PROPOSAL WRITING TRAINING MANUAL FOR CBOs AND NGOs

Overall Goal:
To give skills and knowledge of developing a comprehensive proposal

Teaching Methods
  I. Participatory
 II. Empowerment
III. Group work

TABLE OF CONTENTS

Preface

Writing is an art. It is one way of communicating with people to share the thoughts and to give concrete ideas and messages. It is more challenging than speaking because speaking is more interactive and both sides can clarify at once if they need more information. Writing cannot give that kind of chance and in some way, it is a passive way of communicating. However, good writing can provide concrete messages to the readers.

In my opinion, proposal writing is more than that. We write proposals aiming to get budget out of this. So it is more challenging than other types of writing. Some people have talents and they can easily grasp the hearts of the donors. But in everyday life, everyone is not talented and we cannot expect that our organizations can find talented proposal writers. In this case, we can rely on the skills. If you know how to write a proposal, it can help you to write a good comprehensive proposal.

We normally write proposals because donors call for submission of proposals. Sometimes, we approach the donors asking the possibility of getting budget. In both cases, we have to describe about our organization, why we want to carry out this project, what we will do and how much money we request. At the same time, it is necessary to consider specific needs of the donor. Many of the donors have clear proposal guidelines with formats. It is important to read them carefully before we write the proposal. We also need to understand or assume that the donors do not know well about the area we are talking about and sometimes they don't know what is going on. Brief explanation about your area can help them understand the situation well.

It is also necessary to convince them that the problem and issue you want to address is very critical and tell them the consequences of the problem or issue if we do not deal with it. At the same time, many donors want to get clear explanation about requested budget items.

At last but not least, if you can wear the shoes of the donor and include all the information you think appropriate, your proposal can communicate with the donor very well.

Wishing you best of luck in writing proposal!

PROPOSAL WRITING TRAINING
Pre Test

Please answer the following questions to know your existing knowledge and skills.

1. What are the key components in a proposal?

2. What are the most important things a donor/funding agency wants to know?

3. What is a project cycle?

4. What should we include in a detailed implementation plan?

5. What are indicators? Please give an example of indicator.

6. How will you draw a budget?

7. What other information (appendices) should be attached when a proposal is submitted?

After this session, the participants will be able:
1) To create a friendly environment between facilitator/s and participants as well as among participants
2) To understand the expectations and concerns of participants related to strategic planning
3) To share the objectives of the workshop to the participants

Materials needed: Two pieces of flipchart paper, A4 size paper, markers, name tags

Time needed: 30 minutes (depend on the size of the group)

Preparation:
Prepare the name tags of each participant using the names they want other people to call them with their mother organization. Write "Expectations" on a piece of flipchart and "Concerns" on another.

Steps
1) Ask the participants to write down their names on A4 size paper with markers. Ask them to write big. Then ask to stick on their shirts or blouses. When everyone has written, ask them to stand in a circle with these stickers.
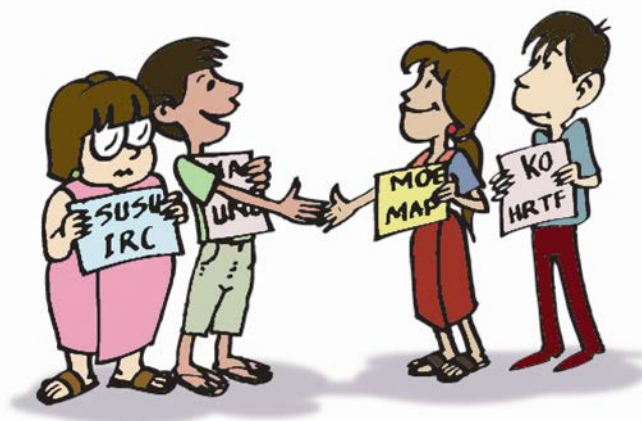
2) Give three to five minutes depending on the size of the participants.

3) Then the facilitator asks them to take out their stickers. Distribute the name tags randomly. Make sure that nobody gets their name tag. Tell them to look for the owner of the name tag they get.

4) If everybody can find the owner of the name tag they get, ask them to sit in their place. If a participant cannot find the owner of the name tag, the class can ask him/her to do some funny things like acting like an actor or actress, monkey dance etc for warm up if appropriate.

5) After this exercise finishes, give two small pieces of paper to each participant and ask them to write their expectations on one sheet and concerns on another. When they have finished writing, ask them to stick on the flipcharts.

6) Then the facilitator can read out what they write and give some feedbacks. At the end of the lesson, the facilitator can show the objectives of the training written on the slide or flipchart.
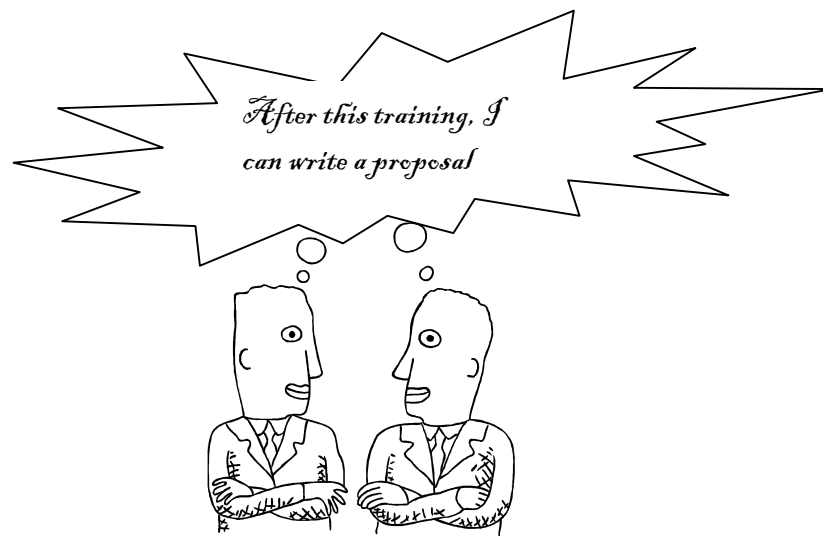
After the training, the participants can -
  • Analyze the problem and address it systematically using problem and objective analysis
  • Develop a project design
  • Draw detailed implementation plan and
  • Write a comprehensive proposal with Budget

Tips for your proposal

Before you write:

- Read proposal guidelines carefully
  Submission deadline, eligibility, proposal format, review timetable, budgets, whom to contact, other submission requirements

After this session, the participants will be able:
1) To define the logical chain that should be carefully observed when writing a proposal.
2) To explain the proposal format.

Materials needed: Handouts on "logical chain" and "sample proposal format", flipcharts, markers

Time needed: About 1:30 hours

Steps
Forming groups
1) Ask the participants to write down their scope of project on a piece of paper with their name. Then based on the common characteristics of the scope of work, divide the participants into four or five groups. Give the name of the group using the issue they will work such as child, migrant, education, health, youth etc.

Logical Chain
2) Then, explain the participants that the logical chain should be observed carefully before writing a proposal to find out what kind of information needed for each step. (group discussion)

Write the Proposal

Design the Project

Resource Assessment

Problem Assessment and Analysis

To Do Strategic Planning
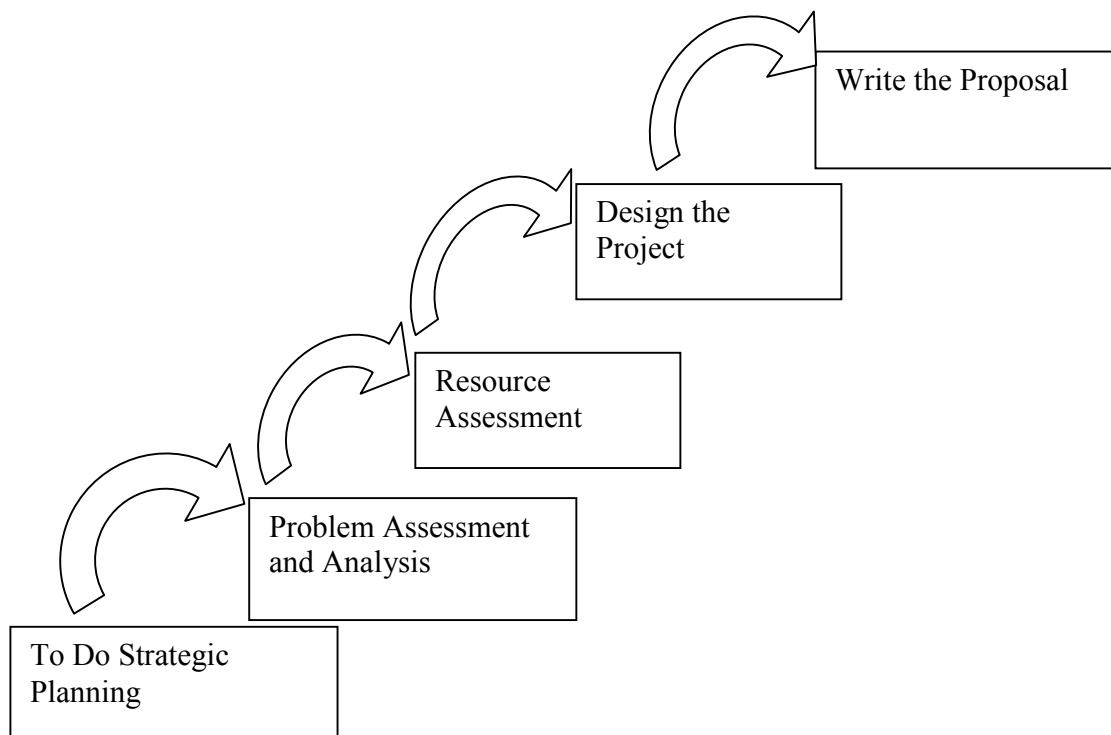
3) Then, the facilitator shows the questions on the PowerPoint and writes down what the participants answer on the flipchart.

> - What is Strategic Planning?
> - Why do we do Strategic Planning?
> - What do we mean under Problem Assessment and Analysis?
> - What do we mean under resources?

4) Then facilitator shows the possible answers

What is Strategic Planning?

Strategic Planning is the process of determining what an organization or a community, intends to be in the future and how it will get there.

> **Why do we do Strategic Planning?**
> **To identify**
> - Where are we now?
> - What is the Organizational purpose?
> - What is our Current Purpose?
>
> **To do:**
> Situational analysis
> - Internal
> - External
>   - o Strength
>   - o Weaknesses
>   - o Opportunities and
>   - o Threats
>
> Needs assessment
> - To identify priority for the organization and its members needs
>
> Resource Assessment
> **To assume the organization's future**
> - Where do we want to be?
> - To experience a creative approach to developing and choosing a desired vision of the future
>
> **Developing goals**
> - To narrow down organization vision and identify goals
>
> **To develop objectives**

HOW WILL WE DO ALL THIS?
- Answer the questions:
  - Where are we now?
  - Where do we want to be?
  - How will we do all this?
- Design an action plan

What are problem assessment and analysis?
- **Using different tools study the scope of the problem**

What problem assessment and analysis tools do you know?

Some sample tools for assessment and analysis:

E.g.: Assessment Tools:
- Personal Interviews
- Observation
- Meetings and discussions
- Questionnaires
- Statistic data analysis
- Different reports

Tools for Problem Analysis
- Concept maps

What do we mean resources?

Resources:
- Human Resources (Mental, Physical):
- Material (Financial, Technical, Natural)

---

5) Ask the participants to wear the shoes of donor. Ask them to discuss the following question among their group members and present their discussion in plenary.

Suppose you were a donor, what information do you want to know about the organization who submitted proposal to you? (15 minutes' discussion and 5 minutes' presentation)

---

6) Distribute "proposal format sample" handout to the participants. Then Introduce proposal-writing format explaining that would serve without modification for several donors and if not it can be easily modified according to donor requirements.

Handout: Sample Proposal format

Sample of Proposal Format
I.   Cover Page
II.   Table of Contents (Optional, depending on length of proposal)
III.   Executive Summary
IV.   Introduction
V.   Problem Assessment
   o Problem Analysis
   o Beneficiary/Participant Profile
   o Resources Available
VI.   Program Design
   o Causal hypothesis
   o Program Strategy
   o Program Objectives, with indicators, activities, and monitoring and evaluation plans for each objective.
VII.   Project Management and Organization.
VIII.   Budget Narrative Detail (attached spreadsheet)
IX.   Appendices: every proposal should include a work plan that shows the expected timing of major activities. This can be used as one monitoring and evaluation tool and as a basis for reporting. Other attachments may be included as necessary

SESSION- III HOW WILL YOU START WRITING AND TALKING ABOUT YOUR ORGANIZATION?

After this session, the participants will be able:
1. To identify the types of information to be included under the section of Introduction and Background.
2. To write a Problem Analysis for their proposals.
3. To write a Resource Assessment for their proposals.

Materials needed: markers, tape or glue, Flipchart paper, handouts on

Duration: About 1:15 minutes

Steps:
1) Explain the participants that "This section of Proposal Writing should provide enough information about Introduction and background", so that someone unfamiliar with the situation can understand the challenges and the opportunities it presents.
2) Ask all the groups to think about the following question and present their group discussion in plenary: (15 minutes discussion and 5 minutes presentation)

If you were a donor, what information do you want to know about the organization you will give funding?

Then tell the participants that

As a funding agency, IRC wants to know:
 ◆ *Example/s of successfully completed project/s funded by external donors (Please describe recently funded projects (at least two))*
 ◆ *Prior experiences working in targeted communities.*
 ◆ *Organizational structure (Please describe organizational chart, major roles and responsibilities of key full-time staff in your organization)*

3) Problem Tree Analysis
     Explain the concept of problem tree with an example in Power Points.

Consequences
အကျိုးဆက်များ

Problem ပြဿနာ

Causes အကြောင်းရင်းများ

Consequences
အကျိုးဆက်များ

Loss of productive people

Many HIV/AIDS orphans

Many PLHA families

Social burden

Early deaths of young generation

Threats for the country's future

Many young people infected HIV/AIDS

High HIV transmission rate among young people

Causes အကြောင်းရင်းများ

Young people have no job opportunities.

Needle sharing among drug users

PLHA have difficulty for disclosure

Lack of knowledge on HIV/AIDS

Pre-marital sex becomes common

Lose dreams for future

Many young men become drug addicts

Many girls join sex industry

HIV/AIDS is stigma

Sex is taboo in the culture

Reproductive health knowledge is limited.

Globalization and influence of other cultures

4) Using the model, ask the groups to identify a problem or an issue each group wants to address considering the following points. (30 minutes)

- Make the list of health and education related problems you are interested to address in your targeted area?

- Which problem is the most serious or the one that your organization wants to address?

- Why do you decide to address this problem?

- What are the causes of the problem and having this problem, what are the consequences?

---

5) After analyzing the problem or the issue they want to handle, ask them to do group presentation. (5 minutes for each group)

6) Then tell the participants;
"After you have properly investigated the problem you intend to solve in your project, describe it in your project proposal including the following points."

---

1) Describe the physical setting of the project area and the living conditions of the population your project is intended to serve.
2) Describe the health, social, and/or economic status of the population.
3) Note factors in your problem analysis that your program design will have to address to avoid worsening situation.
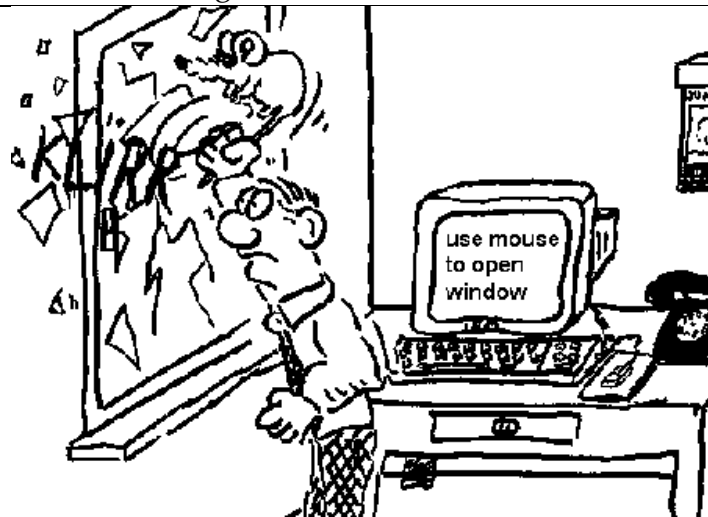
Resource Assessment
7) The facilitator tells the participants that we have chosen the problem we want to deal with. Now tell them that they have to think about currently available resources in the community they want to work. And it is necessary to assess

- What are current responses to this problem?

- How capable we are to solve the problem? and
- What are the needs left unmet after other organizations have tried to fix the kind of problem we are dealing with? (group discussion: 15 minutes and presentation 5 minutes)

> **The problem assessment should clearly state the gap you have identified between needs and resources that will be the focus of the project.**

For Assessment of Current Responses, Resources and Unmet Needs:

- List and briefly discuss responses of others to the problems you have identified and the needs that remain unmet.
- Discuss the resources available to address the problem
- Specifically discuss how your organization will coordinate with other local and international organizations to address the needs.

Session – IV Project Cycle and Causal Hypothesis

After this session, the participants will be able:
▪ To understand the concept of "project cycle" defining project beneficiaries
▪ To design a project using causal pathway framework.

Materials needed: Handouts on "project cycle", "causal pathway framework", flipcharts, markers

Time needed: About 2:30 hours

<u>Steps</u>
Group Work
1) The facilitator explains to the participants that project cycle is the basic concept of designing a project. To design a project, it is necessary to start a project hypothesis.

E.g. the problem mentioned in problem tree can be analyzed as below:
HIV transmission rate is very high among young people in targeted areas because many young people do not have regular jobs. Young girls join sex industry for their livings while young men get involved in drug trafficking and become drug users. At the same time, video and movies give exposure to young people to change sexual practices and behaviors. Premarital sex becomes common but most of them have limited knowledge on reproductive health and safer sex practices. Besides, HIV is a stigma and PLHA are not accepted in the society. They normally don't get proper care and counseling. As a result, many young people are contracted HIV and PLHA also do not practice safer sex practices too.
One NGO called "Ah Lin Yaung" writes causal hypothesis like this to address this problem.

Ah Lin Yaung will identify vulnerable groups among young population in targeted areas and train peer educators to give health education among vulnerable groups. At the same time, Ah Lin Yaung will provide needles for drug-users and distribute condoms. Ah Lin Yaung will open counseling center for PLHA and mobile clinics to give treatments for opportunistic infections. These activities can change knowledge and attitudes of young people and PLHA to prevent getting HIV or spreading HIV to other people. Accessibility of needles and condoms can also change the practice and behaviors of young people for safer sex. These changes will then contribute to reduce HIV transmission rate among young people in targeted areas.

Plenary discussion
2) Ask the participants to look at the causal hypothesis and sort them out to put under the following categories.

| Inputs | → | Activities | → | Outputs | → | Effect | → | Impact |

Inputs:
- Trainers for health education
- Needles, condoms
- Money
- Counselors/ Health personnel for mobile clinic

Activities:
- Peer education training
- Health education given by peer educators
- needles & condoms distribution
- Counseling center
- Mobile clinic for PLHA

Outputs:
- Skilled peer educators
- Health education trainings
- A number of young people get health knowledge
- PLHA will get counseling in targeted areas
- PLHA will get health services

Effect:
- Young people get knowledge on HIV/AIDS & change behaviors
- More young people use needles and condoms
- Young people practice safer sex
- Physically and mentally healthy PLHA

Impact:
- Reduce HIV transmission rate
- Improve situation of PLHA in targeted areas

3) Ask the groups to answer the following questions about targeted population when writing a project design:

- Who will be your targeted group/s? (disaggregated by gender and ethnicity)
- How many people will get benefits from this project? How?
- How many people will be indirect beneficiaries of the project?

4) Tell the participants that -
"As a planning and proposal writing tool, Causal Pathway Framework helps you to keep your proposal focused. As you work on each section of the proposal, ask yourself, "Does this section support my causal hypothesis?" Make sure that you make the strongest possible case, and eliminate extraneous material." Distribute the handout of "causal pathway framework" to the participants.

Group work again:

5) Ask each group to write a causal hypothesis of the problem they analyzed. Then ask them to design their group's project using causal pathway framework. Select one person to present their project design. (45 minutes' discussion and 5 - 10 minutes' presentation)

6) Group presentation

After all the groups have presented, the facilitator can explain the concept of causal hypothesis as below:

The causal hypothesis is a concise statement of the logic behind the project.

Normally, causal hypothesis is written as follows:

This set of *inputs* and *activities* will result in these *products and services (outputs)*. These will in turn lead to these changes in *people's behavior (EFFECTS)*, which will contribute to the desired *IMPACT*.

7) Then the facilitator could explain the participants the meaning of the words used in project cycle and causal pathway framework using their presentations.

IMPACT:	A change in population's health, economic or social status.
EFFECT:	A change in the knowledge, attitudes, skills, intentions, or and behaviors needed of the population that contribute to the desired IMPACT.
OUTPUTS:	Products and services that must be in place before the EFFECTS can occur.
ACTIVITIES:	The technical and support tasks required to produce the OUTPUTS.
INPUTS:	Resources required to support your ACTIVITIES.

Inputs refer to the set of resources (i.e. financial, policies, personnel, facilities, space, equipment and supplies, etc.) that are the basic materials of the project/program.

8) Then present Project Cycle to the whole group.

PROJECT CYCLE
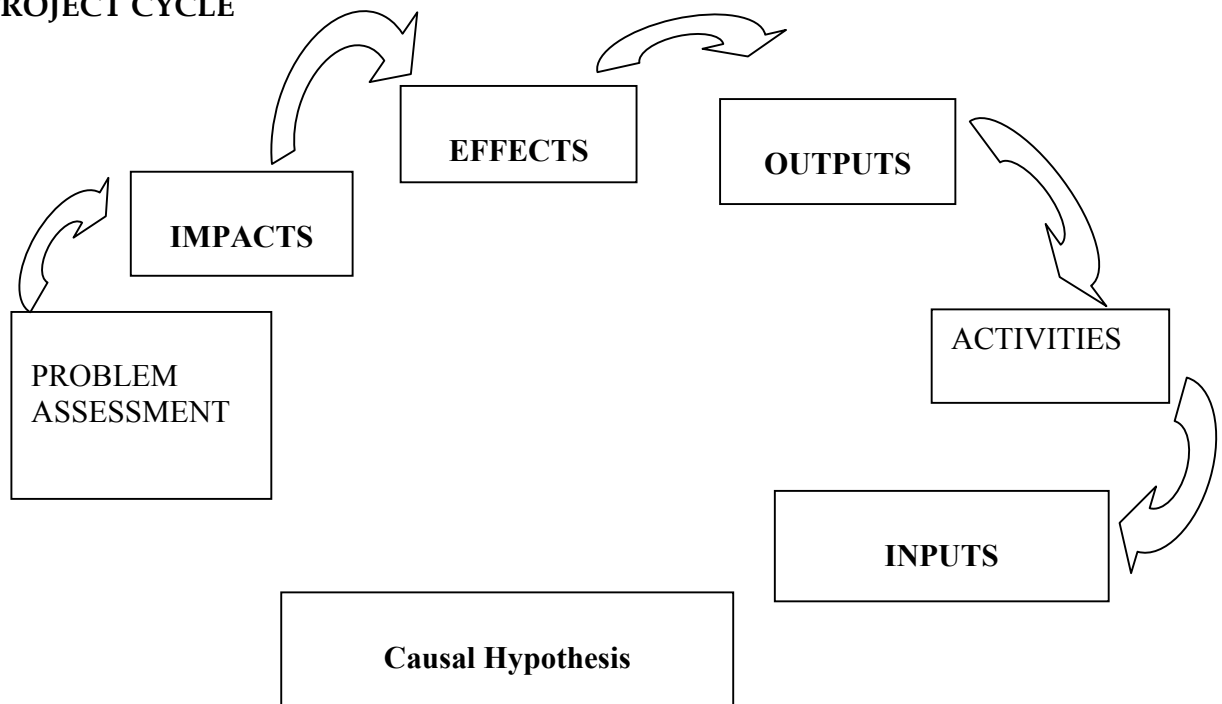
Causal Pathway Framework

Design Direction

←————————————————————————————————

| Inputs | → | Activities | → | Outputs | → | Effect | → | Impact |

————————————————————————————————→

Implementation, Monitoring and Evaluation

After this session, the participants will be able:
1) To define comprehensive project goal/s which can address the problem identified
2) To be able to write SMART objectives

Materials needed: flipcharts, markers, A 4 size paper

Time needed: About an hour

Steps
Brainstorming
1. Ask the participants:
    o   What is goal?
    o   What is objective?

Write down all their answers on a flipchart. It is possible that some people can ask the facilitator to explain to them the difference between impact and goal and output and objective. Different donors are using different terms. Please explain to them that some words are using interchangeably.
    o   Project Aim - Main Objective – Goal/Impact

In the sample problem tree, the main problem mentioned is "High HIV transmission rate among young people" and to respond to this problem, the project aims "to reduce HIV transmission rate among young people".

This is **goal of the project** and at the same time, it can be assumed as **project impact**. Project impact/s can be project goal/s but it is not necessary to be the same. As mentioned in previous lesson, *Impact* is: a change in population's health, economic or social status. So reducing HIV transmission rate among young people is also a change in population's health and it can be assumed as project impact.

If we expect that reducing HIV transmission rate among young people can also happen social, economic and health status change among young people, we can separate goal and impact separately.

Simply project goal is:
   What the project is expected to benefit each target group in a longer run.
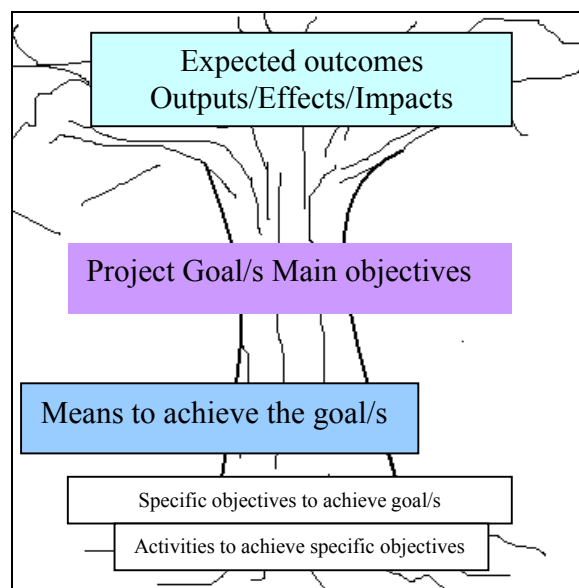
Normally, we set objectives to achieve the targeted goal/s. Outputs are products or services which will contribute to the project objectives. For an objective, there can be more than one output.

And Project objective is
   What the project intends to accomplish and in what period of time.

Objectives should be SMART:

S	–	Specific
M	–	Measurable
A	–	Achievable
R	–	Realistic
T	-	Timely/time-bound

Then ask the participants to look at the examples and check if they are SMART or not.

	SMART
To increase use of antenatal services by pregnant women aged 15-24 by 40% in 2 years.	√
To ensure that sub-grantees have adequate funding and materials support.	x
To enhance refugee income generating and food production capacity.	x
To increase the proportion of adult women to men who participated in management training from 20% to 30% in 1 year.	√

2. Using your causal hypothesis and causal pathway framework, ask each group to define their project goal/s and objectives. (30 minutes)

3. Distribute the handouts on project design and ask each group to brainstorm the activities, who will implement and when. Then draw work plan using Gantt chart or detailed implementation plan worksheet. (30 minutes)

Detailed Implementation Plan Worksheet (sample)

No.	Activity planned	Person responsible	Timeline											
			jan	feb	mar	apr	ma	jun	jul	aug	sep	oct	nov	dec
Objective: 1 trained peer educators in targeted areas														
1.1														
1.2														
Objective: 2														
2.1														
2.2														

```
                          ┌─────────────────────┐
                          │    Project Goal/s    │
                          └─────────────────────┘
         ┌──────────────┬──────────────┬──────────────┐
  ┌───────────┐  ┌───────────┐  ┌───────────┐  ┌───────────┐
  │ Objective │  │ Objective │  │ Objective │  │ Objective │
  └───────────┘  └───────────┘  └───────────┘  └───────────┘
```

Output-1	Output-2	Output	Output	Output-1	Output-2	Output-3

Activity-1	Activity-2	Activity-3	Activity-1	Activity-2	Activity-1	Activity-2
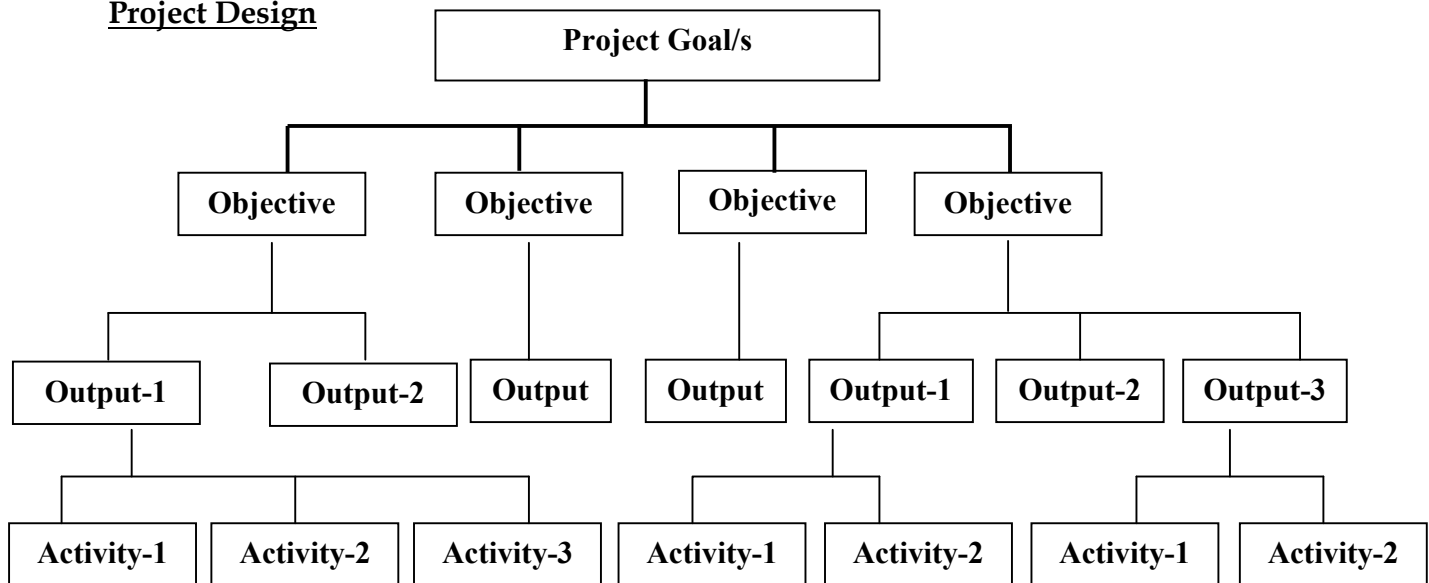
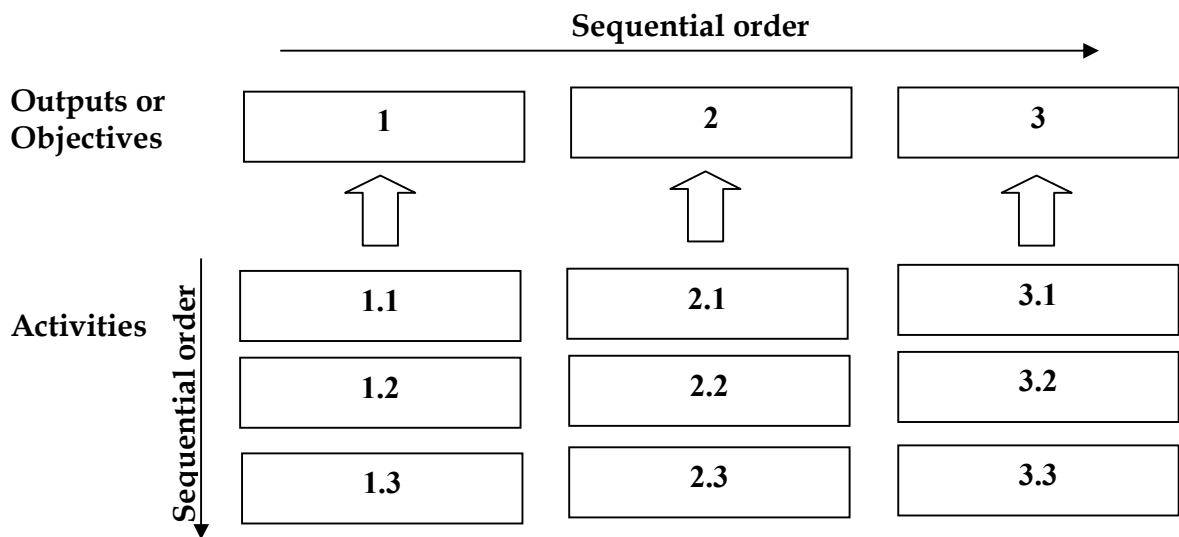**Activities**

Describe the activities planning to implement in the project period and how it will be carried out.

Sequential order →

Outputs or Objectives	1	2	3

Activities — Sequential order ↓

1.1	2.1	3.1
1.2	2.2	3.2
1.3	2.3	3.3

After this session, the participants will be able:
- To analyze SWOT of the organization to implement the project planned
- To develop strategies using SWOT for the project

Materials needed: Flipcharts, markers, handouts on SWOT analysis and SWOT Grid

Time needed: 60 minutes

Steps
1) Explain the participants that SWOT analysis and SWOT Grid are important tools to understand the internal and external situations of the organization to do something. In Strategic planning training manual, SWOT is an important part for the organization's vision and mission. However, SWOT is more focused on the project goal and objectives targeted.

Then write the meaning of SWOT on the flipchart:
S   –   Strengths
W   –   Weaknesses
O   –   Opportunities
T   –   Threats

2) Distribute handouts: "SWOT Analysis" and "SWOT Grid". Ask each group to write down their project goal/s. To achieve the goal/s targeted,
Brainstorm
o   The Strengths and weaknesses of the organization,

o Opportunities and threats/challenges they can have

List all of them and put them in the table in SWOT analysis. Ask the participants to use the following SWOT Grid based on SWOT analysis they did to develop strategies to achieve the desire they have.

3) Group presentation: present their project strategy using SWOT analysis and grid. Normally, project strategy explains how an organization will work using the strengths and opportunities they have and how they will overcome the difficulties (threats) improving the weaknesses.

<u>**Handout:**</u> **SWOT Analysis**

Internal forces	External forces
Good things (Strengths)	Positive factors (Opportunities)
Bad things (Weaknesses)	Negative factors (Threats)

E.g.
Goal: to reduce HIV transmission rate among young population

Internal forces	**External forces**
Good things (Strengths) o skilled trainers who can train peer educators well o staff who understand HIV/AIDS issues in targeted areas and vulnerable groups o good network to get needles and condoms with cheap prices o committed potential peer educators	Positive factors (Opportunities) o donors' interests o capacity building program of INGOs o other INGOs want to help the organization o HIV/AIDS gets attention from the government
Bad things (Weaknesses) o limited number of staff o lack of staff who can take a lead for counseling center o limited budget o not registered	Negative factors (Threats) o targeted groups go underground o other GONGOs are working on the same issue o new NGOs guidelines

SWOT analysis gives chance to think about all your organization's SWOT. Some donors ask to do risk assessment. Bad things and outside negative factors can be included in the risk assessment.

After thinking about your organization's SWOT, formulate project strategies using the SWOT Grid.

SWOT Grid

	Opportunities	**Threats**
Strengths	**INVEST** Clear matches of strengths & opportunities lead to comparative advantage.	**DEFEND** Areas of threat matched by areas of strength indicate a need to mobilize resources either alone or with others
Weaknesses	**DECIDE** Areas of opportunity matched by areas of weakness require a judgement call: invest or divest; collaborate	**DAMAGE CONTROL/DIVEST** Areas of threat matched by areas of weakness indicate need for damage control

Project strategy

	Opportunities	**Threats**
Strengths	**INVEST** o will submit project proposal o will assign staff who know well about HIV issues in targeted areas to identify potential peer educators o will send staff to capacity building program for organizational development o will negotiate with the organizations which can provide needles and condoms with cheap prices o will build big pool of core peer educators	**DEFEND** o using good network, will go to the targeted groups and recruit peer educators o The organization will focus more on peer education training and peer educators will work with their own targeted groups to get attention from GONGOs
Weaknesses	**DECIDE** o Internship program will be arranged and be sent to capacity building program. o Will approach the donors for the project. o Counselor will be recruited.	**DAMAGE CONTROL/DIVEST** • Will use existing resources in the areas such as private clinics or resource centers to avoid unnecessary problems

Objectives of the lesson:
- To understand the concept of monitoring and evaluation
- To understand different types of indicators and
- To be able to develop indicators for the project

Materials needed: Flipcharts, markers, handout on Notes on indicators

Time needed: 1 hour 30 minutes

Steps
Eliciting
1) Ask the participants the following questions in plenary:
    - What is Monitoring? When do we monitor? What do we monitor?
    - What is evaluation?

Write down all the answers given by participants on flipchart.

2) Then show the following notes as slides of the answers prepared or as handout and elaborate the important points.

What is Monitoring?
Monitoring is a planning and management tool which gives regular and continuous feedback that can be used to make decisions, manage the project more successfully and plan for better project activities in the future. Simply it measures the progress of the activities toward some end.
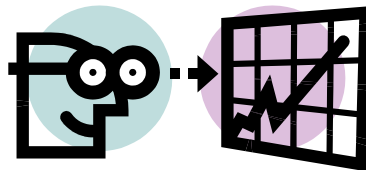
When do we monitor?
According to the desired schedule of implementation of the projects….
e.g. monthly, bi-monthly, quarterly

What do we monitor?
There are three basic types of monitoring commonly used in development work:
1. Management/administration
    a. staff/personnel
    b. vehicles
    c. supplies

2. Finance
   a. project budget and expenditure
   b. staff salaries
   c. cash flow analysis
3. Project activities
   a. project inputs – budget, equipment, key staff needed
   b. results of activities – project outputs/outcomes/impact (using indicators)
   c. the way the project is managed
   d. situation or context – policy environment, political situation

What is evaluation?
Evaluation is the assessment at one point in time of the impact of a piece of work and the extent to which stated results have been achieved, the following are necessary to carry out an evaluation.
- clear measurable objectives (outputs, outcomes, impact)
- key indicators
- information about the indicators, which can be used to see whether there has been any change as a result of the work. This could be from information collected in a baseline study or gathered over time by a monitoring system.

3) Then tell the participants that to monitor the results of activities and to measure the changes, it is necessary to define indicators for the project planned. Ask the participants the following:

- What is indicator?
- Why do you need indicator/s in your project proposal?

Write down all the answers on flipchart. Then explain the participants that when they write the proposal, it is necessary to think about the indicators which can prove that the project achieves as planned.

"Indicators are units of measurement. They are used to set targets in planning, measure the achievement of the different levels of results planned in the project. They can also show the progress or changes the project has made. "

4) Ask each group to develop indicators based on the goal/s, objectives and activities mentioned in the project design and present their indicators in plenary with their timeframe for monitoring and evaluation. (30 minutes' discussion and 5 minutes' presentation for each group)

5) Then distribute the handout on "Notes on indicators" to the participants. Ask the participants to read the handout and then ask them to check the following data if they are measurable or not.

Measurable indicator or not

	Yes	No
Mortality rate		
Health education materials		
# of clinics offering STD treatment		
% of clients satisfied with quality of STD treatment		
# of community health workers trained		
% of student computer who score at least 90% on final exam		
Sexual violence counseling		

Answer:

	Yes	No
Mortality rate	x	
Health education materials		x
# of clinics offering STD treatment	x	
% of clients satisfied with quality of STD treatment	x	
# of community health workers trained	x	
% of student computer who score at least 90% on final exam	x	
Sexual violence counseling		x

<u>**Sample**</u>
Objective 1:
To train peer educators who can give HIV/AIDS education in targeted areas
Key indicators:
• # of trained peer educators in different targeted areas
• # of people trained by peer educators in different targeted areas
• # of HIV/AIDS education activities organized by peer educators
Activities:
• Total 50 peer educators are trained in project year(training records)
• At least 500 peers are trained by peer educators (activity records of peer educators, training records)
• At least 2 HIV/AIDS education activities organized by peer educators (monthly report, activity records)
Handout:
Notes on indicators

> "Indicators are units of measurement. They are used to set targets in planning, measure the achievement of the different levels of results planned in the project. They can also show the progress or changes the project has made. "

A good indicator is:
• Practical
• Independent
• Measurable and
• Targeted.

Indicators can measure:
• Output
• Effect or
• Impact of a project

Outputs are the results obtained at the project level through the implementation of activities using program resources. These may be divided into three components: functional outputs, service outputs and service utilization.

> <u>Functional outputs</u> are the direct result of program activities in six key functional areas: policy, training, management, commodities and logistics, research and evaluation, and IEC.
>
> • # of people trained in the last 12 months,
> • # of IEC messages aired on the radio in the last quarter etc…

Service outputs are the results of project activities aimed at improving the service delivery system. These are measured in terms of quality, accessibility of services and program image and acceptability.

Service utilization is the result of making services more accessible and satisfactory to potential clients. This result is generally measured at the program level.

Program **effects** or **impacts** are the set of intermediate and longer-term results expected to occur at the population level due to project activities and the generation of project outputs.

Effects are the intermediate results of the project activities and project level results. These results show the changes of knowledge, attitudes, skills, intentions and behaviors or practices of the population of interest.

Impacts are longer-term set of results at the population level that are long-term in nature and are produced only through the action of intermediate outcomes.. Long-term results, impact, are generally achieved in 5-10 years.

Levels of Measurement

Outputs are usually measured with project-based such as service statistics, client and other records, administrative records, commodities shipments, sales as well as information that is collected on-site whether services are delivered (e.g., provider surveys, observation of provider-client interaction, audits, mystery clients) or from a follow-up study of clients.

Effect and impact are usually measured with population-based biological and behavioral data. Population-based data refers to information obtained from a probability sample of the target population in the catchment area for the program. This may be a country, a region, or a particular sub-group of the population, depending on the areas that a given USAID Mission is supporting. The data are generally collected from surveys, such as the Demographic and

Health Survey (DHS), Behavioral Surveillance Survey (BSS) or the Young Adult Reproductive Health Survey. Biological-based data are generally collected through sentinel surveillance systems.

At the end of the session, the participants will:
- Understand the importance of community involvement and participation for project sustainability
- Plan for project sustainability

Materials needed: Flipcharts, markers, handout on community development process,

Time needed: 45 minutes

Steps

1) Ask the participants in plenary, "What is participation?" Is it important for the project planned?"
   Show "Degrees of participation" and discuss with participants how they understand different steps of participation. (30 minutes)

| Away from ownership and sustainability |
| Collective action |
| Co-learning |
| Co-operation |
| Consultation |
| Compliance |
| Co-option |
| Toward ownership and sustainability |
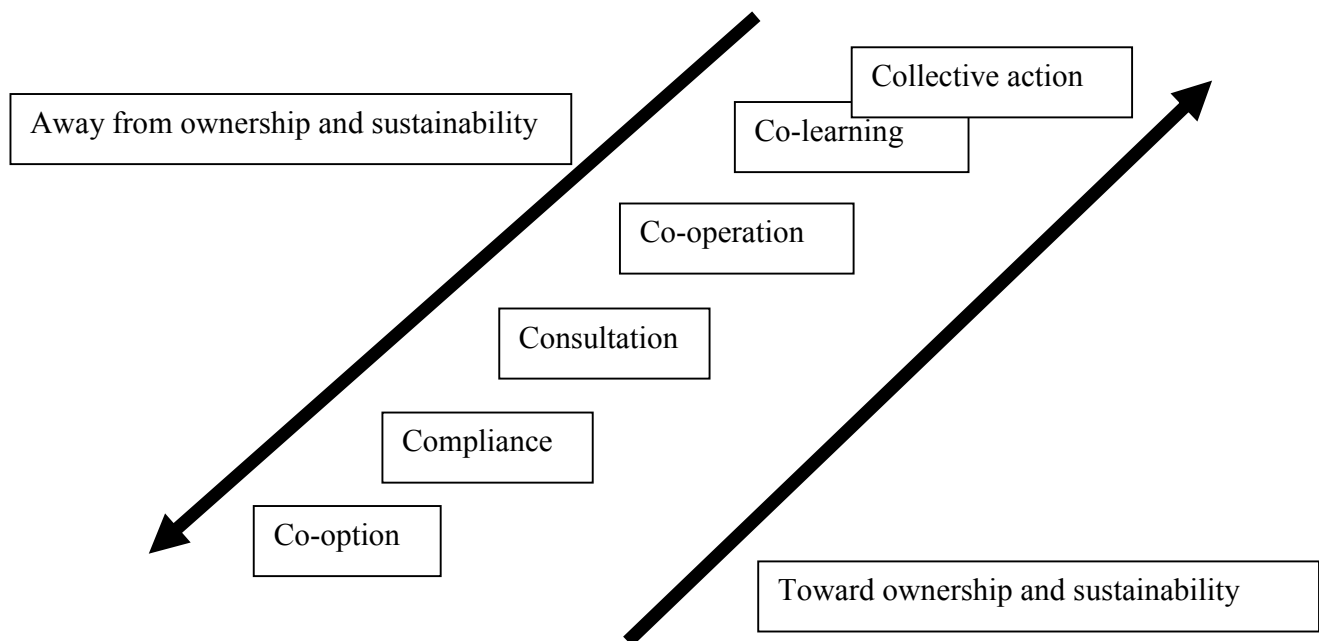
Group discussion: (30) minutes

2) Ask the following questions to discuss in their groups:

• Do you think that community involvement or participation is important for the project you design?
• Why
• How can you invite their participation for the project you planned?

3) Ask each group to present their discussions in plenary. (5 minutes' presentation)

4) Show "community development process" prepared on the slide or distribute handout to the participants.

   Plenary discussion:

   • In this process, where is your organization?
   • Using this model, how can you plan sustainable project for the targeted community?

COMMUNITY DEVELOPMENT PROCESS[1]

FOCUS ON DELIVERY (What the project can provide)	→	**FOCUS ON CAPACITY BUILDING (What community can do)**

WHO DEFINES THE PURPOSE OF WORKING TOGETHER?

Project leads   Information – sharing   Community leads
                              decision – making

INFORMATION SHARING	WORKING TOGETHER	DISCUSSING, PLANNING & WORKING TOGETHER	COMMUNITY PLANS & WORKS INDEPENDENTLY, ASKING ADVICE FROM OTHERS

Start of project   Project ends   Sustainability

---

[1] Adapted from: McMahon, A. Community Development for Remote Townships – Induction Workshop. Yangon: UNDP/UNOPS 1999

At the end of the session, the participants will:
- Understand what information about the organization are necessary to include in the proposal
- Be able to write organizational structure or reporting system of the organization

---

Materials needed: Flipcharts, markers

Time needed: 45 minutes

Steps
Plenary discussion:
1. Ask the participants:

"Why does the donor need to know your organizational structure?"

After writing down the answers from the participants, the facilitator can tell them that organizational structure can help the donor to understand overall situation of the organization. Sometimes, organizational chart, major roles and responsibilities of key full-time staff in the organization are usually mentioned in the proposal. (15 minutes)

2. Ask the participants to think about how their organization is structured. Normally, principles of an organization can be present in its structure.

    For example, if you are implementing a bottom-up, participatory strategy, then the decision-making processes should always be collective.

The rest of the structure should be adapted to the context, particular goals, and habits of teamwork in the organization. Ask each participant to draw the organizational structure of their mother organization. Participants from the same organization can form a group. They can discuss and draw it together. (15 minutes)

3. Explain that participants that an organization has certain responsibilities, and they are too many for any one person to do. That is why the jobs are divided up and the responsibilities are shared. Usually the parts of an organization are called *organs* (like the heart and liver in the body). They work together to make sure that the organization is healthy. The organization needs for all of

the organs to be healthy and helping each other at all times. Within any organization, the following tasks all need to be done (and usually different organs each hold a separate responsibility):

Handout:

Organizational structure[2]:

Principles of an organization can be present in its structure.

For example, if you are implementing a bottom-up, participatory strategy, then the decision-making processes should always be collective. The rest of the structure should be adapted to the context, particular goals, and habits of teamwork in the organization.

An organization has certain responsibilities, and they are too many for any one person to do. That is why the jobs are divided up and the responsibilities are shared. Usually the parts of an organization are called *organs* (like the heart and liver in the body). They work together to make sure that the organization is healthy. The organization needs for all of the organs to be healthy and helping each other at all times. Within any organization, the following tasks all need to be done (and usually different organs each hold a separate responsibility):

Governance- The highest body of an organization usually will not be as involved in the day-to-day operation of the organization as the management will be. However, they have an important role to play in the long-term development of the organization. They ensure that the group has a vision, and that the work is reflecting what the NGO stands for.

Leadership- The leadership of the organization is the body that gives direction to the organization. The leadership body ensures that the organization is developing in step with its mission and organizational values, and that the organization maintains good practice in its administration and projects. The *Board of Directors*, *Board of Trustees*, or *Executive Committee* usually provides organizational leadership. Although many organizations set up Boards of Directors (BOD) because their donors tell them to, a BOD who has a clear idea of its role within the organization and fulfils it effectively is extremely valuable to an NGO. Some leadership groups assign different roles to its members, including Chairperson (the one who leads meetings), Vice Chairperson (the one who represents the Chairperson in his or her absence), Secretary (who takes notes of all meetings and writes all letters from this leadership body), Treasurer (who oversees any financial issues that are the responsibility of the leadership body, such as membership payments), etc. These positions are not essential, but can be an easy way to share responsibilities if you are a large leadership body.

Management- The management of the organization differs from the leadership body in that the management is responsible for the day-to-day running of the organization. The management must be sure that the organization's human,

---

[2] Adapted from "How to set up a local NGO, IRC Somaliland"

material, and financial resources are used properly and effectively. The management also checks to see that the organizational polices are being followed and that the projects are in line with the expectations of the donors. In larger organizations the managers are sometimes made into their own organ such as a *Management Team* or *Executive Committee*. However, it is not necessary to do so. There must be a forum for discussion within the NGO, and there should be a sense of teamwork among the managers who oversee the day-to-day running of the NGO. The Management is usually divided into two departments, Administration/Finance and Projects:

> **Administration**- The administration of the organization oversees the specific details of running the organization as a whole. This includes managing its inventory, being sure that administrative forms are filled out correctly, keeping the office running well and supporting the project staff as needed.
>
> **Accounting**- The organization's accounting responsibilities include everything related to the finances of the organization. The accounting staff must be sure that all financial procedures are carefully followed and that the finances of the organization are used in accordance with the agreement of the donor.
>
> **Project implementation**- Running projects effectively is the most important responsibility of an organization. An LNGO exists to help its target group, and it assists them through the projects it runs. If the projects are ineffective, then the organization has no reason to operate. Within project implementation there are several areas of responsibility. They include administering the project, using its finances honestly, and ensuring that the service that is offered is high quality and worthwhile.

Points to remember

When designing your organizational structure chart, consider the following points:

- Be consistent- if you state the employee's names, then don't forget to include everyone. The same is true for job titles- be sure that you include the job titles of everyone.
- Don't confuse departments and job titles. A person cannot be the Administration Department, but can be Administrator.
- If you use chairperson, don't use director.
- Don't leave people out of your chart. The members, volunteers, and office support staff (such as the cleaner, watchman, and driver) should all be included if they work for your organization.

Handout:

SAMPLE ORGANIZATIONAL STRUCTURE CHARTS

Example 1:

```
                    ┌─────────────────┐
                    │   Chairperson   │
                    └─────────────────┘
                             │
                    ┌─────────────────┐
                    │ Vice Chairperson│
                    └─────────────────┘
                             │
              ┌──────────────────────────────┐
              │      Executive Committee      │
              │   (Heads of all Departments)  │
              └──────────────────────────────┘
        ┌──────────┬──────────┬──────────┬──────────┐
  ┌───────────┐ ┌───────────┐ ┌───────────┐ ┌──────────────┐
  │Education PM│ │ Health PM │ │ Women PM  │ │ Administrator│
  └───────────┘ └───────────┘ └───────────┘ └──────────────┘
```

Example 2:

```
                    ┌──────────────────┐
                    │ General Assembly  │
                    └──────────────────┘
                             │
                    ┌──────────────────┐
                    │ Board of Directors│
                    └──────────────────┘
                             │
                    ┌──────────────────┐
                    │ Executive Director│
                    └──────────────────┘
      ┌──────────────┬──────────────┬──────────────┐
┌───────────────┐ ┌──────────────┐ ┌────────────────────┐ ┌──────────────────┐
│ Administrator │ │Finance Officer│ │Health Project Officer│ │ Education Project │
│    Officer    │ │              │ │                    │ │                  │
└───────────────┘ └──────────────┘ └────────────────────┘ └──────────────────┘
```

Example 3:

Htoo Htoo	Ko Sai	Janice	Ma Hla
Accountant	Administrator	Director	Cleaner
Photo of of	Photo of	Photo of	Photo
Htoo Htoo	Ko Sai	Janice	Ma Hla

Aung Htun	Sakawa
Health Project Manager Manager	Education Project
Photo of	Photo of
Aung Htun	Sakawa

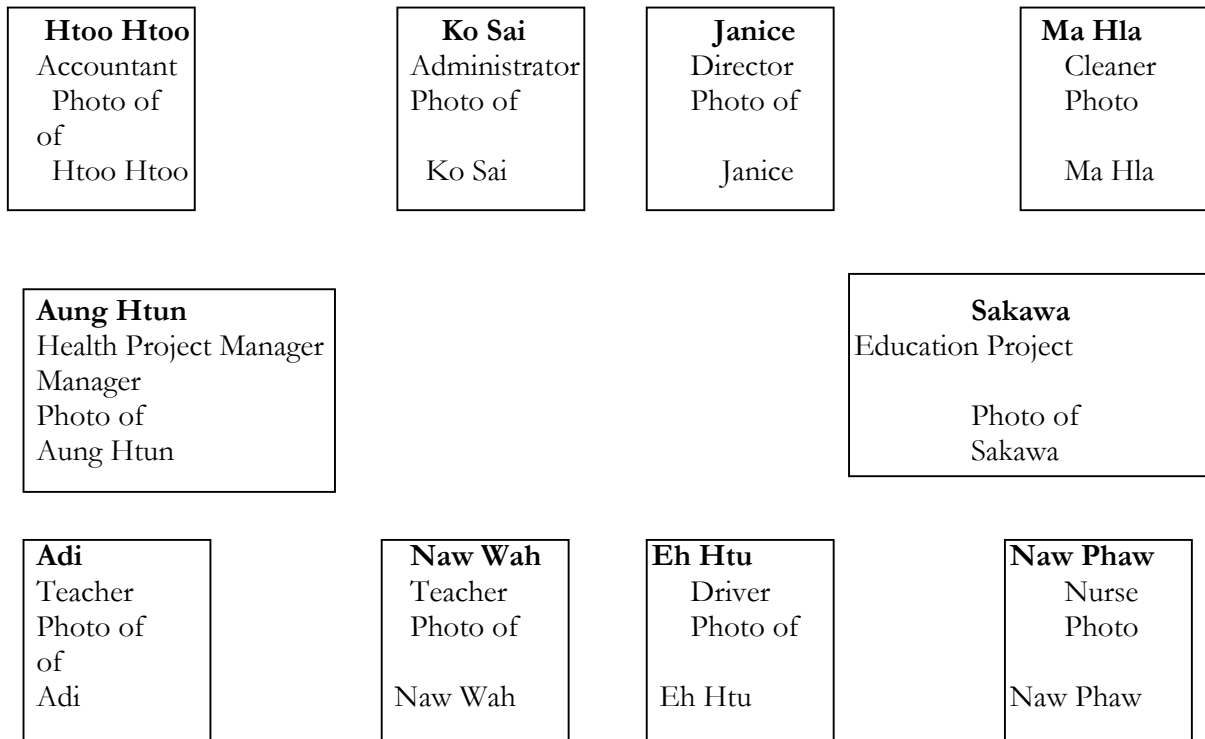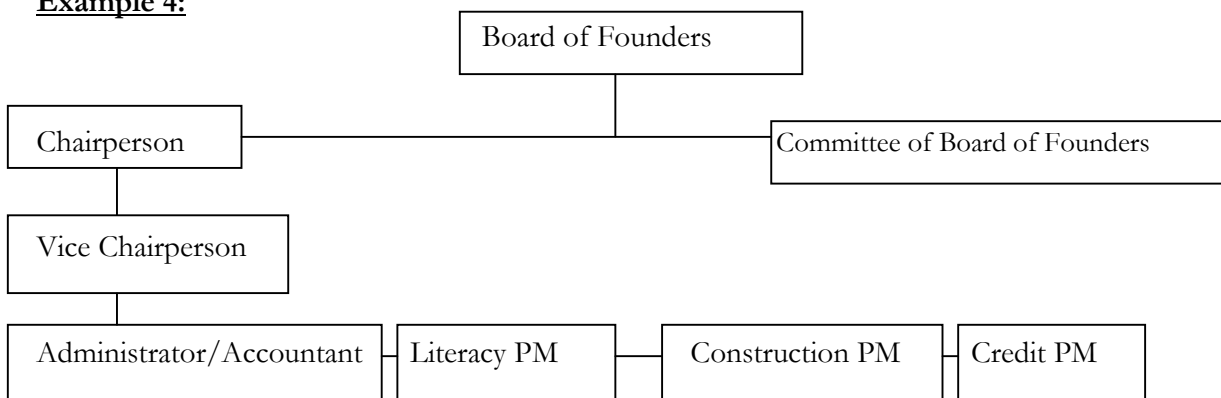| Adi	Naw Wah	Eh Htu	Naw Phaw
Teacher	Teacher	Driver	Nurse
Photo of of	Photo of	Photo of	Photo
Adi	Naw Wah	Eh Htu	Naw Phaw

This chart is not as common, as it does not show the organization's hierarchy. It does not include the BOD or the General Assembly. But, putting photos in the chart is a good way for visitors to know who is doing what, and to learn your names. It is friendlier, but if your organization is very big and you want to include all of your members, then you will need a very big sheet of paper!

Example 4:

```
                          ┌──────────────────┐
                          │ Board of Founders │
                          └──────────────────┘
                                   │
┌──────────────┐                   ┌──────────────────────────────────┐
│ Chairperson  │───────────────────│ Committee of Board of Founders   │
└──────────────┘                   └──────────────────────────────────┘
       │
┌──────────────────┐
│ Vice Chairperson │
└──────────────────┘
       │
┌───────────────────────┐ ┌────────────┐ ┌─────────────────┐ ┌──────────┐
│ Administrator/Accountant│ │ Literacy PM │ │ Construction PM │ │ Credit PM │
└───────────────────────┘ └────────────┘ └─────────────────┘ └──────────┘
```

4. Then the facilitator asks the participants to focus on the project they want to propose? Ask them to think of the staff the project will need by answering the following questions: (15 minutes)

- How many staff will be involved full-time on this project?
- Please describe detailed descriptions of their roles and responsibilities.
- How many staff will be involved part-time?
- How many new staff (if applicable) will be recruited (for this particular project)? Please explain how many percentages of their salaries will be charged from proposed budget? Why?

5. PLEANARY DISCUSSION
Ask each group to present their project management and administration plan for the project proposed. (3 minutes per group)

At the end of the session, the participants will:
- Be able to draw their budget and
- Be able to write budget narrative descriptively.

Materials needed: Flipcharts, markers

Time needed: 45 minutes

Steps

1) The facilitator can start the lesson by explaining to the participants that different donors like to request different budget format.

IRC normally requests two different spreadsheets which explain summary of the budget and detailed budget request in Microsoft Excel format.

Detailed budget plan can be drawn referring the causal pathway framework of the project. Activities and inputs give ideas how a realistic budget can be drawn.

2) Distribute IRC budget format to the participants. Then ask each group to draw a budget. (30 minutes)

3) Then the facilitator explains to the participants that many donor agencies want to know how the organization will use the money they ask. So budget narrative is important in this case. Normally, budget narrative is usually written after the budget is finalized. This prevents multiple rewrites and allows less room for errors when changes occur to the budget.

A well written budget narrative should be:
- **Clear.**
- **Accurate.**
- **Consistent.**
- **Complete.**
- **Appropriate level of detail.**

Handout:

◆ Budget narrative is usually written after the budget is finalized. This prevents multiple rewrites and allows less room for errors when changes occur to the budget.

Budget Narrative:

1) Personnel: __ the roles of different staff in your organization. Positions that are unique to the project, however, should be explained as separate items in the budget narrative. Their purpose may by defined based on program objectives.
2) Fringe Benefits: __ A brief description of the expenses which will cover visa fees, health check up for work permit etc.
3) Travel:_ how many person (s), where, when, how long, for what purpose should be explained in the budget narrative.
4) Office Supplies and Equipment: Explain what supplies and equipment will be bought for the project
5) Expenses for project activities: This section of the budget and budget narrative is the important area of the document. It is usually the primary purpose and largest expense of the project, and is the most important indicator of how much of the grant is actually going to beneficiaries. These line items are unique to each project and should be described and justified separately.
6) Contractual: Consultants hired to carry out specific tasks of the project, such as evaluation or training, should be described and justified separately.
7) Other (Office rent, utilities & communication) Rent, utilities and maintenance of offices may be summed up in one description. Rent, utilities and maintenance of items like offices or other buildings integral to the project should be described and justified separately.
8) Communication Expenses: Telephone/Fax/Postage may be summed up in one line, stating, for example, that budgeted amounts are based on prior experience in similar situations.

Proposal Writing Training
Post Test

Please answer the following questions to know your existing knowledge and skills. သင်၏

8. What are the key components in a proposal?

9. What are the most important things a donor/funding agency wants to know?

10. What is a project cycle?

11. What should we include in a detailed implementation plan?

12. What are indicators? Please give an example of indicator.

13. How will you draw a budget?

14. What other information (appendices) should be attached when a proposal is submitted?

Wishing you best of luck in proposal writing!