then as an individual exercise each trainee writes a paragraph on Background. There should be a limited number of words….say 150. Then ask for volunteers to read their background and ask the group for constructive comments.

II. Repeat this exercise for Problem Statement (and other components) if the group does not seem to be strong or understand what should be included or written in the paragraph.

III. Problem Statement: An example of a problem should be given and the group asked to identify the 'real' problem. An example of a problem, which can be put on the board/flip chart is: It is a rainy and dark night. The driver is late to pick up the Health Minister and he gets a flat tire. There is no jack. The trainer should ask the group to identify what is the problem….write then answers on the board…then discuss. The correct answer is to raise the car.
The group should them be given samples of an RFP/ToR and as a group now, not an individual begin to identify the real problem as mentioned in the RFP/ToR and then begin to write about it as part of the proposal.

IV. To illustrate how important time lines (Activity Time Line/Work Plans) are as the group how many days/weeks they allocate for setting up an office. The usual answer is about 30 days. Then as a group begin to list all that needs to be done for setting up an office. Write them on the white board or flip chart. The amount of time to set up an office is usually twice or three times what they estimate. This illustrates the need to clearly and in great detail your activities so the proposal writer better allocates the time needed to implement all the project tasks.

After the Problem Statement and the Activity Time Line exercise the trainees return to their groups and write a paragraph or two on each component.

V. <u>Log Frame:</u> Requires a great deal of time and often more than allocated in the agenda. It is recommended to go through the blank hard copy of the Log Frame….and then display a blank LFA using power point. The Trainer can either fill in a 'dummy' LFA and have the trainees correct the mistakes or start from a blank and have the trainees fill in a log frame with the trainers support.

Training Tips

- Review definitions of proposal terms very well to ensure a common understanding and subsequent use of the terms
- After brainstorming the components to see what should be included under this component it is nice to prioritize the thoughts as the donors limit the number of words per component/section
- Make sure the 'real problem' is understood. Often participants see the risk as the problem, which is not always the case. If time permits the trainer can introduce the Problem Tree
- Stress the need for detail when developing the activity time line and how this document should be shared with the finance department as it clearly outlines many of the 'hidden' costs. Use setting up an office as an example.
- Explain relationship between the research design covered in this session and the Data Collection session that will be given on another day (day 4 if the five day course is followed)

Ice Breakers/energizers

- One way communication exercise to demonstrate why it is important to write clear and concise proposals….not a lot of development jargon and Blah Blah!
- Ball Toss
- Math Magic

TRAINING OBJECTIVE

The key to good proposal writing is having the donor completely understand what you what to implement during the life of the project and how you will carry out the activities described in your proposal. Also important is compliance to the donor's requirements in the suggested format. This requires good planning, good understanding of the RFP and a solid proposal. To write a winning proposal the text must be clear and concise, the problem well defined, an efficient and effective methodology proposed for implementation, indication that the project is being well monitored, performance evaluated and high quality professionals assigned to the implement and manage the project. All these tings will be covered in this session.

PERFORMANCE OBJECTIVE

After completing this module the participant will be able to:
advertised by a donor and be able to conceptualize how

- ☑ Read an RFP/ToR as a the project can/should be implemented and how to go about writing a winning proposal
- ☑ Contribute to the Team writing the proposal and support the writing effort by applying lessons learned from this session
- ☑ Help produce winning proposals that will ensure funding for SRHR future projects

LEARNING OBJECTIVE

The intent of this session is to teach the basic art of good proposal writing and to train the participants in how to write specific SRHR proposals that will attract donor funding for their organization. The participant will learn:

- How to organize his/her thoughts when preparing to write the proposal, including proposal concepts and identifying project staff.
- How to logically present the goals and objectives of the project followed by activities that will produce the expected results
- Clear ideas, concepts, ways and solutions to achieving the identified project objectives and long term goal
- Writing techniques and styles that present the proposal in a clear and understandable form for easy comprehension by the donor.

MODULE THREE

DATA COLLECTION

OVERVIEW

This session was designed to cover data collection, the technical aspects of collecting data, and was a follow on to -research design covered under project description on day two. Originally this session was to also include ways to develop an M&E Plan, but due to participant interest and available time (only 3.5 hours) the M&E Plan topic was dropped, and later covered in an expanded M&E review held on day four of the training course. The data collection session focused on both how to correctly draw a sample size and how to conduct research (FGDs and interviews) as a means of data collection. The session offered practice exercises that took longer to complete than planned, thus the delay. NOTE: Trainers should be aware that Data Collection is an art and should mention in the proposals that such surveys will be conducted by social scientists.

DAY FOUR: DATA COLLECTION FOR PROPOSAL WRITING
MORNING

TIME	ACTIVITY	REMARKS
0900 -0930	Q&A on previous 3 day's materials ^	Group Review
0930 -1100	Data Collection	Power Point
1100 -1115	**Tea and Coffee Break**	
1115 -1200	Data Collection continued	
1200 – 1300	Introduction to M&E ^^	Power Point
1300 -1400	**Lunch and Prayer Break**	

Note: Additional trainers, specialized in Data Collection and Writing Skills, were engaged to cover these two sessions

^ This time will be used to also discuss Training Manual Content

^^ This topic was dropped due to lack of time, but covered on the next day

Suggested Training Materials and Tips

Training Materials

- Power point with discussion
- Flip charts
- White Board

Methodology

- Participatory discussions during PPt.
- Exercises – sampling and data collection
- Q & A

Exercises

Data collection is very technical task and it is very difficult to understand without having research background. First of all the trainer will give a brief introduction of research to the participants. S/he will briefly explain the research cycle:

1) Define the topic and objectives of research 2) review the available secondary data 3) select an appropriate research method (qualitative, quantitative or both)

4) Preparation of data collection tools.

The trainer will then give some details on sampling and different sampling techniques (probability and non-probability). S/he will discuss all major techniques with appropriate examples.

The trainer will then divide the participants into groups (ideal group is 3-5 participants) and give them 30 minutes (15 minutes for preparation and 15 minutes for presentation). Assign the group an activity give total population of a geographical area (according to the cultural setting of the participants) and let them suggest an appropriate sampling technique and representative sample size. Each group will present their assignment to the participants. The questions at the end of every presentation will be very helpful in clarifying concepts.

Before the data collection exercise it is very important to explain the research ethics to the participants, which are;

1) Introduction to the respondent/participants 2) rapport building 3) consent from the respondent/participants 4) respect the local cultural norms, values and belief 5) do not treat the respondent/participants as data source – treat them as a human being 6) avoid to give any fake hope to the community etc. Then the trainer will discuss the major tools of data collection and data collection techniques in detail one by one, starting from qualitative techniques (discuss all qualitative techniques) to quantitative techniques. Then, the trainer will give another group activity to the participants – will give them a topic and assign the groups to suggest appropriate data collection technique and data collection tools.

At the end of session, the trainer will discuss data entry/analysis methods and report writing. Further details can be discussed in the next session "effective writing".

Training Tips

- ☑ Keep explanations of sampling simple and focused on SRHR
- ☑ Use a social scientist for training if/when possible
- ☑ Keep research techniques simple
- ☑ Cover both qualitative and quantitative research methods
- ☑ Ensure application of data is highlighted in proposal
- ☑ Allow approximately 45 minutes for each exercise

Ice Breakers/Energizers

- ➢ Stories/experiences related to research
- ➢ Funny antidotes about research findings

TRAINING OBJECTIVE

Data collection, proper data collection, is extremely essential to SRHR projects. How the data is collected and how the information is applied is critical to the expected outputs of any SRHR project. Too often data is incorrectly collected – perhaps inadequate sample size was used or the wrong research method selected – resulting in a poorly implemented project that does not describe the problem or suggest the best implementation steps to improve the situation. Data collection (research/survey) is usually the first step in the proposal's work plan (activity time line) and establishes the benchmark/starting point for the remaining activities. The key training objective during this session is to make sure the participants understand the need for collecting accurate data and how best to apply this data during project implementation need for collecting accurate data and how best to apply this data during project implementation.

PERFORMANCE OBJECTIVE

After this half day session the participant will be able to:

- ☑ Understand the different sampling techniques available for data collection and be able to make informed decisions in choosing a suitable sampling method for his/her SRHR project
- ☑ Appropriately design a survey instrument for obtaining the desired qualitative and quantitative information
- ☑ Illustrate the use of research and the usefulness of good data in writing the project description of an SRHR proposal

LEARNING OBJECTIVE

The participants will realize from this session that a professional in the field of social science should be asked to prepare the questionnaires and, when possible, use a statistician to draw the samples. However on simple topics after this training the participant will have learned:

- The differences between primary and secondary data
- The different research methods – and the different uses of these methods
- When it is OK to probe or prompt during the interview
- The meanings of an open ended and close ended question
- The importance of analyzing the data

MODULE FOUR

PROPOSAL WRITING STYLES

OVERVIEW

Donors often provided their own formats and templates for proposal

submission. These formats usually restrict the proposal writer to a set number of words/characters permitted in each section. These limitations require the proposal writer to be very clear and concise in describing each component and to get their point adequately across to the donor within the given number of words. Because of these constraints the writer must conceptualize well the complete proposal design, including problem, methodology and implementation steps plus the writer will most likely have to revise several times the text of the proposal to meet these requirements,
which takes time. This manual provides some guidelines to better writing and also tips on how to get the donors attention on important issues.

DAY FOUR: WRITING STYLES TO IMPROVE YOUR PROPOSAL
AFTERNOON

TIME	ACTIVITY	REMARKS
1400 -1500	Report/proposal writing styles	PPt./Discussions
1500 -1515	**Tea and Coffee Break**	
1515 -1645	Report Writing Exercises	Individual Exercises
1645 -1700	Recap of Day Four	By a Participant

Suggested Training Materials and Tips

Training Materials

- Hand outs numbers 1 to 8
- Flip chart
- Previous examples of proposals

Methodology

- Group discussions on writing styles
- Comparative writing exercise
- Overview on English grammar – demonstration

Exercise 1

Principles of Clear Writing: This is an individual exercise to make participants understand appropriate and inappropriate writing techniques through comparative analysis. The trainer would explain how good readers make good writers (see Annex HO1) on a slide through projector. Activity sheets consisting of two versions of a paragraph would be distributed individually to all participants (see Annex). The participants would compare the difference in writing styles of both paragraphs. The trainer would ask the participants to analyze both paragraphs and write comments on the differences between the two. Each participant would explain the differences and also explain which of the paragraph they think is more smoothly written and why. The trainer would share principles of clear writing (see Annex HO3 and Annex HO7). At the end, the trainer would conclude the discussion by summarizing the differences already explained by the participants and explain which one is more appropriately written and how.

Exercise 2

Comma Usage: This is an individual exercise to help participants understand appropriate use of commas. The trainer would distribute activity sheets consisting of a paragraph and ask participants to insert commas (see Annex HO4). The trainer would give basic information about comma usage. For example, s/he would explain commas are used when:

- You need to separate words at the beginning of the sentence from the main statement.
- You need to separate words that give additional information about the main statement.
- You need to separate the subordinate statement from the main statement if the subordinate statement comes first in the sentence.
- You need to separate items in a list.

The trainer will ask the participants to insert commas in the paragraph according to the guidelines already explained. At the end, the trainer would analyze individual assignments, discuss common mistakes and provide feedback accordingly.

Exercise 3

Parallel Structure: The trainer would explain that items in a list, including bulleted items must begin with the same grammatical form, noun or verb infinitive or ing verb form. S/he will distribute a list to each participant to analyze if the writing structure is parallel (see Annex HO6). The trainer will facilitate the participants to pinpoint mistakes in the list. The trainer can explain further with the help of other examples of sentences that are parallel or not parallel.

Training Tips

- ☑ Try to get the participants to see the differences in writing styles from previous proposals
- ☑ Explain the differences between British English and American English and ensure you use the appropriate style when writer to the respective donors
- ☑ Illustrate the use of topic sentences to get the donor's attention

- ☑ Suggest to the participants word changes or different placement of words that will allow the writer to get the point across clearly and also within the number of words suggested by the donor

TRAINING OBJECTIVE

The addition of a writing styles course to this training will round out the writer's capability when preparing a technical proposal. The training course includes risk assessment, writing of key proposal components, data collection and writing styles. Through this session the writer will learn how to present the materials in a well written form. The main training objective is to instruct the participants in good writing, from a grammatical point of view, but also to provide him/her with thoughts and ideas on how to better word the sentences and paragraphs thus making the document flow smoothly and to be better understood by the donor.

PERFORMANCE OBJECTIVE

Each participant after completing this session will:

- ☑ Use the correct English sentence structure when formulating sentences and paragraphs contained in the proposal
- ☑ Comply to the word/character restrictions imposed by the donor much easier
- ☑ Produce a higher quality proposal with regards to the donor's comprehension of what the organization is trying to convey in their proposal

LEARNING OBJECTIVE

Most of the participants have a solid foundation in the English language, and during this session their language skills will be strengthened. More importantly this session will teach each participant how to 'write' their thoughts more clearly and become more expressive in their 'written' approach to the various proposal components. Given the requirements of the donor in proposal preparation the need to constantly improve on the individual writing skills will be an ongoing learning process for all.

MODULE FIVE PROPOSAL PREPARATION AND TRAINING COURSE SUMMARY

OVERVIEW

The entire four days of training was dedicated to teaching the participants how to write better quality SRHR proposals. The methodology of training was to introduce the component, give examples, brainstorm for ideas….and then break into groups for drafting an initial paragraph of that particular component. By the end of the four days each group would have a series of paragraphs, covering all proposal components that could be pulled together into a mini-proposal. The mini-proposal was the main deliverable of the training course.

The intent of this approach was to have the participants thoroughly understand each component… then as additional components were written the participants could see how all these different components joined together formed a solid proposal.

After compiling all the paragraphs into a single proposal each group then presented their proposal to the other participants. These presentations were followed by a recap of all sessions.

DAY FIVE: PROPOSAL WRITING FOCUSED ON SRHR

TIME	ACTIVITY	REMARKS
0900 -0930	Summary Overview of Course	Key points revisited
0930- 1230	Group Work on final Proposal	**Working Tea**
1230 -1430	**Jumah Prayers and Lunch**	
1430 -1600	Group Presents Their Proposals	
1600 -1630	Recap/Q&A/Last Chance	
1630 -1645	Comments by Training Organizers	Rutgers-WPF
1645 -1700	Certificate Awards	

Suggested Training Materials and Tips

- ☑ For writing the various components and eventually the mini-proposal the trainers should supply the participants with different SRHR RFPs or ToRs. For this training course we used different SRHR projects and from other countries, including Pakistan.
- ☑ Each group should have a computer for writing the paragraphs and producing the final mini-proposal.
- ☑ The group should select a presenter for giving the final presentation.

Observations/Comments Final Day

- ➢ All topics/sessions planned (see agendas) for the training course were covered and discussed.
- ➢ The recap of the weeks' sessions is essential and must be completed by the trainer. S/he should ask the participants which area/topics are not yet clear and they should be reviewed. There is a power point coving the recap in the appendix of this manual.
- ➢ The initial training course ran out of time and could not give a full presentation of the mini-proposal, so each group reviewed only the LFA, which was considered one of the more difficult aspects of proposal writing.
- ➢ Had there been more time during this course the trainer would have reviewed in further detail the topics covering Methodology and Behaviour Change Communication (BCC). These topics were addressed during the course, but more could have been given to the participants for increasing their understanding.

EXERCISES TO ACCOMPANY DAY FIVE

All of day five is one big exercise. The deliverable of the day is an Executive Summary, which is a culmination of all the different paragraphs – Background, Problem Statement and Activity Time Line wrapped into one final document. Trainees will be asked to present their Executive Summary, and entertain questions on the content. The RFP/ToR given on Day One stays with the group through out the week long course.

ANNEX – 1

Risk Assessment
(Power Point Presentation)

SOME DEFINITION

- RISK: can mean danger, but more so describes an uncertain situation

- ASSUMPTION: is a ‘guess’…we assume something is ???

RISK ASSESSMENT

- RISKS ARE UNCERTAINTIES

- SOME RISKS ARE GREATER THAN OTHERS

- YOU HAVE TO TAKE RISKS

- YOU MUST DECIDE

IDENTIFYING POTENTIAL RISKS

- Exam the situation….acquire knowledge
- Review other interventions/programs
- Undertake studies/research
- Explore by implementing pilot projects
- ASK

How Do We Assess Risks

- Measure and Balance…and Hope You Make the Right Decision
- What is the Ultimate Objective or Goal of Your Project
- Is Taking the Risk Worth the Consequences
- Know the Difference Between Perceived and Real Dangers

Approaches to Managing Risks

- Is the situation ‘IN’ or ‘OUT’ of your control
- Utilizing available resources
- Apply policies
- Institute a legal framework
- Advocacy, IE&C, Training
- Develop Mitigating Strategies

How to Overcome Risks

- Provide Choices
- Improved Access to Information
- Create Avenues for Discussions
- Transparency in Actions
- Increased Involvement of Key Actors
- Better Cooperation Amongst Partners
- Greater Leadership

Addressing Risk in Your Proposal

- Updating Situation or Needs Assessment
- On What Basis Do You Foresee Risk
- Past Approaches to Overcome/Avert Risk
- Illustrating Difference Between Assumptions and Risks

Where To Start

- Read request for proposal carefully
- Collect all documents/data before sitting down to write
- Review budget format
- Think of who (staff) will do the job
- Read request for proposal again

Know What The Donor Wants

- What is important to the donor
- What does s/he want to see in your proposal
- Solve the donor’s concerns
- Need to convey clarity, information flow
- Need to inform the donor completely
- Must be responsive to the RFP/TOR

Targeting Specific Donors

- European Union (EU)

1. Must obtain a PADOR number
2. Must follow format closely
3. Can insert costs in text of proposal
4. EU likes to see partnerships
5. EU favors proposals that benefit Human Rights, Gender issues and the Environment

Targeting Specific Donors…continued

- USAID and PRM

1. Must obtain a DUNS number
2. Usually required to submit online
3. Restricted to number of words per section
4. Costs should not be mentioned in text
5. Note specific requirements and conditions when applying

Other Donors Suggestions

- Try writing concept notes first
- Unsolicited proposals for unique ideas
- Form partnerships and consortiums
- Know the donor---organizational values, development interests
- Design and write your proposal to the key strengths of the donor
- Try to capture as many points as possible in the evaluation

Prepare What The Donor Requests

Executive Summary	______	
Introduction	______	Optional, Good Idea
Background	______	Demonstrate your knowledge - Historical
Problem Statement	______	Know what the "Real" problem is – solve it later

Problem Statement

Project Description

How – CBD, what tools

Methodology

Actual – shows flow

Implementation Step

Time Line

Target Group

Who will do what and when?

Project Description

Key Personnel

Brief description

Log Frame

Clear goals and objectives

Budget

Budget matters

Methodology

- How are you going to;
  - ✓ Implement the activities
  - ✓ Solve/address the problem
  - ✓ Achieve the Project Objectives
  - ✓ Attain a level of Sustainability
  - ✓ What Partnerships will be Developed –PPPs
  - ✓ How is the Government/Public Sector Involved
  - ✓ Integrate the Project into National Programs

Information, Education, Communication (IE&C)

- Is the information accurate?
- What is the most efficient way to disseminate? Information
- How is awareness created?
- Are the messages clear, culturally sensitive, understood
- IE&C process and materials needs to be evaluated regularly

Behavior Change Communication (BCC)

- Behavior change relies on rational choice as an important element to explain change
- Most people would accept change IF the perceived benefits of the new behavior exceeded the perceived costs
- Four phases of behavioral change

(1)KNOWLEDGE ; (2) DESIRE/INTENTION ; (3) SOLUTION

and ; (4) FULFILMENT

Research Design

- To gain immediate information, including impact - individual interviews and FDGs

- Different questionnaires are required – both need to be pre-tested
- Interviewers/leaders of FDGs have to be trained and monitored – gender balance Sites and sample size have to be pre-termined

Research Design (continued)

- Characteristics of individual respondents should be charted (sex, age, language, marital status, education level)
- FDGs can be categorized by college students, women head of household, agricultural laborers
  - Findings/conclusions can be obtained through tabulation, comparisons and patterns

Logical Framework Terms

- Logical Framework: designing a reasonable (sensible) approach for making decisions
- Intervention Logic: a reasonable way to become involved to improve the situation
- Objectively Verifiable Indicators: a sign showing something is true/accurate without bias
- Source of Verification: a person, place or thing where you get something that is true/accurate
- Assumptions: a belief or feeling something is true, but no proof

Intervention	Objectively Verifiable Indicators of Achievement	Source and Means of Verification	Assumptions
Goal			
Overall Objective			
Specific Objective			
Expected Results			
Activities			

Samples of Specific Objectives

- Initiate a process to mainstream multi-faceted gender analysis to achieve results against indicators of women's participation in project activities
- Facilitate knowledge sharing and learning on how to design innovative solutions to maximize development impact and cost effectiveness
- To provide a secure and supporting living and learning environment for 300 women from KPK

MONITORING AND EVALUATION (M&E)

MONITORING

- Tracking/oversight
- Regular/frequent
- Purpose: Improve efficiency
- Focus: Inputs/outputs/plans
- Source: reports/field visits

EVALUATION

- Assessment
- Scheduled
- Purpose: measure impact and/or performance
- Focus: effectiveness, impact
- Same as monitoring, surveys

Information for Monitoring Program Operations

- Monitoring provides program managers with needed information
- Information collected is required to:
  - Analyze current situation
  - Identify problems
  - Discover trends
  - Keep the project activities on schedule
  - Make decisions

COMMON REASONS FOR EVALUATIONS

- Improving design; performance; services

(formative evaluation- identifies problems, why certain activities aren't performing as expected)

- Making choices among activities

(summative evaluation – identifying efforts with the greatest impact; do you continue)

- Learning lessons for the future

- Accountability

COMMON REASONS FOR EVALUATIONS
(CONTINUED)

- Effectiveness

  Is the program achieving satisfactory progress towards it stated objectives

- Efficiency

  Are the effects being achieved at an acceptable cost as compared to other approaches

- Relevance

Reasons (continued)

- Impact

  What are the social, economic, technical, environmental effects on individuals, communities, institutions?

- Sustainability

ANNEX – 2

2.1 Proposal Writing Handouts
2.2 Smart Objectives
2.3 Basic Proposal Writing Components

2.1.1 ***GETTING STARTED:***

I. Think what you want to say
II. Write it down
III. Visualize
IV. Desk Top Research
V. Visit the area
VI. Review what you have written
VII. Just do it…and Start

WHAT'S THE HARDEST PART:

I. Finding time to write
II. Finding quiet place to write
III. Focusing/concentrating…getting away from the kids!
IV. Getting the words to come out in English
V. Deciding how much to write
VI. No idea what you wish to write…or how to write it!
VII. ___________________________
VIII. ___________________________

2.1.2 ***BACKGROUND***

Why include?

- ✓ Demonstrates your knowledge/familiarity

  How do you demonstrate knowledge?

  Statistics, Mention key issues….others?

  ____

  ____

  ____

- ✓ Prepares the reader…sets the tone

II. What to cover?

- ✓ Geographical …country, region
- ✓ History of the problem
- ✓ Update on what has been accomplished

III. General tips!

- ✓ Length should usually be 2- 3 paragraphs
- ✓ Use accurate statistics if you have them
- ✓ Background can serve as an introduction
- ✓ Mini-proposals usually do not have backgrounds

2.1.3 ***Problem Statement---Dos and Don'ts!***

a. Donors know the problem…..no need to repeat in great detail
b. OK to say why it's still a problem
c. OK to identify the cause of the problem…..if you're sure
d. State statistics, or recent research confirming it's still a problem
e. Indicate what, if any efforts are being made to correct the problem…..and consequences if not addressed
f. Don't solve the problem here…just identify it here
g. Some organizations like to add here a brief mention of their previous experience in solving such problems….

IMPROVE ON THIS: According to the recent DHS 82% of HIV transmission is from injecting drug users (IDUs), with 18% of IDUs being HIV positive. Most IDUs are in the age group 18-24, and have no access to clean needles or syringes.

2.1.4 ***Goals and Objectives***

Goals: Goal is what you wish to achieve (see LFA)

Often confused with objectives

Primary Goal

Secondary Goal

Objectives: What you aim to accomplish in order to reach your goal

SMART Objectives

S= specific (I like simple)

M= measurable

A= achievable

R= relevant …(I prefer results oriented)

T= time bounded

Examples:

a) In a health/nutrition project…the goal ‘countrywide reduction in infant mortality (an objective could be, in 2009 giving tetanus vaccination to 500 children)
b) In a water project…the goal could be….reduction in water borne diseases in children under 5 (an objective might be the installation of 30 hand pumps in 10 villages by the year 2010)

2.1.5 ***METHODOLOGY – deciding how to do it!***

1. How will you implement the project – CBD, or social marketing or?
2. What will be the approach? – use local community organizers, or private sector or?
3. What are you going to do (tactic) to solve the problem? Reinvent the wheel, build on existing systems or?
4. Indentify methods, systems and techniques to be used.
5. Describe your style – partnering with other NGOs, work with provincial government or?
6. How does sustainability enter into your methodology?

Exercise:

Add more approaches to No.#2 above.

Which do you think is better tactic in No. #3? Why?

TIP: Look beyond just financial sustainability to:

Management sustainability

Technology sustainability

Behavioral sustainability

2.1.6 ***Implementation Steps -*** ***Describe how to do it!!***

(general approach..plan of action)

Where do you start?...

First Step >>>could be research, or review of Phase I

Second Step >>>based on the research provide training

Third Step >>> pre-test the messages

Fourth Step >>> design a model or pilot project

Fourth Step >>> set up a monitoring system

Fifth Step >>> expand the activities into the next district

Sixth Step >>> evaluate the project activities

Seventh Step >>> re-design the project and start again

Key points:

- Steps should be detailed well
- Follow in a step-by-step order
- Include activities like hiring staff, training, research, assessments, developing systems
- Show linkages with other programs
- Identify partners and their role
- Provide schedules for submitting reports
- Highlight monitoring and evaluation

2.1.7 ***MONITORING AND EVALUATION***

Monitoring: Tracks progress

Evaluation: Seeks answers

- Donors need to see, in the proposal, exactly how you are going to monitor and evaluate your program.
- As these are two different functions it is suggested to address them separately in the proposal.

MONITORING

1. Oversees the implementation of the activities and measures the progress against the plan.
2. How often you plan to monitor the activities and who will be doing the monitoring should be included in the proposal.
3. Monitoring can usually be done by the project (or organization) staff.

EVALUATION

1. The evaluation process seeks answers, as objectively as possible, on impact, effectiveness and efficiency in relationship to the set objectives.
2. The persons doing the evaluation can be in-house staff or external.
3. The findings of the evaluation can serve as a benchmark or baseline for the next activity/intervention.

*2.1.8 **Work Plan/Manning Chart** – shows the flow!*

(Time Line, similar to a Gantt chart)

There can be a variety of work plans. The UN has their own format, so do some donors/government bodies. Some proposal writers will separate the work plan activities from the personnel, but basically they both do the same thing….shows the flow!

Usually presented as a chart or table

- Covers planned activities in sequence and time frame
- Identifies personnel/positions
- Some work plans include funding
- Can be a good tool for planning and monitoring too during project implementation

Activity/Month	1	2	3	4	5
Sign project contract					
Locate Office					
Procure furniture					
Tender/Buy car					
Hire project staff					
Initiate research					
Inception report					

*2.1.9 **Key Personnel** – people who can perform!*

This is an extremely critical part of the proposal. The donor wants the best possible people available to do the job. They want people who have years of experience, doing the same type of work, preferably in the same country/region at least, who know the culture, speak the local language and who are known to the donor/partners/counterpart.

- It's good to refer to or mention the 'bell ringers' (name of consultant(s) who is/are well known) in other parts of the proposal…(in methodology….Ms. X used this approach in the first phase of the project or in the implementation steps…based on Mr. Y's experience we apply this system now etc)
- Some proposal writers include a separate section on personnel (other then the full CVs.) and provide a brief paragraph on the key staff's background and relevant experience to this project. Often a chart is made showing the person's name, position in the project, qualifications and background.

- It goes without saying - use of qualified local staff will give you extra points and a lower cost proposal.
- Include full CVs/resumes of fulltime and key short term staff, which can be put as an annex.

2.1.10 ***FINANCIAL*** *– show me the money!*

Check to make sure the financial proposal is CLEAR and prepared according to the donor's request/format. Each donor has their own requirements, and failure to comply could mean disqualification.. Often financial proposals are sealed and placed in a separate envelope and often require supporting documents – audit reports (to justify overhead costs), salary history of consultants (to justify their salary demands), and company/NGO registration certificates.

Main points to cover in the financial proposal

✓ Detail costs by activity, materials, equipment – makes it easier to cut costs if you are in a competitive bidding situation
✓ Indicate any cost recovery aspects – school fees paid, products sold
✓ Show any contributions in kind – community self help
✓ Indicate any financial needs you might require – duty free cars, tax exemptions
✓ Breakdown by direct and indirect costs – what are direct project activities
✓ Make budget notes – explain costs clearly

2.1.11 ***OTHER - components/thoughts***

It is always wise to spend time reading the call for proposal requirements – maybe even twice - to be sure you have included everything in your proposal.

1. Some donors have specific clauses – on the environment, on human rights, on gender issues. These points must be covered, included and/or addressed in the proposal text. Some clauses may require special documentation.

2. Some proposal writers start off with an Executive Summary in the beginning – a one or two page description of the proposal - from A to Z – including names of key personnel.
3. Some proposals include in the annex corporate/NGO project profiles, or the annual report to give the reader a better understanding of who you are.
4. Remember your proposal is usually in competition with others, so you must show relevant experience of your organization, results based past performance, highest quality of personnel at the most competitive price.

2.1.12 ***THE LOG FRAME***

1. Helps the writer think through the execution of the proposal
2. Provides a chance to identify any possible obstacles that may arise before starting the project and during
3. Intended to show 'logical' outcomes when inputs are provided
4. States certain assumptions
5. States expected results from the activities
6. Provides indicators to help verify results

TIPS:

- For clarity always number the activities and show results opposite activity
- Try to include all possible obstacles
- Follow the SMART approach in writing objectives
- Many proposal writers complete the log frame first, before starting to write the proposal

Review sample log frames… then ask questions!!!

2.1.13 ***HOW TO GET THE INFORMATION?***

A. Research:
- Surveys: both quantitative and qualitative
- Quantitative:50% of population, usually by structured questionnaire to measure
- Qualitative :Focus Group, case study, in-depth interviews, group discussions

B. Desk Top Research:
   - Earlier phases of the same project
   - Similar projects in neighboring countries
   - World Bank studies/documents
C. Government studies/documents
D. Internet
E. Site Visits
F. Talking with Government officials – ALL levels
G. Talking with others in the technical field
H. Private sector
I. Public institutes/think tanks
J. Project Partners/associates
K. Pay a consultant

2.1.14 <u>DEVELOP THE COMPONENTS</u> – TIPS

Background:

- Use census books, health documents for info
- Detail situation politically, geographically
- Provide some recent history, current events

Problem Statement:

- Plenty of details, but accurate information
- Show trends, cause of problems, effects
- Clearly state the problem

Methodology:

- Be creative, but use proven systems/ways
- Be clear in the way you will do the project

Implementation:

- Should flow well….step by step
- Refer to background and problem statement

Personnel:

- Try to weave experts names/experience in text
- Make sure CVs are current, easy to read

Financial: Remember you are in competition with others

2.2 Smart Objectives

SMART OBJECTIVES

S PECIFIC: results clearly stated (service expanded, behavior changed)

describe in change language *

M EASURABLE: an assessment to determine result has been achieved

MONITORABLE: reviewing indicators to identify change

A CHIEVABLE: feasible to obtain within the project

R ELEVANT: to the plans of the project (relevant to national programs)

T IMEBOUND: likely to happen within the project time frame

* CHANGE LANGUAGE

- Something introduced by the UN about 5 years ago; not used by every donor/organization, but catching on; use of change language basically replaces ‘action’ language
- **Action language** expresses results from providers perspective and; reflects intent or course of action

  Example of a result expressed in action language:

  The organization wants to promote child survival or provide safe drinking water

- **Change language** describes the change in the situation or performance

  Example of a result expressed in change language: 82% children are well nourished

- It’s a good idea to begin describing results in change language

2.3 Basic Proposal Writing Components

(Power Point Presentation)

Basic Proposal Writing Components

- Need to convey clarity, information flow
- Need to inform the donor completely
- Must be responsive to the RFP/TOR

Writing the Executive Summary

- Keep is short…1- ½ pages
- Try to cover all components
- Write clearly

EXAMPLES

INTRODUCTION

- Mention your organization/partners
- Mention your interests/strengths
- Mention proposal design and how it supports the national program

EXAMPLES

BACKGROUND

- Research completed
- Experience in the area
- Continuing need of the target group

EXAMPLES

PROBLEM STATEMENT

- Often shown in percentages
- Consequences if problem continues
- Highlight no access/no services, no schools, no safe drinking water, increasing rates of HIV

EXAMPLES

PROJECT DESCRIPTION

- What you plan to do
- Any capacity building
- Working with partners
- Special designs in your project

EXAMPLES

METHODOLOGY

- How you plan to do it
- Brief description of methodology
- Why you feel this methodology will work

EXAMPLES

IMPLEMENTATION

- With whom you will work
- Starting new/building on old
- Who will be involved in the implementation

EXAMPLES

TIME LINE

- Start up and key milestones
- Mention key phases of the project
- Identify evaluations & project duration

EXAMPLES

KEY PERSONNEL

- Mention bell ringers
- Highlight key staff experience
- Identify strong local staff

EXAMPLES

Monitoring and Evaluation

- Two different tools
- Undertaken at different times
- Detail the process in the proposal

EXAMPLES

Finance

- Breakdown the costs
- Mention any audits
- Provide budget breakdown/notes
- Attach supporting documentation

EXAMPLES

Logical Framework

- Highlight clearly the activities
- Detail expected results
- Think through the assumptions

Logical Framework Terms

- Logical Framework: designing a reasonable (sensible) approach for making decisions
- Intervention Logic: a reasonable way to become involved to improve the situation
- Objectively Verifiable Indicators: a sign showing something is true/accurate without bias
- Source of Verification: a person, place or thing where you get something that is true/accurate
- Assumptions: a belief or feeling something is true, but no proof

MONITORING AND EVALUATION (M&E)

MONITORING

- Tracking/oversight
- Regular/frequent
- Purpose: Improve efficiency
- Focus: Inputs/outputs/plans
- Source: reports/field visits

EVALUATION

- Assessment
- Scheduled
- Purpose: measure impact and/or performance
- Focus: effectiveness, impact
- Same as monitoring, surveys

Information for Monitoring Program Operations

- Monitoring provides program managers with needed information
- Information collected is required to:
  - Analyze current situation
  - Identify problems
  - Discover trends
  - Keep the project activities on schedule
  - Make decisions

Category of information	**What to Monitor**	**What records to keep**	**Who collects data**	**Who uses data**	**How to use the inform**	**What decisions can be made**
Work plan activities						
Costs & ex-penditures						
Staff & super-vision						
Commodity						
Results						

PLANNING EVALUATIONS

• Why	• Who can or will use the results
• When	• What time during the program cycle
• What	• What questions do you want the evaluation to answer
• Who	• Manages, carries out the evaluation – Internal/external
• How	• Methods of gathering data
• Resources	• Supplies, materials, logistics

COMMON REASONS FOR EVALUATIONS

- Improving design; performance; services

(Formative evaluation- identifies problems, why certain activities aren't performing as Expected)

- Making choices among activities

(Summative evaluation – identifying efforts with the greatest impact; do you continue)

- Learning lessons for the future

- Accountability

COMMON REASONS FOR EVALUATIONS (CONTINUED)

- Effectiveness

  Is the program achieving satisfactory progress towards it stated objectives

- Efficiency

  Are the effects being achieved at an acceptable cost as compared to other approaches

- Relevance

Reasons (continued)

- Impact

  What are the social, economic, technical, environmental effects on individuals, communities, institutions?

- Sustainability

USING THE EVALUATION RESULTS

An evaluation should answer the following questions

- DESCRIPTION
  What happened
  How does this compare with what was expected
- ANALYSIS
  Why and how did it happen (or did not happen?)

- PRESCRIPTION
  What should be done about it

THINK BEFORE YOU WRITE

Ask yourself these questions:

1. What is the ultimate goal of the project?
2. What are the objectives?
3. What is the problem?

>> Causes

>> Affects

Logical Framework Terms

- Logical Framework: designing a reasonable (sensible) approach for making decisions
- Intervention Logic: a reasonable way to become involved to improve the situation
- Objectively Verifiable Indicators: a sign showing something is true/accurate without bias
- Source of Verification: a person, place or thing where you get something that is true/accurate
- Assumptions: a belief or feeling something is true, but no proof

Samples of Specific Objectives

- Initiate a process to mainstream multi-faceted gender analysis to achieve results against indicators of women's participation in project activities
- Facilitate knowledge sharing and learning on how to design innovative solutions to maximize development impact and cost effectiveness
- To provide a secure and supporting living and learning environment for 300 women from KPK

Objectives	**Measurable Indicators**	**Means of Verification**	**Important Assumption**
Goal:			
Purpose:			
Outputs:			
Activities:			

Logical Framework	**Title**	**Country**	**Prepared by**
Descriptive Summary	Verifiable Indicators	Means of Verification	Assumptions
Goal	Objective	Program Purpose	Expected Results

Intervention Logic	Activities	Objectively Verifiable Indicators of Achievement	Source and Means of Verification	Assumptions
Goal				
Overall Objective				
Specific Objectives				
Expected Results				

Intervention Logic	**Objectively Verifiable Indicators of Achievement**	**Source and Means of Verification**	**Assumptions**
Goal: All two participants will be able to properly prepare log frame			
Overall Objective: To have a successful training course on log frames	Test results, individually prepare an LF	LF turned in the trainer, everyone prepared LF	Some will not be successful, all trainees come to the course
Specific Objectives: To be able to clearly explain to all participants how to complete LF	Good answers, able to understand his accent	Praise from the trainer	Trainer will not explain well
Expected Results Trainees will write good proposals and receive donor fundings	Quickly completed the LF exercise, approved by Director	Letter from Director thanking you, certificates	You have a kind Director

ANNEX – 3
Data Collection

Overview of Session

- Overview of Qualitative/Quantitative

Research Methodologies

- Types of Data
- Research Tools
- Data Collection Techniques
- Data Analysis
- Report Writing

Qualitative Research

- Qualitative research is used to gain insight into people's attitudes, behaviors, values, concerns, motivations, aspirations, culture or lifestyles.
- Qualitative researchers systematically study things in their natural settings, attempting to make sense of or interpret phenomena in terms of the meanings people bring to them.

Quantitative Research

- Quantitative research refers to the systematic empirical investigation of social phenomena via statistical, mathematical or computational techniques

A Comparison of Qualitative and Quantitative Research

	Qualitative Research	Quantitative Research
Basic research objective	To gain a broad qualitative understanding of the underlying reasons and motivations; As a first step in multistage research	To quantify the data and generalize the results from the sample to the population of interest; Recommend a final course of action
Type of sample used	Small numbers of cases	Large number of cases
Data collection Method	Unstructured	Structured
Nature of data analysis	Non-statistical	Statistical

Types of Data

- Primary Data
- Secondary Data

Primary Data

- Primary data – the data you collect yourself

Primary Data - Examples

- Household surveys
- Focus group discussions
- Key informant interviews
- Case studies
- Observational studies

Primary Data - Limitations

- Time and money is required for:

– Designing data collection tools

– Selection of the sample

– Pretesting of the tools

– Administration of the data collection process

– Data collection

– Data entry/cleaning & analysis of data

Secondary Data

- Secondary data – data someone else has collected
- This is the data relevant to your research objectives

Secondary Data – Examples of Sources

- Government departments
- National/international/local organizations
- Reports/publications/research journals
- Research Institutions
- Federal Bureau of statistics - Census etc.

Data Collection Methods

- Household interviews
- Key Informant Interviews (KIIs)
- Focus Group Discussions (FGDs)
- Case studies
- Ethnography
- Observations (field notes)
- Audio/video

Sampling

- The Sampling Design Process

- Define the Target Population
- Select a Sampling Technique
- Determine the Sample Size

Sampling Techniques

i. No probability Sampling Techniques

a. Convenient Sampling b. Quota Sampling

c. Snowball Sampling

ii. Probability Sampling Techniques

a. Simple Random Sampling

b. Systematic Random Sampling c. Stratified Sampling

d. Cluster Sampling

Exercise

- Group Work
  - An INGO working on reproductive health, desires to conduct a survey of mother's perception regarding breast feeding in Rawalpindi district (population 4.5 million):
    - Suggest a suitable sampling technique
    - Select a representative sample size

Data Collection Tools

- Tools for Qualitative Data
  - Open ended research questions
  - Checklists
  - Interview guides
- Tools for Quantitative Data
  - Close ended questions
  - Questionnaire
  - Ranking questions

Data Collection

- Household Interview
  - A structured interview from a family member (usually head of household) of sampled household
- Key Informant Interview / In-depth Interview
  - To get detailed information related to the objectives of the research

Data Collection

- Focus Group Discussions (FGDs)
  - Cross checking of the information with a group of 6-12 participants – to get publicly shared data.
- Case study method
  - A case study is an analysis of an individual unit (e.g., a person, group, or event) stressing developmental factors in relation to context.

Data Collection

- Ethnography
  - An ethnography is a description and interpretation of a cultural or social group or system.The research examines the group's observable and learned patterns of behaviour, customs, and ways of life.

Data Collection

- Observational Method (field notes)
  - To get data through direct observations - this method is widely used in KAP studies -
- Audio/video
  - To record the comments/view point of a respondent for research purpose

Exercise

- Group Work
  - An INGO working on reproductive health, desires to conduct a survey on child marriage practices in Mianwali district:
    - Identify the participants of FGDs
    - Suggest suitable data collection methods

A researcher should be:

- Social
- Aware about the cultural background of the area
- A good listener
- Able to notice nonverbal clues (body language)

Data Entry/cleaning & analysis

- Organize and prepare the data for analysis
- Read all data; get a sense of the whole
- Begin detailed analysis with coding process
- Generate a description of the setting/people as well

  as categories or themes for analysis
- Represent themes (tabulation form/descriptive form)

Report Writing

- Introduction/background
- Objectives
- Analysis of secondary data
- Methodology
- Results
- Recommendations/suggestions

References

- Creswell, J.W. (1998). *Qualitative inquiry and research design. Choosing among five traditions*. Thousand Oaks, CA: Sage.
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- Denzin, N.K. & Lincoln, Y. (2000). Introduction: The discipline and practice of qualitative research. In N.K. Denzin & Y. Lincoln (Eds.), *Handbook of qualitative research* (2nd ed., pp.1-17). Thousand Oaks, CA: Sage.

ANNEX – 4

Proposal Writing Styles and Preparations

4.1 GOOD READERS MAKE GOOD WRITERS

The Paragraph

- **Each paragraph has one main idea, which is contained in the topic sentence. The topic sentence is usually the first sentence in the paragraph.**
- **Each of the sentences that follow the topic sentence supports it (topic sentence).**
- **Supporting sentences follow a logical sequence within the paragraph.**

4.2 Comment on the differences between the two versions of the following paragraph:

1. **A branded condom will be developed by the Namibian Social Marketing Organisation. It will be a superlative Namibian product and marketed at an affordable price on a countrywide basis. The brand name and advertising and promotional materials which are associated with it will be prepared in coordination with the guidelines of the Ministry of Health and Social Services and National AIDS Control Programme (NACP) The instructions for the use of condoms will be printed in languages that are appropriate for**

encouraging increased use of condoms. These have been defined by the consumer and market research studies.

2. **The Namibian Social Marketing Organisation will develop a branded condom that will be a Namibian product of the highest quality and marketed at an affordable price country wide. The brand name and associated advertising and promotional materials will be prepared according to the Ministry of Health and Social Services and National AIDS Control Programme guidelines. Condom use instructions will be printed in languages appropriate for encouraging increased condom use, as defined by the consumer and market research studies.**

4.3 PRINCIPLES OF CLEAR WRITING

- **Don't use more words than you need to. You write to EXPRESS not to impress!**

- **Use the active voice (rather than the passive) where you can.**

- **Keep sentences short where you can by eliminating subordinate (which/that) clauses that can be replaced by a noun-adjective phrase.**

N.B. This does not mean that all sentences can be kept short. Some sentences need to be combined to help the reader follow the flow of the facts or thoughts.

- **Use simple words rather than a complex word when a simple word will do.**

4.4 Insert commas into the following paragraph.

During discussions with MOHSS officials and members from UN organizations involved with the AIDS prevention activities it is quite clear that the AIDS campaigns so far undertaken by the MOHSS have achieved their goal of creating anawareness about the virus and the means of transmission of HIV. The First National Development Plan reports that 95% of Namibians are aware of AIDS and the consequences of this terrible disease. However there appears to be little change in attitudes and behaviour particularly amongst the sexually active age group. Therefore it will be a priority and a major activity of the Namibian SMO to concentrate on designing messages that are culturally sensitive and yet will motivate those at risk to change their behaviour. As soon as the messages have been developed and approved by the MOHSS the next step will be to determine the most effective media – print television radio - for the promotion of those messages.

4.5 USE COMMAS WHEN

- **You need to separate words at the beginning of the sentence from the main statement.**

- **You need to separate words that give additional information about the main statement.**

- **You need to separate the subordinate statement from the main statement if the subordinate statement comes first in the sentence.**

- **You need to separate items in a list.**

4.6 What's Wrong with the Following List?

The social marketing approach adopted by GITEC/MSI for Namibia will follow these steps:

- **Consumer and market research to identify brand specific product needs and culturally sensitive messages for promotion**

- **Procure high quality condoms that are manufactured to WHO specifications and tested to international standards**

- **Designing and pre-testing communications and promotional materials that will deliver appropriate messages to ensure increased condom use, product acceptability and motivation to change behaviour**

- **To develop an in-house distribution network using specially trained Namibian SMO project personnel (not wholesalers) that will expand the availability of condoms to traditional and non-traditional outlets**

- **Monitoring all project activities for improved project efficiency and sustainability**

- **Periodic evaluations of both project personnel and project components**

4.7 PARALLEL STRUCTURE

- **ITEMS IN A LIST, INCLUDING BULLETED ITEMS, MUST BEGIN WITH THE SAME GRAMMATICAL FORM – NOUN or VERB INFINITIVE or ING VERB FORM**