2017

Module 2

PROJECT DESIGN: BUILDING AN INTERVENTION LOGIC

Trainer's handbook for Humanitarian workers in Afghanistan

A complete manual specifically developed for Afghanistan, which guides trainers step-by-step to facilitate a 5-day course on project design and proposal writing.

Welcome

We are very pleased that you have chosen to become a trainer in project management in Humanitarian action. This trainer's handbook is designed to help you organize and run courses for Afghan humanitarian managers.

The ACSSI project started in March 2013 with financial support of Japan ministry of foreign affairs through Japan partners including **Peace Winds Japan, AAR Japan** & **Japan International Volunteer Centre**. The project aims to strengthen the work of the civil society actors in order to expand services into provinces and districts through coordination, capacity development, learning and training to enhance their ability to efficiently and effectively address basic needs and protect the rights of Afghans.

The handbook is guideline for trainers and facilitators to conduct effective training programs.

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Notes for the user

This Trainer's Handbook includes all the information and documents that you will need to run the course Module 2 (M2) "Project design: Building an intervention logic" in Humanitarian Action. The course is composed of **10 sections** which include handouts, case study documents, PowerPoint presentations, etc.

Each section has the same format, as presented below:

The ideas and skills that participants should have learned by the end of the section.

The average time needed to cover the whole section.

Objectives:

By the end of section 0, the participants will b

- Get to know each other and feel comfortable within the group
- Have a clear idea of the course objectives and limits
- Know the course timetable and rules

Duration: 1h30 to 2h10 (depending on the number of participants)

The breakdown of parts of the section and the average time needed for each.

Section plan:

5 - 15 min	Introduce yourself (and possibly your organisation)
10 min	Presentation of the training project and the partnership with ACBAR
30 - 60 min	Exercise 1: Participants present themselves to each other
15 min	Clarification of the course objectives and presentation of the course plan
15 min	Exercise 2: Clarification of the course rules
At the end of each day	
10 min	Exercise 3: Weather of the day
Once in the middle of the week	
5-15 min	Exercise 4: Crossword puzzle

The documents necessary to complete the activities included in the section and the handouts to be printed out for the participants.

Document(s) to print out:

- Learning Partner Cards *(Ref. M2_S0-1)*
- Course Rule Pictures *(Ref. M2_S0-2)*
- Weather Card Pictures (*Ref. M2_S0-3)*
- Training Course Timetable (*Ref. M2_S0-4*)
- Training Course Poster (*Ref. M2_S0-5*)
- Crossword Puzzle (*Ref. M2_S0-6)*
- Crossword Puzzle Correction (*Ref. M2_S0-7)*
- Documents To Print Out *(Ref. M2_S0-8)*

PowerPoint presentation:

- Introduction to the course (*Ref. M2_S0-PP1*)

Material needed:

- Post-it notes (for Participants' expect
- A4 white paper (for the Training Rule Pictures)
- Flipchart
- Scissors and sticky tape
- Two pieces of A3 white paper (for the Training Course Timetable and "How is the Weather?" Poster)
- Thick paper or card (for the Learning Partner Cards)
- Three envelopes (for the Weather Card Pictures)

The essential materials needed to facilitate the activities included in the section.

The PowerPoint presentation to use to facilitate the section.

Each section of the module 2 (M2) has a reference number (S0, S1, S2, S3…). The PowerPoint presentations, worksheets and/or other documents connected to each section have also been given reference numbers. For example, to do section S0, you will find the PowerPoint presentation M2_S0-PP1 and the related documents M2_S0-1, M2_S0-2, etc.

For activities which need prior preparation.

Preparation (before the participants arrive)

1. Organise the room (work space, feedback space). Check that the equipment is working (video projector, etc.).
2. Stick the "**Course Rule Pictures" (Ref. M2_S0-2)** on walls, tables and chairs. They will be collected later to introduce rules for running the course. (See exercise 2)
3. Stick the "**Weather Card Pictures" (Ref. M2_S0-3)** and the **"How is the weather?" poster** on walls. They will be used every day when concluding the training course. (See exercise 4).
4. Stick the **"Training Course Timetable" (Ref. M2_S0-4)** on the wall.
5. Stick the **"Training Course Poster" (Ref. M2_S0-5)** on the door.

Key part of the section: **Chronological description of what you need to do for each section including an explanation of the documents and exercises to be used.**

Step by step

Optional: Play some pleasant background music while the participants are arriving and finding their places.

1. **(30 to 60 min) - Exercise 1**

Exercise 1: Getting to know each other, forming "learning partner" pairs.

What is a learning partner? Why and how are they used?

The course will include a great deal of group and pair work, but the learning partner is the person that each participant will work with the most, for example to give feedback on different exercises and talk about how they are feeling and what they have learned. By discussing what they have learned, participants help each other to learn better.

Distribute a **"Learning Partner Card" (Ref. M2_S0-1)** to each participant. Each person should then try to find the person who has the corresponding card. Tell the pairs that have formed to find a space in the classroom and ask them to present themselves to each other by answering the following questions:
Who are you? What do you do? What do you want to learn during this course? Tell us something unusual about yourself – something you like, for example.

The "Document(s) to print out" are written in blue when you need to use them.

Some specific exercises are highlighted in a green box.

2. **(15 min) - Present the course objectives and timetable (Ref. M2_S0-4)**; making any necessary clarifications in relation to the expectations expressed during the preceding exercise **(Slides #2, #3, #4, #5, #6, #7, and #8 on PPT (Ref. M2_S0-PP1)**).

The PowerPoint Presentation slides are written in blue, when you need to use them.

The Step-by-step section is written in classic typeface for information related to the trainer's role and in italics for the instructions and theoretical content that the trainer should give to the participants.

Presentation of the training course Module 2

The training course Module 2 "Project design: Building an intervention logic" has been developed to support Afghan aid actors in the important and complex process of designing projects and writing good quality proposals. This training course therefore aims to develop the following skills: analysing and summarising in order to understand a given context and its problems, developing an operational strategy with a systematic and comprehensive approach to programming, and writing good quality project proposals, according to donor requirements.

COURSE OBJECTIVES:

The objective of this training course is to provide participants with a comprehensive understanding of the different components of humanitarian projects and the essential skills they need in order to play an active role in project design and proposal writing.

Upon completing the course, participants will be able to:

- Understand and analyse a problematic context using various Project Cycle Management tools (stakeholder analysis, problem tree);
- Identify different operational strategies according to the context's opportunities and risks (solutions tree, multi-scenario planning);
- Plan an intervention using the logical framework approach;
- Evaluate necessary resources (budget, project team, materials) in line with project objectives;
- Design a monitoring system in line with project indicators and donor requirements;
- Work with a diversity of donors (funding opportunities, similarities and differences in proposal formats, structure of the proposal format):
- Play an active role in writing chapters in a proposal.

LEARNING STRATEGY:

This module includes practical exercises and case studies which focus on the Afghan context. Each section includes practical activities.

PRE-REQUISITES:

- Participants should have a basic understanding of project cycle management.
- Participants should have a good working level of spoken and written English.

CONTENT

This module includes 10 sections:

0. **Introduction**: The introductory section allows participants to get to know each other, course objectives and limits are clarified and the course timetable and rules are presented.
1. **Project cycle management, main principles (reminder)**: A brief look at what participants already know about projects, project cycle management and, if necessary, a reminder of the main points.
2. **Funding a project**: Understanding funding opportunities, donors' project cycle, donors' formats and requirements.
3. **Context analysis and problem identification**: Using the essential PCM tools (stakeholder analysis, problem tree), participants improve their analysis skills in order to design an appropriate intervention logic.
4. **Operational strategy and multi-scenario planning**: This section analyses possible operational responses, according to the aid organisation's mandate and capacity. It also looks at 'best' and 'worst-case' scenarios, and how to envisage flexible programming.
5. **Logical framework**: The logframe demystified! Participants learn how to make the logframe work for them, clarifying objectives, indicators, results and activities to make programming more effective and efficient.
6. **Project planning**: How to programme human resources, budgeting and planning activities, including PCM tools such as the Gantt Chart.
7. **Monitoring system:** How to identify indicators and set-up a monitoring system, integrated into project planning right from the start.
8. **Developing writing skills**: Participants work on improving writing skills for project proposals, with an emphasis on structuring ideas and writing clearly and succinctly.
9. **Course evaluation and conclusion:** Participants look back at the ground that has been covered during the course and prepare how they will apply what they have learned. Participants give feedback about the course and make recommendations for ways of improving it.

Section 0

Course introduction

Objectives:

By the end of section 0, the participants will:

- Know each other and feel comfortable within the group
- Have a clear idea of the course objectives and limits
- Know the course timetable and rules

Duration: 1h15 to 2h10 (depending on the number of participants)

Section plan:

15-25 min	Introduction to the course
30-60 min	Exercise 1: Getting to know each other, forming 'Learning Partner 'pairs
15 min	Clarification of the course objectives and presentation of the course plan
15 min	Exercise 2: Clarification of the course rules

At the end of each day

10 min	Exercise 3: Weather of the day

Once in the middle of the week

5-15 min	Exercise 4: Crossword puzzle

Document(s) to print out:

- Learning Partner Cards (Ref. M2_S0-1)
- Course Rule Pictures (Ref. M2_S0-2)
- Weather Card Pictures (Ref. M2_S0-3)
- Training Course Timetable (Ref. M2_S0-4)
- Training Course Poster (Ref. M2_S0-5)
- Crossword Puzzle (Ref. M2_S0-6)
- Crossword Puzzle Correction (Ref. M2_S0-7)
- Documents To Print Out (Ref. M2_S0-8)

PowerPoint presentation:

- Introduction to the course (Ref. M2_S0-PP1)

Material needed:

- Post-it notes (for Participants' expectations)
- A4 white paper (for the Training Rule Pictures)
- Flipchart
- Scissors and sticky tape
- Two pieces of A3 white paper (for the Training Course Timetable and "How is the Weather?" Poster)
- Thick paper or card (for the Learning Partner Cards)
- Three envelopes (for the Weather Card Pictures)

Preparation (before the participants arrive):

1. Organise the room (work space, feedback space). Check that the equipment is working (video projector, etc.).

2. Stick the "**Course Rule Pictures" (Ref. M2_S0-2)** on walls, tables and chairs. They will be collected later to introduce rules for running the course. (See exercise 2)

3. Stick the "**Weather Card Pictures" (Ref. M2_S0-3)** and the **"How is the weather?" poster** on walls. They will be used every day when concluding the training course. (See exercise 4).

4. Stick the **"Training Course Timetable" (Ref. M2_S0-4)** on the wall.

5. Stick the **"Training Course Poster" (Ref. M2_S0-5)** on the door.

6. Print out the **"Learning Partner Cards" (Ref. M2_S0-1)** in colour on thick paper or card. They will be distributed to each participant later (See exercise 1).

7. Remember that the documents and the slides should be completed, including the training date, training location, names of trainers, etc., before starting the training course. Don't forget to add this information to the PPT presentations too (in particular inside the mask of the PPTs). Any necessary additional information can also be included.

8. Regarding the course timetable, you can modify the time as you wish, starting or finishing earlier or later, according to your schedule. However, the course will last no less than 7 hours everyday. That is why it is recommended to start the course at 8am and finish at 4pm with a 1 hour break at 12pm and two tea breaks (one in the morning, one in the afternoon).

9. Most of the documents have to be printed out for each participant and each trainer, though some may only require one document per working group. Check **"Documents To Print Out" (Ref. M2_S0-8)** to see exactly how many copies of each you need.

Step by step:

Optional: Play some pleasant background music while the participants are arriving and finding their places.

1. (15 to 25 min) Introduction to the course

(5 to 15 min) Introduce yourself (and possibly your organisation).

(10 min) Explain briefly how the training project began and the partnership with ACBAR :
ACBAR coordinates, serves and represents the NGO community (relief and development) in Afghanistan. As such, ACBAR is particularly concerned about the quality of its members' actions and wishes to support and strengthen their transparency and professionalism.
Groupe URD endeavours to improve humanitarian practice and the quality of humanitarian action. It has established expertise in humanitarian training and evaluation and has developed tools in this area.
Aware of their complementary qualities, ACBAR and Groupe URD pooled their know-how by forming a partnership to strengthen the quality of humanitarian action carried out in Afghanistan and improve the transparency and professionalism of NGOs there.

The objectives and expected results of this partnership are:

- *To improve the professionalism of humanitarian actors in Afghanistan by providing training;*
- *To guarantee the quality of actions carried out by supporting the implementation of a "quality system" within ACBAR.*

This module was designed as part of the training project, which was funded by the French Embassy. ACBAR and Groupe URD ran 7 training courses in Kabul in July, November and December of 2010, and January, February, March and July of 2011. The present module was tested on three of these occasions and was subsequently refined.

2. (30 to 60 min) - Exercise 1

Exercise 1: Getting to know each other, forming "learning partner" pairs.

What is a learning partner? Why and how are they used?

The course will include a great deal of group and pair work, but the learning partner is the person that each participant will work with the most, for example to give feedback on different exercises and talk about how they are feeling and what they have learned. By discussing what they have learned, participants help each other to learn better.

Distribute a **"Learning Partner Card" (Ref. M2_S0-1)** to each participant. Each person should then try to find the person who has the corresponding card. Tell the pairs that have formed to find a space in the classroom and ask them to present themselves to each other by answering the following questions:

Q1 - Who are you?
Q2 - What do you do?
Q3 -What do you want to learn during this course?
Q4 -Tell us something unusual about yourself – something you like, for example.

Distribute at least 3 Post-it notes and 1 marker pen per participant and explain that each participant should note down his or her partner's three main expectations on the Post-it notes when answering question Q3.

Presentation in plenary:
Ask each participant to present their learning partner (based on the four questions). Once they have done this, they should pin the Post-it notes on a designated section of the wall. At the end of each presentation, react to each Post-it and then move it so as to group similar expectations together on the wall (at this moment you can also introduce the participants to the concept of Venn diagrams by drawing one on the wall with their expectations). If any expectations are expressed which will not be covered during the course, this should be made clear at this point.

3. (15 min) – Clarification of the course objectives and presentation of the course plan

Present the course objectives and timetable **(Ref. M2_S0-4)**, making any necessary clarifications in relation to the expectations expressed during the preceding exercise **(Slides #2 to #8 on PPT Ref. M2_S0-PP1).**

4. **(15 min) - Exercise 2**

Exercise 2: Course rules

Ask participants to choose one of the pictures **(Ref. M2_S0-2)** which have been stuck up around the room. Then ask each participant to explain what they think their picture represents. As each participant explains their picture, at the same time show the corresponding picture on the PowerPoint presentation so that everyone can see the picture enlarged **(Slides #9 to #14)**. Trainers can add additional information if they like.

Facilitator's note:

- **Raised hand:** Participation – listening: this is how we will make the most out of the course. Participants should not hesitate to contribute to discussions while also remembering to listen to others.
- **Question mark:** Do not hesitate to ask questions – there is no such thing as a stupid question – be curious.
- **Clock:** Punctuality – timekeeping.
- **Smiley face:** We hope that the course will be a pleasant experience and, in addition to being an opportunity to learn, will also be an opportunity to get to know each other.
- **Mobile phone:** Mobile phones should be switched off. Any urgent calls should be made outside of the classroom.
- **Chair:** We may have to move the chairs and rearrange the room for different exercises.
- **Magnifying glass:** We will be looking at things differently. We hope that the course will allow you to learn something new: we will not be able to cover everything to do with data collection but the course should at least open some new doors.
- ***(Optional)* Sink:** Feel free to leave the room to use the bathroom.

5. Remind the participants that the training is conducted in English, but that they should not hesitate to ask for further explanations or translations if they do not fully understand something **(Slides #16 and #17)**. Dari/Pashtu translation is available.

6. (10 min) - Exercise 3 (at the end of each day)

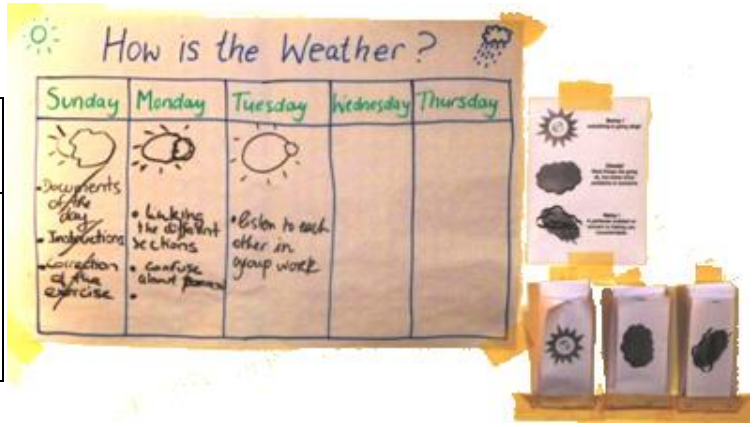
Exercise 3: Weather of the day (Slide #18)

This exercise takes place at the end of each day in order to bring the day to a close and to assess the level of satisfaction of the participants (in terms of training contents, atmosphere, etc). In fact, it is important to evaluate the training day by day, because if we wait until the last day it will be too late to make changes!

Preparation (before the training course starts):
Before the participants arrive, draw on a big piece of paper a table with 5-columns and 2-rows, entitled "How is the Weather?" as presented below and stick it on the wall.

Picture 1:
How is the Weather?

Day 1	Day 2	Day 3	Day 4	Day 5



Next to the **"How is the Weather?" poster**, stick three envelopes, each containing cards with weather symbols (sunny, cloudy, rainy). There should be the same number of cards as participants in each envelope (in case all the participants choose 'sunny'!). Also stick up the information explaining the meaning of each symbol. This information and the weather cards can be printed out from the document **Ref. M2_S0-3**.

At the end of the training day:
Tell participants that: "*Every day, at the end of the day, we will discuss how the weather has been! So each of you will have to decide which weather symbol best represents how you are feeling about the training course, both the content and the way the training is conducted (the room, the food, the atmosphere, etc….). There are three options:*

- ***Sunny:*** *everything is going well*
- ***Cloudy:*** *Most things are going ok, but some minor problems or concerns*
- ***Rainy:*** *A particular problem or concern is making you uncomfortable*;"

Each participant chooses the weather card which corresponds to the way they are feeling.

Then, when all participants have their cards in their hands, ask: *"Who thinks it's been sunny today?"* The participants, who selected 'sunny', raise their hands, showing their card. Count the number of sunny cards. Do the same for cloudy and rainy.
To conclude, make a final judgment about the weather of the day and summarize it by drawing the weather in the appropriate column of the weather poster (see picture 1). For those who selected 'sunny' ask them if they would like to tell the group why it was a good day (this is voluntary, do not force participants to say something). For those who selected 'cloudy' or 'rainy', ask them if they would also like to explain the kind of problems/difficulties they face and write them in the column of the day below your drawing. This keeps a visual record for the participants and trainers of how the week has progressed.

7. (5-15 min) - Exercise 4 (Once in the middle of the week)

Exercise 4: Crossword puzzle

This is an excellent revision exercise to do at the beginning of the day, using a crossword puzzle to go over new vocabulary and definitions. It keeps those participants who arrive early in the morning occupied and interested while waiting for the others to come. The crossword puzzle is best done in the middle or at the end of the week, enabling participants to revise the concepts presented earlier in the training course. This exercise is based on the documents **"Crossword Puzzle" (Ref. M2_S0-6)** and **"Crossword Puzzle Correction" (Ref. M2_S0-7).**

Section 1

Project Cycle Managenement Revision

Objectives:

This section is a brief reminder of the main principles of project cycle management.

By the end of section 1, participants will:

- Know the different phases of the project cycle
- Have a good understanding of the differences between monitoring and evaluation
- Know the documents to be produced in each section of the project cycle

Duration: 1h to 1h20

Section plan:

15-20min	Exercise: PCM questions for group work
15-20 min	Revision: project definition
15-20 min	Revision: phases of the project cycle
15-20 min	Revision: documents to be produced during the project cycle

Document(s) to print out:

- PCM Questions for group work (Ref. M2_S1-1)

PowerPoint presentation:

- PCM revision (Ref. M2_S1-PP1)

Material needed:

- Flipchart pages (at least 4)
- Markers

Step by step:

Explain that **(Slide #1)**:
Before designing a project, the first step is to clearly understand what a project is and identify all the phases of the project cycle.

1. (15-20 min) – Exercise: PCM Questions for group work

Exercise: PCM Questions for group work (Slide #2).

(5 min) Divide the participants into 3 (or 6) groups and distribute one question to each group:

***Q1**: How would you define a project?*
***Q2**: What are the different phases of the project cycle?*
***Q3**: What documents should be produced during each different phase of the project cycle?*

(10-15 min) Each group work should discuss together and answer the question they have received, and then display their presentation using a flipchart.

2. (15-20 min) – Revision: project definition

(5- 10 min) Ask a representative from the group(s) who worked on "*Q1: How would you define a project?*" to present their work to the other participants.

(10 min) Give feedback and conclude by summarizing the main ideas and completing if necessary **(Slide #3)**:

- *A project has a start and an end, a specific scope, costs and duration.*
- *A temporary action carried out to create a unique product, service or result.*
- *A series of activities aimed at bringing about clearly specified objectives within a defined time period and with a defined budget*

Show the picture of a child who is thinking about doing a project in order to improve his/her life **(Slide #4)** and ask the participants in plenary to say what they think about this picture.
The picture shows different elements:

- The needs of local people
- The beneficiaries' ownership of the project
- The transparency of the project process

Then, describe the main features of a project **(Slide #5)**:
A project is a mechanism to solve a problem.
Its main features are:

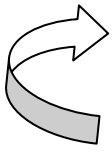
- *Clear objectives*
- *A deadline, a date and timeframe*
- *A specified amount of resources*
- *Benefits a specific group*
- *Carried out by a team and has a team leader*
- *Takes advantage of existing opportunities of the context and local capacities*

To finish this revision on what a project is, define the different kinds of projects **(Slide #6)**: *there can be "hardware projects", which are operational such as "distribution of seeds". There can be also "software projects" such as "training", etc. The two are often combined in a single project, for example building a school and buying school books (hardware) as well as training teachers (software).*

3. (15-20 min) – Revision: phases of the project cycle

(5- 10 min) Ask a representative from the group(s) who worked on "*Q2: What are the different phases of the project cycle?*" to present their work to the other participants.

(10 min) Then, give feedback and show the diagram of the cycle **(Slides #7 and #8)**: *"The way in which projects are planned and carried out follows a sequence known as the project cycle."*
Explain that the project cycle involves a series of steps which are ordered and organised in a cycle, so that the last step leads back to the first one, and so on:



1. Initial Assessment
2. Design
3. Implementation
4. Monitoring and evaluation

Then give a definition of each step of the project cycle **(Slides #9 to #12)**.

4. (15-20 min) - Revision: documents to be produced during the project cycle

(5- 10 min) Ask a representative from the group(s) who worked on "*Q3: What documents should be produced during each different phase of the project cycle?*" to present their work to the other participants.

(10 min) Give feedback and explain **(Slides #13 and #14)**:

At each step of the project, some documents should be produced either to prove the quality of the work done so far or to follow up and keep track of the activities

- *At the time of initial assessment: assessment report*
- *At the time of design: project proposal*
- *At the time of implementation: monitoring report, interim report, budget, revised budget, etc.*
- *At the time of evaluation: evaluation report*

All the documents produced during the project cycle phases are actually tools to manage the project: the PCM toolkit is used to draw the log-frame, and the log-frame enables us to plan the activities and schedule the resources. Finally, thanks to all these documents, at the end of a project we should be able to write a new proposal for the next project, which builds on what has been learnt so far.

Section 2

Funding a project

Objectives:

By the end of section 2, participants will:

- Understand how funding for humanitarian projects works
- Know how to submit a funding request to donors

Duration: 40 min

Section plan:

5 min	Introduction - Definition of funding
10 min	Who are the donors in Afghanistan?
10 min	Information to put in a proposal
15 min	Exercise: The beneficiaries in donors' proposal formats

Document(s) to print out:

Donors' formats:

- French Embassy in Afghanistan format (Ref. M2_S2-1)
- ECHO Single form (Ref. M2_S2-2)
- USAID guideline (Ref. M2_S2-3)

PowerPoint presentation:

- Funding a project (Ref. M2_S2-PP1)

Material needed:

- None

Step by step:

1. (5 min)- Introduction - Definition of funding

Start with the following definition **(PowerPoint 'M2_S2-PP1 Funding A Project'**, **Slide #2)**: *Funding a project means providing a team with the financial resources it needs to implement the project. Indeed, .A project can only begin when it has received (or will receive) the necessary resources to start implementing the activities (such as recruiting staff and paying salaries, buying materials, renting premises, etc.). Financial resources are essential for a project and must be taken into account from the very beginning. But those resources don't often come from an NGO's own private funds, organisations usually have to seek funds from external sources - donors.*

Then, explain that:
To get those funds, it is necessary to plan carefully and have a strategic approach. It is therefore important to understand who the donors are, how they operate and what they require from an NGO before they will consider funding a project. Some donors have very specific requirements; these are outlined in their proposal formats.

2. (10 min) - Who are the donors in Afghanistan?

Ask the participants in plenary session to share with the rest of the group: "W*hich donors fund their NGOs?*", if they know **(Slides #3 and #4).**
Then, show the diagram of the different sources for the funding that is received by aid organisations in Afghanistan: UN agencies, NGOs' private funds, Private foundations, Government of Afghanistan, Institutional donors and Foreign governments **(Slide #5).**
Show the diagram **(Slide #6)** of the countries that donate funds to Afghanistan. Make sure that the diagram is up-to-date, check on the Reliefweb website at: http://fts.unocha.org/pageloader.aspx?page=emerg-emergencyCountryDetails&cc=afg.

3. (10min) - Information to put in a proposal

Give the following definition **(Slide #7)**: *A proposal is a request for financial assistance to implement a project.*

Explain that some donors have their own specific proposal formats, when applying for funding you need to respect this format if you want your proposal to be accepted.

Then, list the information that should be included in a proposal in order to be successful and receive funding from the donor **(Slides #8 and #9)**:

1. *Context analysis and problem statement*
2. *Logic or justification for implementing the project*
3. *Project Goal, Specific Objectives and Expected Results*
4. *Strategy & Activities*
5. *Budget*
6. *Work plan*

4. (15min) – The beneficiaries in donors' proposal formats

Exercise: The beneficiaries in donors' proposal formats

With their learning partner, ask participants to have a look at the **donors' formats**, which should be available for consultation in the training room. Participants try to find where the description of the beneficiaries should be included in the proposal document. As there are many different proposal formats, encourage the participants to search in each format so that they can see different examples: when a couple of learning partners have finished looking at a proposal format, they can exchange with another couple who has finished with a different proposal format, and so on.

NB: Some donors' formats are provided with this trainer's handbook **(French Embassy in Afghanistan format (Ref. M2_S2-1); ECHO single form (Ref. M2_S2-2); USAID guideline (Ref. M2_S2-3)**, but it is better to check and print up-to-date versions, if they are available, directly from donors' websites such as USAID:
http://www.usaid.gov/our_work/humanitarian_assistance/disaster_assistance/resources/pdf/updated_guidelines_unsolicited_proposals_reporting.pdf
or ECHO: http://ec.europa.eu/echo/about/actors/fpa_int_en.htm).

Section 3

Context analysis and problem identification

Objectives:

By the end of section 3, the participants will:

- Improve their analysis skills in order to design an appropriate intervention logic, using the essential PCM tools (stakeholder analysis, problem tree)

Duration: 4h05 or 4h35

Section plan:

5 min	Introduction to the section
10 min	Introduction to stakeholder analysis
1h30	Exercise 1: Stakeholder analysis – Building a Venn diagram
20 min	Introduction to problem tree
1h30	Exercise 2: Problem tree
10 min	Participatory approaches when analysing data
30 min	Exercise 3: The Living problem tree (optional)
20 min	How to integrate the stakeholder analysis and the problem tree into your proposal

Document(s) to print out:

- Case study general information (Ref. M2_S3-1)
- Stakeholder analysis card (Ref. M2_S3-2)
- Group discussion card (Ref. M2_S3-3)
- Stakeholder analysis NGO staff (Ref. M2_S3-4)
- Stakeholder analysis villagers (Ref. M2_S3-5)
- Stakeholder analysis correction (Ref. M2_S3-6)
- Case study problem tree (Ref. M2_S3-7)
- Case study problems highlighted (Ref. M2_S3-8)
- Problem tree correction (Ref. M2_S3-9)
- Problem tree card (Ref. M2_S3-10)
- Individual problems (Ref. M2_S3-11)

Material needed:

- Flipchart pages (at least 4)
- Markers
- Small ropes (for the living tree exercise)
- A3-sized pages (one for each group)
- Small pieces of coloured paper (approximately 20) for the problem tree of the case study
- Sticky tape

PowerPoint presentations:

- Context analysis (Ref. M2_S3-PP1)
- Problem tree (Ref. M2_S3-PP2)

Step by step:

1. (5 min) – Introduction to the section

Explain that **(Slide #2 on PPT "Context Analysis")**:
To design a project, you need to understand the crisis and its effects, people's needs, expectations and demands, who is who (stakeholders, population groups and vulnerabilities, etc.), capacities and coping strategies). You need to be able to analyse this information in order to decide what kind of intervention is appropriate. Most of this information is collected in the "assessment phase".
(Slides #3 and #4): *After completing the initial assessment, if an intervention is recommended (and accepted), then the first phase of the project design is to conduct a more in-depth analysis of the information and to identify the problem. The quality of the analysis depends on the quality of the data collected during the assessment (if you collect wrong, incomplete or biased information, your analysis will also be wrong, incomplete, biased and therefore unusable). The data should accurately reflect the situation in the field.*

A large range of tools are available to help us collect this information and analyse it. We will now see two of these Project Cycle Management tools: the ***stakeholder analysis*** *and* ***problem tree****. These tools are very useful as they are commonly used when designing projects and their results are often presented in the proposal.*

2. (10min) - Introduction to 'stakeholder analysis'

Explain that: *Before identifying the problems it is very important to know who the stakeholders are, their interests and their roles.*
More specifically, ask the whole class:
Question*: Why do we need to know who the different stakeholders present in the target area are, before designing a project?*
Answer (Slide #6)*: In a context where there are many different actors it is often a major challenge to coordinate action and establish partnerships while remaining independent and impartial. To do this, it is fundamentally important to have information about all the stakeholders involved and to understand their interests and position with regard to the crisis.*

Then explain that*:*
The objective of a stakeholder analysis during the design phase is to:
- *Improve understanding of the actors in place and of their actions,*
- *Identify possible partners for your project.*

Ask participants in plenary: What different types of stakeholders can be found? Give feedback and complete if necessary:

1. *Humanitarian actors and development actors, UN agencies*
2. *Government and institutions*
3. *Parties to the conflict*
4. *Civil society organisations*
5. *Community-based organisations*

Finally, explain that to analyse the stakeholders you can use different tools and present the Venn diagram **(Slides #7 and #8).**

3. (1h30) - Exercise 1

Exercise 1: Stakeholder analysis - Building a Venn diagram (Slide #9)

(10 min) Introduce the objectives of the exercise and distribute the document **"Case study general information"** called "Khake Jabar case study #1: information from the desk review" **(Ref. M2_S3-1)**. Distribute the documents called **"Stakeholder analysis card" (Ref. M2_S3-2)** and **"Group discussion card" (Ref. M2_S3-3**), so that everybody can understand how to prepare a group session.

(20 min) Split the participants into groups of 6 or 7 people. In each group, 2 people will play the role of the NGO staff and the others will play the role of villagers.

Ask all those playing the role of NGO staff to come together where they cannot hear what the "villagers" are saying. If there are two trainers, one can be in charge of the NGO staff and the other in charge of the villagers.

- **NGO staff**: tell the managers that they are going to organise a meeting with the villagers. The aim of this meeting is to conduct a stakeholder analysis and draw a Venn diagram, so they should prepare for this. Distribute the document **"Stakeholder analysis NGO staff" (Ref. M2_S3-4)**. They should also refer to information provided in document **"Case study general information" (Ref. M2_S3-1).** Make sure that the purpose of this exercise is clear and understood by the NGO staff.
- **Villagers**: give the villagers the document **"Stakeholder analysis villagers" (Ref. M2_S3-5)** (to distribute to villagers). Go over the content with them. Ask

them to create the "identity of their village" based on information provided in the document "Stakeholder analysis villagers".

They have to decide together:

- What role each of them will play (i.e. woman, elder, farmers, head of village, etc.)?
- What power relations and social links exist between them?
- What their links/relations with the other stakeholders (local authorities, humanitarian organizations, returnees) are?
- Who has influence within the community?
- What kind of problems there are within the community and with the other stakeholders?

Make it very clear that it is a role-play exercise and that they have to be creative and can have fun with their characters.

(30 min) The NGO staff go back to their original groups and role play the meeting in order to collectively draw a Venn diagram (using flipchart paper).

(10 min) Feedback per group NGO staff/villagers:
Ask those who played the NGO staff to come together and to share their impressions on the following questions:

- *How did the meeting go? What methods were used?*
- *What did they learn? What must they remember in future when carrying out a similar activity? Who should they work with, why, and how?*

Ask those who played the villagers to come together and to share their impressions on the following questions:

- *How did the meeting go? Are they satisfied? Why? Where they able to say all that they wanted to say? Did the NGO staff miss or misunderstand anything important?*

(20 min) Feedback to the whole group:
Each group presents its Venn diagram as well as the NGO staff and villagers' impressions, to the other groups.
Make a few comments on the content and the form of the exercise.
If needed, distribute the document **"Stakeholder analysis correction" (Ref. M2_S3-6)**. Make sure that the corrected version is validated by everybody.

You can conclude by explaining that there are other tools for presenting your results such as the stakeholder matrix **(Slide #10)**.

4. (20 min) - What is a problem tree?

Open the second PowerPoint presentation **"M2_S3-2 Problem Tree".**

Explain what a Problem is **(Slide #2)**: *A problem is an uncomfortable situation for somebody*.
To give an example, ask participants: *Is it a problem if someone does not own any cultivable land?*
Give feedback and explain that: *This might be a problem if this person is a farmer, but it won't be a problem if this person lives in Kabul and works as a teacher.*

Then, give participants 5 minutes to look at the slide with the framework of the problem tree **(Slide #3)**. Ask the participants to brainstorm the following questions: *"What is a problem tree? When is it used? Have you ever worked with or built a problem tree?"*

Show the other **"Problem tree" slides (Slides #4 to #7)** and leave **Slide #3** on display while going through the case study. Make sure that all the following points were made during the brainstorming - complete if necessary:

- *Merely listing and ranking problems does not give a sufficiently deep analysis of the core problem. The "problem tree" is a useful tool to systematically* ***analyse the cause and effect relationships of problems,*** *in relation to the core problem.*

- *As the name suggests, a problem tree is represented visually by a 'tree'. It includes the main or core problem (trunk), the causes of the problems (roots) and the effects of the problem (branches). The problem tree analysis starts by selecting and agreeing on the "core problem". Then the causes and effects of the problem are analysed.*

- *The problem tree is therefore a very useful tool* ***when designing a project****. The systematic analysis of the core problem is important as it is a means of identifying strategies for solving each related problem. In the project proposal, it is good practice to present the results of the initial assessment with a problem tree.*

Distribute the **"Problem Tree Card" (Ref. M2_S3-7)** in order to prepare Exercise 2.

5. (1h30) - Exercise 2

Exercise 2: Analysing information with the problem tree (or Why-Why tree) (Slide #8)

Inform participants that they are going to build a problem tree using a step-by-step approach. Participants work in sub-groups. Assign to each sub-group a section of "wall". Distribute the document **"Case study problem tree" (Ref. M2_S3-8)**. Distribute one A3-sized page to each group and small pieces of coloured paper (different colour for each group) to write the problems on.

(15 min) Step 1:
Ask participants to brainstorm all the existing problems described in the case study. They should write them on the small pieces of coloured paper or card (one problem per piece of paper) and stick them onto the large piece of paper displayed on the wall (using sticky tape, so they can be moved around later). Problems must be very clearly defined (at least where they take place, who they affect and what they consist of). They should find at least six problems.

Allow enough time for discussion and make sure that the problems identified by the groups are well defined (i.e. clear, specific, not solutions-oriented, not needs).

(15 min) Step 2:
Based on this list, ask sub-groups to agree on **one** core problem (the "trunk" of the tree) and to discuss the reasons for their choice (highlight that this may be a 'provisional' core problem). Ask participants to place their core problem card in the middle of their wall.

Explain that: F*or the sake of the exercise they are being asked to select one core problem only, but that in reality you may have more than one core problem in a tree. If that were the case, they should:*

1. *Concentrate only on one problem (prioritisation)*
2. *Inform other departments or NGOs about the other problems*
3. *Carry out various different implementation strategies to address the situation as a whole.*

(10 min) Feedback for steps 1 & 2:
The whole class discusses what they have done so far.

Distribute **"Case study problems highlighted" (Ref. M2_S3-9).** In this document, all the problems are highlighted. This allows the participants to complete or re-write some problems if necessary.

Explain that: *The choice of this single CORE problem is only there to serve the purpose of the exercise (so that everybody works on the same subject). This does not mean they were wrong if they had a different point of view and had identified an alternative core problem.*

(30 min) Step 3:
Ask the sub-groups to build the problem tree based on the core problem.
They must identify the roots and branches of this core problem, putting the related cards into order AND drawing lines to show links between the different problems.

Some cards will no longer be useful (as not related to the selected core problem). Encourage them to include new cards if they identify new problems during their discussions, especially problems that create links between other problems, illustrating the causality.
Encourage participants to use the *magic word* (why?) to make sure that their problem tree is logical.

(20 min) Feedback for step 3:
The facilitator and all the participants move around the room together and look at each sub-group's tree, one by one. The facilitator gives feedback (and corrects them if needed). Comments and questions can of course come from anyone in the group.

Ask the whole class to discuss what they have learned. Insist on the fact that:

- *The problem tree or why-why tree is a tool. It will not do the analysing for you.*
- *Keep in mind that the problem tree is only one of several tools and is mostly used to **summarise** information that has already been collected.*

Distribute the document **"Problem tree correction" (Ref. M2_S3-10)**. Explain that: *this is an example and there is no single right answer because what is important here is the debate and the interpretation of information*. Make sure that everybody validates the corrected version (i.e. that they agree with it).

6. (10 min) - Participatory approaches when analysing data

Ask participants: *Who could be involved in creating the problem tree?* **(Slide #9)**
Highlight that it is important that people who know the reality in the field are part of the exercise:

- *the project team (including the field staff)*
- *and the affected communities themselves*

Continue by explaining the interest and importance of participatory approaches (better understanding of the context for the project team, more ownership by communities, etc).

Show slides of a participatory problem tree **(Slides #10 and #11)** and explain that:

- *The problem tree is a project cycle management tool that can be used as **a participatory exercise when conducting initial assessments and designing a project**. It is a way of analysing the main problem(s), and its (or their) causes and consequences with the local population. Throughout the process, the analysis of the problem is enriched and joint learning among the members of the community is encouraged. It opens up discussion, encourages active participation among the villagers, promotes transparency, and increases the acceptability and viability of the solutions that have been identified to address the problems.*

- *Explain that there are other PCM tools that are often used to analyse data and to design projects such as vulnerability and capacities matrixes, etc.*

Show the *Participation Handbook for humanitarian fieldworkers: involving crisis-affected people in humanitarian response* **(Slide #12 + the handbook).**

7. (30 min) – Optional: Exercise 3

Exercise 3: the Living Tree

If possible, do this exercise in the open air. This exercise allows us to visualise what was been done so far:

- Finding the problems
- Building the problem tree with its causes and effects – looking at all the links
- Then identifying the external factors & prioritising
- Finally looking at what solutions are to be put in place and their impact on the overall situation (solving other problems)

(10 min) Step 1: Creating the Living Tree

Ask participants to gather outside or in one part of the room where there is lots of space.

Distribute one card per participant (from the document **"Individual Problems" (Ref. M2_S3-11)** and create as many more problems as needed so that every participant has a card each. Ask all participants together to reproduce the problem tree on the floor, finding the core, the causes and effects. Arrange the cards and display them on the floor.

Ask people to stand next to a problem and then stick the problem on themselves so that they can keep their hands free, staying where they are.

Distribute small ropes or bits of string (i.e. shoe laces) to participants and ask them to use them to establish the links between the problems (i.e. Ramazan has "conflict" and Adiba has "looting of houses" so Ramazan and Adiba hold either end of the same lace. Each person can hold on to the end of several laces) – tell people to keep hold of their laces and keep them tight throughout the rest of the exercise.

Tell participants that the tree is now done and we can start analysing.

(10 min) Step 2: Analysing the Living tree

1) Ask the person representing the root cause of the problems (i.e. conflict) to move slowly to illustrate that (s)he has a direct influence on everybody (i.e. the laces are moving which can be felt by every other participant in the problem tree). The facilitator explains that if the conflict worsens the whole situation is affected.

2) Ask all participants representing a problem that cannot be covered by our NGO (due to mandate, sector of intervention, etc) to sit down but keep holding onto their laces (i.e. we do not work on them but they remain part of the situation).

3) Bring in "solutions". For example, in front of the problem "Destruction of seed banks" explain that we have distributed seeds. Consequently, the problem of lack of seeds is solved and the laces are released to show that the problems that were linked to the lack of seeds are reduced (though not completely solved).

(10 min) Debriefing in plenary (you can stay outside):
Ask participants what they have learnt.

8. (20 min) - How to integrate the stakeholder analysis and the problem tree into your proposal?

Ask participants: *Look through the different donors' formats (available in the room, **Ref. M2_S2-1; M2_S2-2; M2_S2-3**) and decide where and how you can present the results of the stakeholder analysis and the problem tree.*

Make sure that all the following points were made by the participants and complete if necessary:

- *Stakeholder analysis and problem tree can be integrated into "needs assessment" section*
- *Stakeholder analysis can also be integrated:*
  - *Into "partnership" or "implementing partners" section*
  - *Into "field coordination" section*

For example: In the ECHO Single form:
Section 2. Needs assessment/Sub-section. 2.2. Problem statement and stakeholder analysis
Section 6. Field coordination
Section 7. Implementing partners

Section 4
Operational strategy and multi-scenario planning

Objectives:

By the end of section 4, the participants will be able to:

- Analyse possible operational responses, according to the aid organisation's mandate and capacity
- Envisage flexible programming on the basis of 'best' and 'worst-case' scenarios

Duration: 3h20

Section plan:

5 min	Introduction to the section
(1h20)	**Identifying external factors and planning scenarios**
15 min	Definition of external factors
15 min	Case study: External factors and problem tree
40 min	Exercise 1: imagine scenarios
10 min	Conclusion: Why and how to plan scenarios?
(1h55)	**Identifying operational strategies**
5 min	Definition of operational strategy
15 min	Case study: Scope of the intervention and problem tree
30 min	The solution tree
20 min	Exercise 2: crossing the line
45 min	Exercise 3: selecting operational strategies

Document(s) to print out:

- Corrected scenario (Ref. M2_S4-1.)
- Case study problem tree strategies (Ref. M2_S4-2)
- Case study solution tree (Ref. M2_S4-3)

PowerPoint presentations:

- Operational strategy (Ref. M2_S4-PP1)
- Analysing options (Ref. M2_S4-PP2)

Material needed:

- Flipchart
- Markers of different colours (red, green, blue, black for the case study of "Defining the scope of the intervention")
- A4-sized pages (for the solution tree)

Step by step:

1. (5 min) - Introduction to the section

Come back to **slide #2 "phases of the project design" on the PPT "Operational Strategy"** and explain that:
You have just finished the first step. You will now see the second step: identifying the best strategy to solve a given problem, taking into account the available resources, local capacities and people's vulnerabilities.
Give the definition of **strategy (Slide # 3)** and the objectives of the second phase **(Slide #4)**.

Identifying external factors and planning scenarios

2. (15 min) – Definition of external factors

Explain what an **external factor** is **(Slide #6)**:
External factors are the factors that have a significant impact on the organization and/or the project implementation. They include economic, political, environmental, legal, technological and social factors.

Brainstorming exercise **(Slide #7):**
Ask participants to give you external factors that might have an effect on humanitarian projects in an Afghan context.
If they don't understand the exercise, give them an example (i.e. Security, drought, floods, etc.).
At the end of the brainstorming exercise, explain that: *Identifying the external factors is critical. Close examination of the certainties and uncertainties of the identified external factors encourages critical and creative thinking. The external factors provide the basic source material for scenarios (as we will see later on)*.

3. (15 min) - Case study: External factors and problem tree (Slide #8)

(10 min) Show the **slide #9.** Ask participants to go back to their problem trees and identify *which are the external factors (they put a **red** mark on the cards)*.

(5 min) Feedback:
If necessary, explain again that: *The identified problems with a "red mark" are external factors (natural or man-made) that you must take into account but can't solve, they are out of your control. It can be "lack of rain", "conflict", "increase of cotton prices", etc.*
Other problems you could have some level of control over, so must also take them into account in the project design and try to manage them.

4. (40 min) - Exercise 1: Imagine scenarios

Give the definition of **scenario (Slide #11)***: a coherent representation of what might happen in the future*.

Exercise 1: Imagine scenarios (Slide #12on PPT "Operational Strategy")

Split participants into 3 groups. Remind the groups that the main features of the context are **(Slide #13)**:

- *Khake Jabar district faces a complex crisis. Recurrent droughts have worsened the economic situation of the population.*
- *Security has slowly been improving since the fall of the Taliban. However, it remains a serious problem in the most remote areas, in particular for transport.*
- *Populations living in camps in Pakistan have started returning massively to the district. When they return, they have to deal with the effects of several years of drought and the destruction and mining of land and infrastructure.*

Step 1 **(Slide #14)**:

(10 min) Each group has to imagine a different possible scenario about what might happen in the future:

- Optimistic/Best-case scenario
- Realistic/Most likely scenario
- Pessimistic/Worst-case scenario

(10 min) Feedback for step 1:

Each group presents its scenario. Give feedback on the content then read out the answers below. Explain that: *these are only given as examples and that there is no single right answer*.

Optimistic / Best-case scenario: *A new wave of refugees return to the area bringing with them lots of assets, setting up new businesses in the area and starting to farm the land again. The security situation in the area improves quickly. The political situation is stable. The rainy season is excellent.*

Realistic / Most likely scenario*:* The political and security situation remains basically stable. No major incidents affect the area. IDPs and refugees continue to return and settle back in the area. The next rainy season is quite good.

Pessimistic / Worst-case scenario*: T*he political situation worsens. Fighting in the area increases humanitarian needs and leads to new displacements. Drought affects the area and returnee IDPs and refugees, as well as local farmers, leave the district to meet their water and food needs.

(10 min) Step 2:
Distribute the **"Corrected Scenarios" (Ref. M2_S4-1)** and ask groups to think about the type of interventions that could be implemented according to their scenario **(Slide #15)**: *Could you plan short-, mid- or long-term intervention? What kind of activities: emergency, rehabilitation or development activities? Which population group to target?*

(10 min) Feedback for step 2:
Each group presents its scenario.
Give feedback on the content then read out the answers below. Explain that: *these are only given as examples and that there is no single right answer*.

Optimistic / Best-case scenario: *There is no need to implement massive humanitarian activities. Potentially, a short emergency program might be implemented to cover immediate basic needs of the most vulnerable. Development projects could be designed to support the improving economic situation of the district.*

Realistic / Most likely scenario*: It is possible to plan on a mid-term basis (2/3 years). Both emergency and rehabilitation activities need to be implemented simultaneously: emergency activities to cover immediate basic needs; rehabilitation activities to restart farming (agriculture and livestock). Both returnees and host families need support.*

Pessimistic/ Worst-case scenario: *There are urgent humanitarian needs to be covered through emergency programmes (i.e. distribution of food and water) because people are starting to move away from the area. But it may be difficult to re-start rehabilitation programs in the short term. Nevertheless, as soon as the situation stabilises, it will be important to consider income-generating or agricultural activities to restart people's household economies.*

5. (10 min) - Why and how to plan scenarios?

Ask the participants: *Why is it important to consider different scenarios?*
Explain that **(Slides #16 to #21)**:
Scenario planning *is a tool for strategic thinking.*

- *Scenario planning is a useful tool for organisations that need to plan for the future but are uncertain of what the future will bring.*
- *It attempts to compensate for two common errors in decision making: under prediction and over prediction of change.*

- *It helps expand the range of possibilities we can see, while keeping us from drifting into unbridled science fiction. Another bias is the tendency to look for confirming evidence.*
- *Scenario planning helps to build on multiple versions of the future rather than a single prediction. In this way, the process results in robust strategies able to accommodate a number of potential factors that may impact the organisation/project.*
- *Scenario planning is a* ***participatory tool, a teamwork tool****.*

Steps in planning scenarios:

- ***The first step is to identify factors before writing scenarios.*** *Describe each factor, how and why it will affect the situation. In this step of the process, brainstorming is commonly used, to capture possible group thinking.*
- ***Writing scenarios:*** *Each scenario tells a story about how various elements might interact under certain conditions. Scenarios should describe generically different futures rather than variations on one theme. A simple approach is to identify extreme worlds by putting all positive elements in one and all negatives in another.*

Identifying operational strategies

6. (5 min) – Definition of operational strategies

Explain that:

The program or project concept must fit with the overall goal, vision and mission of your organisation. "Operations" deal with the functions and procedures involved in the day-to-day processes of implementing activities, "strategy" deals with the direction and scope of an organisation over a long period of time The Operational Strategy aims to close the gap between organisational strategy and project implementation. It translates the strategic goals into clearly defined expected results.

7. (15 min) – Case study: Scope of the intervention and problem tree

(10 Min) Ask participants to identify from the non-external factors problems (i.e. those without a **red** mark) **(Slide #23):**

- *Which ones are already being covered by other organisations? (put a* ***blue*** *mark)*
- *Which ones could be solved by our NGO AFP (put a* ***green*** *mark)*

(5 min) Feedback **(Slides #24 and #26):**
Explain that: *"Filtering information" enables us to ensure the feasibility of the intervention and its coherence within the organisation's strategy, in coordination with the other stakeholders. At the end of the exercise you will have identified what you as an organisation really can do.*

Show corrected "filtered" problem tree **(Slide #24)** and distribute the document **"Case Study Problem Tree Strategy" (Ref. M2_S4-2)**.

8. (30 min) - The solution tree

(10 min) The next step is to build a solution tree to help in selecting the operational strategies. The solution tree is a mirror of the problem tree and far easier to design! Show **slides #27 to #31**.

Each problem is solved and rephrased as a positive situation. Give examples:
- *"Bad quality of river fish" will become "quality of river fish meets standards".*
- *"Smaller catch for fishermen" will become "Catch for fishermen stabilised".*

(15 min) Case study **(Slide #32):**
Ask each sub-group to build their solution tree. Participants can reorganise the cards if they think it is logical to restructure something. Ask participants to pay special attention to the "core solution" they write (i.e. the one directly related to the 'core problem').

Make sure that participants keep the problem tree and solution tree in 2 different places, but next to each other, as we will still need both.

(5 min) Feedback: Make comments if necessary and distribute the document **"Case Study Solution Tree" (Ref. M2_S4-3)**.

9. (20 min) - Exercise 2 : Crossing the line

Now open the PPT 2 called **"M2_S4-PP1 Analysing Options"**.

Exercise 2: Crossing the line (Slide #2 on PPT "Analysing Options")
(10 min) With all the participants, organise a line with chairs in the room. Those who do not wish to participate can stay on one side of the line of chairs. The participants who wish to join in the game go to the other side.
Give the instructions:
In 5 minutes, participants must cross over to the other side of the line of chairs by respecting the rules you set:

0. *You may put your feet on the chairs*
1. *You may only touch the back of the chairs*
2. *You may not step over the chairs*

Those not taking part can be used as resources to advise and help the participants to cross the line!

(10 min) Feedback in plenary:
Discuss the choices participants made. The key point here is to understand that strategies can be numerous and various criteria will determine a final choice. Show **slide "Analysing different strategies" (Slides #3 and #4).**

NB**:** Be aware when doing this exercise of the presence of persons with physical disabilities, or that physical contact between people may be inappropriate in some cultural contexts. This is potentially a physical game so do not force any participants to be involved if they do not feel comfortable to do so.

10. (45 min) – Exercise 3: Selecting operational strategies

Exercise 3: Selecting operation strategies
Explain that: We are working with the Most likely scenario **(Slides #5)**

(10 min) First, ask each group to choose 1 problem marked with a ***green*** mark (i.e. problems that can be covered by AFP such as lack of seeds, loss of oxen, land cannot be ploughed, etc) and come up with at least 3 different options for solving this problem **(Slide #6).**

(10 min) Second, ask participants to compare the advantages and disadvantages of each of the 3 options by taking into account the following criteria **(Slide #7)**:

- Time
- Potential negative impact on populations and their environment
- Cost
- Community participation
- Gender issues

The participants then draw up a table (using flipchart paper) to show how their options compare.

Criteria	**Option A**	**Option B**	**Option C**
Time	**+++**	**++**	**+**
Cost	**++**	**+**	**++**
Potential negative impacts on populations and their environment	**++**	**+**	**+++**
Community participation	**++**	**++**	**+++**
Gender issue	**+**	**++**	**+++**

Example*:* for each option, the more the criteria are present, the more you put crosses. Here, for example, B is the best option because it takes time to be implemented but not too much compared to option A; it costs less money than options A and C; it has a small negative impact; and even though the participation of the community and the gender issue criteria prefer option C, at least the other criteria are good enough in the whole to say that it's the best option.

(5 min) Finally, at the end of the exercise each group should have taken a final decision on the solution they will adopt for the problem, based on the analysis of the above criteria **(Slide #8)**.

(10 min) Feedback in plenary:
Listen to each group and make comments if necessary. Make sure that participants understand how important it is to take into account local capacity and knowledge when defining their strategies.

Section 5
Logical framework

Objectives: The logframe demystified!

By the end of section 5, the participants will:

- Know how to make the Logical framework (Log-frame) work for them, clarifying objectives, indicators, results and activities to make programming more effective and efficient.

Duration: 6h40 to 7h10

Section plan:

5 min	Introduction to the section
(25 min)	**The logic chain**
20 min	Exercise 1: the logic chain
5 min	Conclusion
(20 min)	**Clarifying terms and definitions: objectives, intervention logic**
15 min	Presentation of terms
5 min	Case study
15 min	Presentation of the log-frame
(1h-1h30)	**Formulating objectives**
10 min	Presentation
30 min	Exercise 2 Training course objectives (optional):
20 min	Exercise 3: Activities, results and objectives (optional)
30 min	Case study
(1h15)	**Analysing external factors**
15 min	Presentation
30 min	Exercise 4: Risk vs. constraints
30 min	Case study
(1h20)	**Indicators**
20 min	Exercise 5: Driving a car
30 min	Presentation
30 min	Case study
5 min	How to integrate the logframe into your proposal
20 min	Wrap-Up
After section 5 has been completed:	
60 min	Exercise 6: Designing the logframe of the training course project (optional)

Document(s) to print out:

- Logic card set 1(Ref. M2_S5-1)
- Logic card set 2 (Ref. M2_S5-2)
- Exercise: Activities results objectives (Ref. M2_S5-3)
- Logical framework matrix (Ref. M2_S5-4)
- MAYBE card (Ref. M2_S5-5)
- NO card (Ref. M2_S5-5)
- YES card (Ref. M2_S5-5)
- Columns and rows logframe (Ref. M2_S5-6)
- Logframe training (Ref. M2_S5-7)
- Logframe training correction *(Ref. M2_S5-8)*

PowerPoint presentation:

- Logical framework (Ref. M2_S5-PP1)

Material needed:

- Flipchart pages (to put on walls to draw the logframes)
- Sellotape
- Small rectangular pieces of paper (to write down objectives, results, etc. of the logframe)
- Marker pens

Step by step:

This part of the training requires a very logical and systematic approach. It is where things really start to come together. We have a step-by-step approach that enables participants to progressively fill in a log-frame. Do NOT lose time explaining what a log-frame is but focus on the goal of each step. That way, we avoid feeling that "filling boxes" is more important than the analysis itself!

1. (5 min) - Introduction to the section

Show the slide **"phases of the project design" (Slide #2 on PPT M2_S5-P1 Logical Framework)** and explain that you have just finished the second phase and are ready to start the third one: the intervention logic.

(25 min) - The logic chain

2. (25 min) – Exercise 1

Exercise 1: the logic chain (Slide #3)

(5 min) Step 1: In Pairs, distribute to each sub-group the document **"Logic Card Set 1" (Ref. M2_S5-1)**. They must arrange the phrases in a logical order.

Logic Card – set 1:
1 - The population of Khake Jabar is able to meet its essential needs in a sustainable way
2 - 2000 households are able to meet their food needs in quantity and quality
3 - 100 Farmers' groups have increased their food production by 25 % since the last cropping season
4 - Distribution of seeds / Training and coaching of 100 farmers' groups
5 - Seeds / Trainers / Logistic means

(5 min) Feedback for step 1: in plenary, share the results and ask participants to give their understanding of the process (we are looking at finding out about the "cause → effect" logic).
Show the correction **(Slide #4)**.

(5 min) Step 2:
Distribute to the same pairs the **"Logic Card Set 2" (Ref. M2_S5-2).** Ask participants to match each 'title' with the previous set of cards (already arranged in the correct order).

Logic Cards – set 2:
1 - Overall objective
2 - Specific objectives
3 - Expected Results
4 - Activities
5 - Means and resources

(5 min) Feedback for step 2: in plenary, share the results. Show the correction **(Slide #5)**.

3. (5 min) - Conclusion

Explain that participants have just produced a 'logic chain' **(Slide #6)**: *The basis of a logic chain is the **causal** relationships (causes → consequences) between different levels of objectives. It shows the relationship between the **activities** you plan and the **changes** you hope to achieve for the concerned target population.*

(20 min) - Clarifying terms and definitions: objectives, intervention logic

4. (15 min) - Presentation of terms

Show **slides #7 to 10** and explain/discuss the following terms:

- *Overall objective*
- *Specific objectives*
- *Expected Results*
- *Activities*

Make sure that the participants understand the difference between activities and results & objectives: *Results and objectives demonstrate that a **change** has taken place (activities are not results because no change has occurred).*

Define what an "intervention logic" is:
In the intervention logic, you define:

- *the objectives or changes you want to achieve,*
- *the activities you need to carry out to get those results,*
- *the means and resources required to implement the activities.*

It is also a good communication tool to share with all stakeholders involved (it describes what is used to achieve which objective).
Show **slide 11# "the logic chain"**.

5. (5 min) - Case study

Sub-groups go back to their solution tree and stick the following cards to the corresponding level: activities/expected results/specific objectives (=core problem)/overall objective.

6. (15 min) - Presentation of the Log-frame

Ask people what a log-frame is and complete the information. Show the 3 **slides "Logical Framework" (Slides #12 to #14)** as you complete the information and distribute the document **"Logical Framework Matrix" (Ref. M2_S5-4)**:
The log-frame is the tool most frequently used to plan an intervention. It is useful when designing, implementing and evaluating interventions. It is a dynamic tool that allows for re-assessment and revision of the intervention.
The log-frame has 4 rows and 4 columns. It is completed as follows:

- *The intervention logic column: overall objective, specific objective, expected results (column 1)*
- *External factor or assumptions (column 4)*
- *Indicators and sources of verification for each objective (columns 2 & 3 for lines 1, 2 and 3)*

Clarify that: *Means and Costs/Activities are the "HOW" while overall objective/specific objective/expected results are the "WHAT".*
Show **slide "to summarise" (Slide #15)** and do a final recap. Tell participants that you are now going to explain in detail each element of the log-frame.

(1h -1h30) - Formulating objectives

Defining and formulating objectives **(Slide #16)** is the 1st step in building a logframe.

7. (10 min) - Presentation

Defining the objective correctly is key in the design process. Present the following guidelines for writing an objective:

- *The objective must be SMART* **(Slide #17)**
- *It must describe the "How much/where/what/to whom/when"* **(Slide # 18).**
- *It must be logical within the overall process.* **(Slide #19)**

8. (30 min) - Exercise 2 (optional)

Exercise 2: Training course objectives

(15 min) In sub-groups, ask participants to write on a flipchart the overall objective, the specific objective and the expected results of the training course (i.e. they should formulate 3 objectives), as they would be defined by the trainer.

(15 min) Feedback in plenary:
Discuss findings and agree together on how best to express the objectives. Make sure that:

- *The expected results are geared towards the direct beneficiaries (i.e.: the participants of the course) and are not formulated as activities (be careful not to have "hidden activities" within an objective).* For example, WRONG = "25 participants were trained" / RIGHT = "at the end of the course, 25 participants are able to design a good project and to participate in writing proposal".
- *The specific objective is geared toward the project team.* For example, "at the end of 2008, all project team members design and implement quality interventions".
- *The overall objective is geared toward the population.* For example, "Population benefits from better services" (which combines two elements, both better designed and better implemented interventions).

Show the slide "Formulating objectives: example" **(Slide #20).**

9. (20 min) - Exercise 3 (Optional)

Exercise 3: Activities, results and objectives

In plenary, explain the following instructions to the participants: "I (the trainer) will read a series of sentences and you (the participants) will have to decide whether you think it is an activity, result, specific objective or overall objective, and show this by the corresponding action (Show the related slide and keep the slide up during the exercise: **Slide #21**).

- **ACTIVITY**: Put your hands on your head
- **EXPECTED RESULT**: Sit down
- **SPECIFIC OBJECTIVE**: Cross your arms
- **OVERALL OBJECTIVE**: Raise your hand

The sentences to be read out are in the document **Exercise Activities Results Objectives (Ref. M2_S5-3).**

10. (30 min) - Case study

Preparation (before the training course starts): Prepare for each sub-group a set of cards with the heading **"Columns and rows logframe" (Ref. M2_S5-6).**

(5 min) Step 0: Distribute to each sub-group a set of cards. Participants should make a log-frame on the wall by sticking up the cards.

(5 min) Step 1 **(Slide #22):** Tell participants to go back to the specific objective and overall objective levels of the solution tree and formulate in a SMART way the corresponding **objectives** on cards. They should stick the cards in the appropriate columns of their log-frame.

(5 min) Step 2 **(Slide #23):** Tell participants to decide what operational strategy they will use to achieve (or contribute to achieving) the specific and overall objective levels and to formulate in a SMART way the corresponding **results** on cards. They should stick the card in the appropriate columns of their log-frame.

(5 min) Step 3 **(Slide #24)**: Tell participants to go back to the activities level of the solution tree. They should formulate in a SMART way the corresponding **activities** on cards and stick the cards in the appropriate columns of their log-frame.

(10 min) Feedback: Ask groups 1&2 and 3&4 to share their findings with the rest of the group.

(1h15) - Analysing external factors

Defining assumptions is the 2nd step in building a logframe **(Slide #25).**

11. (15 min) - Presentation

Show the **slide "Log-frame assumption" (Slide #26)** and ask participants *where we are in the process*. Define and compare the words "assumption" and "risk", explaining that: *they are positive and negative ways of expressing the same idea, like a mirror image of one another*. Show **slides #27 and #28.**

In plenary, ask the participants *what the main categories of risk are* and write them on a flipchart.
Give feedback and complete if necessary **(Slide #29)**.

12. (30 min) – Exercise 4

Exercise 4: Risks vs. Constraints (Slide #30)

(10 min) In plenary, ask participants to identify *what the possible risks for the project in Khake Jabar are* and write them on a flipchart.

(15 min) Distribute to each participant a "Yes", "Maybe" and "No" card **(Ref. M2_S5-5)**. Select 3 risks (try to select a constraint, a real risk and a very likely risk) in the list and tell participants that they will assess together if the risk is real or not. Show the **slide "assessing risks" (Slide #31)** and ask the first question: *"CAN THIS RISK BE MANAGED BY ADAPTING PROJECT STRATEGY?"* Each participant has to vote using their yes/no/maybe cards.
Continue until you have access if it is a risk or not.
Do this for at least 3 risks.

(5 min) Explain to participants how to read the log-frame with the assumptions, using the zig-zag method **(Slide #32)**.

13. (30 min) - Case Study

Ask participants to identify the assumptions linked to the case study and write them in their log-frame matrix.

(1h15) - Indicators

Defining indicators is the 3rd step in building a logframe **(Slide #33).**

14. (20 min) - Exercise 5

Exercise 5: Driving a car (Slide #34)

(5 min) Pretends that we are going on a trip and you are going to drive a car/bus from Kabul to Jalalabad. Ask the participants: W*hat do we need to check before to make sure that we arrive at our final destination? When should these be checked (before driving, during the trip or/and at the end?*

The objective of this exercise is to help the participants understand what an indicator is by using a simple example (driving a car). This can be compared to implementing a project with an objective (here the objective of the journey is to reach a Jalalabad safely).

(15 min) Feedback: Ask participants: *What are the indicators they looked at while driving the car in order to see that everything was OK: petrol gauge, speed, mileage (to measure distance, need of oil, fuel consumption, etc), lights or brake indicators, tiredness of driver, etc.*
Then ask participants *when they checked those indicators (before leaving, while driving, every 2 hours, etc).*

Finally, ask the participant to try to give a definition for *an indicator* and explain that: *Indicators are all the elements that are in front of us that enable us to check, while "driving" or on arrival (i.e. while implementing an intervention or at the end) that everything is going well or, if we are veering off course, so that we can make changes and get ourselves back on track.*
Conclude by showing the definition **(Slide #35).**

15. (30 min) - Presentation

Explain that: **(Slide #35)** *Indicators are always in relation to something, in particular an objective (ex: level of petrol is important with regard to the distance to cover and the availability of petrol stations along the way). The indicators are variables (not "5 km/h" but "number of km/hour" - it changes). Indicators do not only measure effectiveness but also relevance, timeliness, etc.*

(Slide #36) Explain where to write the indicators in the logframe.
(Slide #37) *Indicators must be SMART.*
(Slides #38 and #39) *Indicators can be qualitative and/or quantitative.*
(Slide #40) *When identifying an indicator we must clarify the following elements:*

- ***(Slides #41 to #42)*** *The target value is the desired level/value to attain through the project. It Has to be decided when designing the project according to the objectives*
- ***(Slides #43 to #46)*** *The tool & the form to collect the information (= Source of verification). The source of verifications explains* ***where / how to collect data related to the indicators*** *(reports, attendance sheet, observation, surveys, national data…).*

Give an example:

- Qualitative indicator: Quality and diversity of foods (perception)

→target value = good
→source of verification = household survey

- Quantitative indicator: Average Kcal per person per day

→target value = 2100 kcal
→source of verification = household survey, health centre reports

16. (30 min) - Case Study

(20 min) **(Slide #47)** In sub-groups, ask participants to continue filling in their log-frame matrix by adding the required indicators. They should write at least 2 indicators for each result and for the specific objective in the column "indicator". The indicators should be both quantitative and qualitative indicators and should have a target value and a source of verification (in the other column).

(10 min) Restitution:
Group 1 presents their findings to group 2 and vice versa.
Group 3 presents their findings to group 4 and vice versa.

Distribute **"Logframe Training Correction" (Ref. M2_S5-8).** This is distributed at this stage (i.e. before the section "detailed Programming") so that participants have the same log-frame to continue working on during the next exercise.

17. (5 min) – How to integrate the logframe into your proposal?

(Slide #48) Ask participants: *Look at the different donors' formats (available in the room, **Ref. M2_S2-1; M2_S2-2; M2_S2-3**) and identify where and how integrate the logframe.*

Explain that:
Depending on the donor, you will sometimes find different terms (e.g. Overall objective or purpose or goal / specific objective or outcomes / expected results or outputs). Also, sometimes, the logframe is not presented in a table, but in a narrative form (e.g. French embassy format).

18. (20 min) - Wrap-up

Show **all the slides** used since the first day of the training course, without making any comments. Stop for 3 to 5 seconds per slide to let people read, in silence. This revises the whole process for designing an intervention.

19. (60 min) – Exercise 6

Exercise 6: Designing the logframe of the training course (Optional)

This exercise helps to revise what has been learned on the logframe so far. You can decide to do this exercise one or two days after having completed section 5. The objective of this exercise is to briefly revise the logframe section as this is often seen as the most difficult part of the course.

Preparation: Establish the logframe of the training course. An example of a **training course logframe** is given in the document **"Logframe training correction" (Ref. M2_S5-8).** You can adapt this document to your own training project. Make sure to adapt also the **logframe training (Ref. M2_S5-7)** that contains the overall objective and the activities.

Step-by-step:
In plenary, tell participants that: *they will design the logframe of the training course project.* Split the class into sub-groups. Distribute the **adapted logframe training (Ref. M2_S5-7)** and explain that:
The logframe has been partially filled in with the overall objective and the activities. They must complete the logframe by:

1. *Writing specific objectives and expected results*
2. *Defining at least 2 indicators for each objective or result (with target value and means of verification)*

Feedback: Sub-groups present their work. Briefly give feedback to the class. Distribute your training course logframe **(Ref. M2_S5-8).**

Section 6

Project Planning

Objectives:

By the end of section 6, participants will be able to:

- Plan how a project will be implemented, from designing a Work Plan (schedule, or Gantt Chart) to planning human resources and budgeting.

Duration: 3h25

Section plan:

15 min	Introduction to the section
(1h45)	**Work plan**
20 min	Exercise 1: The Wedding Planner
15 min	Sequential or parallel activities?
10 min	Gantt Chart
60 min	Exercise 2: Work Plan for Case Study
15 min	**Human Resources**
(40 min)	**Budget**
10 min	Introduction to the budget
30 min	Exercise 3: Budgeting role play
20 min	How to integrate project planning into proposals
30 min	**Revision game: 'Backs to the Board'**

Document(s) to print out:

- Logical Framework Matrix (Ref. M2_S5-4, handed out during section 5)
- Donors' formats (Ref. M2_S2-1; M2_S2-2; M2_S2-3, handed out during section 2)
- Gantt Chart Solution (Ref. M2_S6-1)
- Budget Role Play (Ref. M2_S6-2)

PowerPoint presentation:

- Project Planning (Ref. M2_S6-PP1)

Material needed:

- Flipchart pages (at least 10)
- Two flipcharts (for 'Backs to the Board' game)
- Small rectangular pieces of coloured paper (15 per group, so approx. 60)
- Coloured pens
- Coloured counters (for Gantt Chart)

Step by step:

1. (15 min) – Introduction to the section

(10 min) **(Slide #2)** brainstorm with the participants, asking the question: *Why do we plan projects?*

(5 min) Introduce the key messages of the training session **(Slides #3 to #6)**:

- *Project planning involves understanding how the project is to be.*
- ***Planning is a team activity.*** *The project schedule is the result of a joint planning process and the team should have ownership of the final plan.*

(1h45) – Workplan

2. (20 min) - Exercise 1

Exercise 1: The Wedding Planner (Slide #7)

Introduce the concept of project planning by explaining that a wedding is a project in itself and needs to be planned!

Brainstorming Tasks
With the participants, brainstorm on a paperboard all the activities necessary in preparing a wedding.
In project planning, this is called a work breakdown structure.

Setting a date: the wedding in context
Looking at the activities which have been brainstormed on the board, explain that not only do we have to think about all the tasks to be achieved in order to plan the perfect wedding, we also have to think about setting a date, and this means understanding the wedding in context.

Brainstorm with participants the external factors which should also be taken into account, for example:

- Time of year – summer or winter?
- Does the date clash with other festivals, weddings, parties etc?
- When are the guests available – are they free to come to the wedding?
- Funding - can we afford the wedding immediately, or do we need to wait in order to save up for it?

Explain that planning a project is similar; we have to take external factors into account.

3. (15 min) - Sequential or parallel activities?

Explain that **(Slide #8)**:

- ***Sequential (dependent) tasks:*** *An essential component behind project planning is that some activities depend upon other activities being completed first. For example, it is not a good idea to hold the wedding party before inviting the guests, just as it is not a good idea to distribute seeds and tools before finalising beneficiary lists.*

  These are dependent activities, which need to be completed in a sequence, with each stage being more-or-less completed before the next stage can begin. We can call such dependent activities 'sequential'.

  Explain that: *sequential tasks should then be put in the right order.*

- ***Parallel (non-dependent) tasks:*** *These tasks do not need to be completed in a sequence, and are not dependent on the completion of any other tasks. These activities may be done at any time before or after a particular stage in the project is reached. These activities are called non-dependent or 'parallel' tasks.*

Ask the participants to give examples of sequential activities for a hosting a wedding (e.g. it is necessary to know how many people will be invited to know how much food to prepare for the wedding dinner; the first activity should be to choose the date for the wedding), and parallel activities (e.g. the bride and the groom can buy the dress and suit in parallel).

4. (10 min) - Gantt Chart

Present the Gantt Chart **(Slides #9 and #11):**

*The **Work Plan** (Gantt Chart) is developed to show when activities will be implemented, and in what order. This schedule helps us monitor whether our activities are on time or late.*

And explain its logic:

- ***Vertical axis*** *– project activities (usually in chronological order)*
- ***Horizontal axis*** *– calendar or timeline*

The horizontal axis helps us to take external factors into account, such as the farming calendar.

5. (60 min) - Exercise 2

Exercise 2: Work Plan for Case Study

Using PowerPoint slides **(Slides #12 to 14)**, summarize the Khake Jabar context and the project.

Essential information necessary for project planning is contained in the logical framework **(Ref. M2_S5-4)**:

- **Results** to be achieved by the project
- **Activities** necessary in order to achieve these results

Khake Jabar Wheat Farming Calendar

J	F	M	A	M	J	J	A	S	O	N	D
SNOW					Harvesting				Ploughing	Ploughing	Sowing

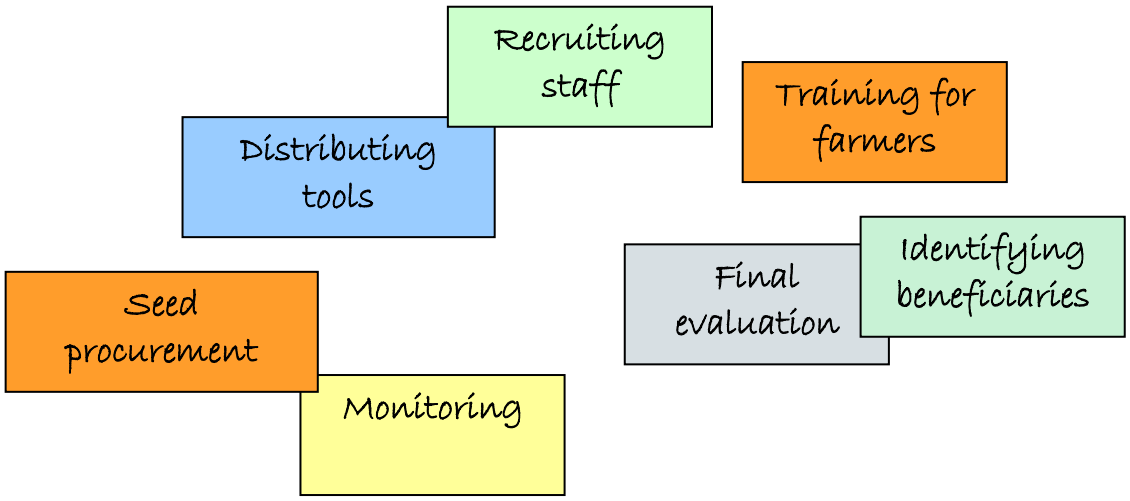
Now we need to schedule the activities (or tasks). The Work Plan (or Gantt Chart) will help us plan what needs to be done when, in what order, and how long it will take.

(20 min) Part1: Brainstorming Tasks (in groups)

Divide participants into groups of 4 or 5.

(Slide #16) Give the following instructions:

- *Using the project Log-frame, summarise the activities necessary to achieve the project results, and write the activities on small bits of paper.*
- *Add any other necessary activities (recruiting staff, monitoring, evaluation etc).*



(20 min) Part 2: Scheduling (in groups)
Using a big paperboard, participants will draw a Gantt chart, and use counters to indicate the length of time that activities will take.

(Slide #17) Present the group work:

- ***Sort*** *the activities into sequential and parallel activities (for example monitoring is a parallel activity).*
- ***Sort*** *the sequential activities according to result.*
- ***Sequencing:*** *Sort the sequential activities into chronological order, for each result.*
- ***Check deadlines*** *according to Log-frame. For example, Activity.1.2 (See the logframe matrix) for the cropping season 2002 (October) 800 households have sufficient and good quality seeds (wheat).*

Using a large piece of paper on the ground, draw a Gantt Chart, stick the activities onto the vertical axis and draw the timeline on the horizontal axis.
Then, using counters, as if 'colouring in' the chart, decide when the activities will be implemented. When the activities are scheduled, the participants can colour them in the Gantt Chart.

At the end, participants stick their schedules on the wall

(20 min) Part 3: Debriefing
Allow 10 minutes for participants to move around the room and look at other groups' schedules.

(Slide #18) Ask participants to brainstorm the following questions in each group:

- *How did participants find the scheduling exercise?*
- *What was the most difficult part of scheduling?*
- *What are the benefits for project implementation*?

Hand out the **"Gant Chart Solution" (Ref. M2_S6-1)** and discuss or make comments if necessary.

6. (15 min) - Human Resources

Brainstorm with participants **(Slide #19)**:

- *What kind of project team do we need?*
- *What skills should they have?*
- *How many people do we need?*

Present the proposed **Project Team (Slide #20)**:

- *Country Director (1/6 of time)*
- *Project Manager (1) for the coordination and the global project management, based in Khake Jabar*
- *Agronomist (1) for supporting and monitoring agriculture activities with farmers and community workers, based in Khake Jabar*
- *Livestock specialist / Vet / Zootechnician (1) for supporting livestock activities*
- *Logistician (1) in charge of purchase, relationship with providers, logistics, transport and stocks*
- *Administrator (1) in charge of managing admin, finance, and human resources related to the project*
- *Community Workers (5) in charge of liaising with the community, implementing and monitoring the project*

And the **Support Team (Slide #21):** *Driver (3); Guard (4); Cook/cleaner (2);*

Show **slide #22** to give an example of an organization chart.

(40 min) - Budget

7. (10 min) - Introduction to the budget

(5 min) Ask participants: *Who regularly works with budget.* Hear feedback from a couple of participants on their experience with budgets.

(5 min) Explain that **(Slide #23):** *A budget can only be developed when the project schedule is clear. This helps us to quantify the necessary resources (time, human resources) in order to implement activities, and achieve results.*

*The **Budget** is developed in relation to the project schedule, according to the resources necessary to achieve results, and cost assumptions. It is important to be realistic when planning a project's budget: human resources, logistics, support costs, etc. must all be included.*

Remember, the budget is in the proposal, and forms the contract with the donor. As an organization you commit to achieving the stated results, with the stated means.

8. (30 min) – Exercise 3

Exercise 3: Budgeting Role Play

(20 min) Divide the participants into groups of 5 people: 3 project staff and 2 representatives from HQ.
Explain to the participants that **(Slide #24):** *A team from Geneva HQ has come to help the field team in Kabul write the budget for the new project in Khake Jabar.*
Hand out the document **"Budget Role Play" (Ref. M2_S6-2)**.

Divide into groups:

- Project teams have to negotiate the budget with HQ. Each member of the project team has a role (Country Director, Project Manager, Log/Admin), and has to explain what he/she needs in order to work efficiently and effectively.
- The objective of the HQ representative is to reduce the costs (without compromising project quality).

Then present the different budget lines, and teams must list all the costs under these budget lines.

(10 min) Debriefing
Each group presents the different costs they have included under each budget line.
Discuss together:
- Are there any surprises? What other expenses should be included in this budget that you didn't identify in your groups?
- What are 'other costs' (the 7% for administration)? **(Slide #25)**

9. (20 min) - How to integrate Project Planning into proposals? (Slide #26)

(10 min) Ask participants: *Look at the different donors' formats (available in the room, **Ref. M2_S2-1; M2_S2-2; M2_S2-3**) and identify where and how Project Planning (work plan, budget and human resources) fit into a proposal.*

(10 min) Feedback: For example, in the ECHO single form:

- ***Schedule/Work Plan*** can be integrated into the operational framework part of ECHO proposal: Work Plan (e.g. annex Gantt Chart), see section 4.4.
- ***Budget:*** Cost is stated for each result (after the Log-frame, see 'More detailed information per result, 4.3.2). Other costs (evaluation, visibility, etc.) are regrouped in a final table, which presents those costs which are not dedicated

to one specific result (4.3.2.4). Indirect costs are for administrative costs. They are often limited to a certain percentage of the total budget. For ECHO, these costs must not exceed 7% of total costs, for the French Embassy this 10%.

- ***Human Resources:*** Section 10 of the ECHO single form (right at the end). This table summarises all HR costs, they will also be included as applicable to each result, or in support costs. Expressed in 'man/months'. Can also talk about 'man/days'. It means one person (man or woman!) working for one month, or one day.

10. (30 min) - Revision Game: Backs to the Board

The Game:
This game helps participants to revise terms that they have already learnt. It is fun, dynamic, and played in teams. There is a bit of friendly competition between the teams which helps motivate the participants!

Preparation:
- 2 flipcharts with pages
- List of words already prepared

Step-by-step:
- Divide the group into 2 teams.
- 1 person from each team (the person 'guessing') sits at the front of their team, facing the other members, but with their back to the 'board' (explain that they will take it in turns and everyone will guess).
- Set up a flip chart, or anything on which you can write words BIG, behind the person at the front.

Give Instructions:
Explain to the participants that you will write a word on the board, so that the person at the front of the group cannot see the word. He/she mustn't turn around to look at the word, this is 'Backs to the board'!
The rest of the group must explain the word, **without saying the word**! For example, for 'proposal', the group might explain "It's the document that summarizes your project, you give it to a donor when you want to get funding", etc.
When the person at the front guesses correctly "it's a proposal!" they join the group again, and the next person comes up to the front to guess.
Words to guess: The facilitator then crosses out the word they have guessed correctly, and writes up the next word, from his/her list. The words should be different (but similar) for both teams, so they cannot cheat by looking at the other team's list.
When all the participants have taken their turn at 'guessing', or when they start to lose momentum, stop the game.

Which team wins?
The team which has guessed the greatest number of words wins!
This game can be adapted to revise any particular group of words, or new terms, that have recently been learnt.

Suggested words:

Team 1	Team 2
Proposal	Project
Aim	Objective
Methodology	Conclusion
Recommendations	Human resources
Problem tree	Gantt Chart
Planning	Schedule
Scenario	Logical framework
Indicator	Assumption
Measurable	Attainable
Specific	Relevant
Funding	Finances
Donor	Cluster

Section 7

Monitoring system

Objectives:

By the end of section 7, the participants will be able to:

- Understand clearly what monitoring is and how it is integrated into project management.
- Set up a monitoring system, integrated into project planning right from the start.

Duration: 15 to 20 min

Section plan:

10 min	Reminder: what is monitoring?
5 min	Sources of Verification
5 min	Planning your monitoring system

Document(s) to print out:

- None

PowerPoint presentation:

- Monitoring (Ref. M2_S7-PP1)

Material needed:

- None

Step by step:

At this stage of the training session, the participants will have seen several tools which are used to design a project and write a proposal.

(Slide #2) Show the plan of the module to summarise what has been done so far during the training course and explain that: *Now you are going revise the monitoring process. Monitoring is an essential part of project implementation and it needs to be thought through right from the start, when planning a project.*

1. (10 min) - Reminder what is monitoring? (Slides #3 and #4)

Gives the definition of monitoring:
*It is a continuous process throughout the life of the project, in order to assess progress made towards **objectives** (as defined in the logframe) and adjust the project if necessary.*

Therefore we need to define beforehand what needs to be monitored and why: it is necessary to check that the project is being well implemented and that it is reaching its objectives. The NGO must prove to the project's donors that funds are being well spent and that beneficiaries are really benefiting from their work. They must show that the project is having a positive impact on the community and the local context. If that is not the case, the NGO should be able to react rapidly if and when a problem occurs, to rectify the situation and get the project back on course. Monitoring enables you to do just this.

Explain that consequently:
It is important to clearly define the desired impact, the objectives and the monitoring and impact indicators from the onset: all these elements are set up during the project design phase and many of them are included in the logical framework. However, we may also decide to monitor elements which are not included in the logframe, as part of quality assurance, negative indicators like 'sentinel indicators, or indicators about the security and the context.

2. (5 min) - Sources of verification (Slide #5)

Give the list of documents which are usually part of a monitoring system (i.e. those documents which enable us to check indicators – the 'sources of verification') and ask the participants to give examples from their own experience of these kinds of documents: *Reports, Surveys, Attendance sheets, Medical reports, Satellite photos, etc.*

3. (5 min) - Planning your monitoring system (Slides #6 and #7)

Explain that:

When designing a project, it is necessary to plan the monitoring system, which means asking yourself these questions:

- *Where and how will data be collected?*
- *Who will collect data?*
- *When / how often will data be collected?*

The indicators will be tools to help monitor the project.

Finish the presentation by giving some tips for monitoring:

- *The monitoring plan should be coherent with your intervention logic (e.g. in the case study, the monitoring system is coherent if it is carried out after the distribution of seeds and then again months later to check if the seeds were effective).*
- *It should allow collecting the necessary information related to indicators.*
- *Your monitoring system should be consistent with the sources of verification.*

Section 8

Developing writing skills and writing a proposal

Objectives:

By the end of section 8, participants will be able to:

- Understand what proposal writing involves in form as well as in substance: good writing skills, a logical way of thinking and organizational skills
- Be aware of the donors' requirements concerning proposal formats
- Write a project proposal themselves

Time: 2h30

Section plan:

20min	Tips for writing proposals
2h00	Exercise: writing your own proposal

Document(s) to print out:

- Participant proposal exercise (Ref. M2_S8-1)
- Tips for proposal writing (Ref. M2_S8-2)

PowerPoint presentation:

- Writing skills (Ref. M2_S8-PP1)

Material needed:

- None

Step by step:

During this entire training module, the participants will have seen different tools and ways of working to design a project and build an intervention logic.

At this stage of the training session, remind them briefly of what has been covered so far (funding, context analysis, problem tree, budget planning, log-frame, etc.) and then tell them that:
Writing a proposal is the final step in designing a project. Writing a proposal requires good writing skills and of course a logical way of thinking, in order to be coherent with the project and clearly communicate our objective and strategy to the donors reading the proposal.

1. (20 min) - Tips for writing proposals

(Slides #2) Present the basic structure of a proposal to help participants have a clear overview of how their ideas should be organized.

Then, explain that **(Slide #3)**: *Even if there is an illustration in the proposal, it doesn't mean that a narrative explanation is not also necessary: there should be both the illustration and a text to describe what it shows*.

Tips before writing a proposal (Slide #4):
Give advice for how to prepare for writing a proposal:

- *Start early: writing a good project proposal will take time.*
- *Get the donor format and guidelines.*
- *Carry out an analysis of your organisation's strengths and then show these strengths in the proposal.*
- *Review past project proposals to avoid repeating previous mistakes.*

Tips when writing a proposal (Slides #5 to #7):
Present the main tips for writing a proposal:
For the structure **(Slide #5)**:

1. *Use donor's headings*
2. *Follow a logic in your writing*
3. *One paragraph = one idea. But also: use paragraphs to break up large sections of writing.*
4. *Start sections with "opening" sentences and finish sections with "closing" sentences*
5. *Illustrate your report with graphs, photos, maps, etc.*
6. *If necessary, include annexes (e.g. assessment report)*

For the style **(Slide #6):**

1. *Use the words of the donor, and do not write jargon (not used by the donor) or too much technical language.*
2. *Be brief – more is not necessarily better!*
3. *Simple is better than complex – do not use complex terms and write short sentences*
4. *Never use language that could be perceived as an attack against any other organisation or institution*
5. *Choose a dark, clear typeface – fancy is not necessarily better!*

For the content **(Slide #7)**:

1. *The introduction is one of the most important sections of the proposal. It is your opportunity to grab the reader's attention.*
2. *Cut out unnecessary information (summarise).*
3. *Show that your planning process is participatory and takes into consideration the opinions of the target group.*
4. *These are two 'buzz' issues that must be addressed: gender, environment. They cut across all other issues.*
5. *Prepare a short document that presents your past experience (organisational record) and attach it to the project proposal.*

Tips when revising and editing proposal (Slide #8):

To finish, remind the participants that after writing a proposal, it is necessary to re-read it and check the grammar and spelling.

2. (2 hours) - Write your own proposal

Exercise: Write your own proposal

Explain to the participants that: *Now that they have all the tips for proposal writing, they are going to have a go at writing their own proposal, based on the Khake Jabar case study*.

Tell them that they are allowed, just as if it was a real-life situation, to have a look at the documents and tools which have been developed during the training week: the Venn diagram, the logframe, the problem tree, etc.

Distribute to each participant the exercise **"write your own proposal" (M2_S8-1)** and the card **"tips for writing proposals" (M2_S8-2)**, and tell them that they

have 2 hours to do the exercise. Specify that, this is just an exercise and time is short (in reality we would have much more time to write a proposal), so they should not be too stressed but try simply to show the essential points of the project in the proposal. Wish them luck!

It is important for the participants to receive feedback on their writing exercise. As you will not have time to read all exercises before the end of the training course, gather the exercises done by the participants and tell them that you will send feedback individually by email (or any other means). When reviewing the exercise, try to make comments on the structure, the style and the content (in order to be coherent with what you taught them in section 8).

Section 9

Course evaluation and conclusion

Objectives:

By the end of section 9, the participants will be able to:

- Look back over the ground they have covered and summarise what they have learned since the beginning of the course
- Prepare how they will apply what they have learned in the course, when they return to their work
- Give feedback about the course
- Make recommendations for ways of improving the course

Duration: 1h to 1h30 (depending on the number of participants)

Section plan:

15 min	Written course evaluation
30-60 min	Oral feedback about the course
5 min	Conclusion
10 min	Presentation of course certificates

Document(s) to print out:

- Course Evaluation (Ref. M2_S9-1)
- Course Certificate (Ref. M2_S9-2)

PowerPoint presentation:

- None

Material needed:

- The Post-it notes from the beginning of the course with participants' expectations (See section 1 –Introduction to the course)

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Preparation:

1. Print the certificates in colour, on good quality thick paper. Write the names of participants on them and make sure that each certificate is properly signed by the trainers and stamped.
2. Prepare three flipcharts, with the following headings written on them: "Expectations fully met", "Expectations partially met" and "Expectations not met".

Step by step:

It is important for the trainers to know the opinion and level of satisfaction of the participants in order to help improve the course for participants in the future.

1. (15 min) - Written course evaluation

Hand out the course evaluation forms **(Ref. M2_S9-1)**.

Ask participants to fill in their forms. Ask them to give full answers as much as possible and to write clearly either in English or Dari.

Point out that the continual improvement of quality applies as much to training as it does to humanitarian projects!

2. (30-60 min) - Oral feedback about the course

Ask each participant, one by one, to go and get the Post-its they stuck on the wall on the first day of the course, with their expectations written on them.

They should then stick their Post-its on one of the three paper boards you have previously prepared (Expectations fully met, expectations partially met, expectations not met) and comment on these expectations, saying why they have been satisfied, partially satisfied or have not been satisfied. Do not hesitate to reply to any comments that you feel it is important to respond to. It is important not to leave any expectations unaccounted for.

Hopefully you will have anticipated this exercise by attempting to respond to each relevant expectation during the course and by establishing which objectives were not relevant during the introduction when you presented the course objectives and limits!

If, however, there remain expectations that have not been met, try to recommend other resources or training courses that could be helpful. You may want to recommend courses by Groupe URD or by other training centres.

3. (5 min) - Conclusion

Conclude the training course by talking about the future and in particular the fact that: *Learning will only have taken place when the content of the course is applied in practice, outside the classroom, in the field with crisis-affected people.*

4. (10 min) - Presentation of course certificate

The certificate certifies the participation on the course and the course content.

Depending on the culture of the participants, the presentation of course certificates **(Ref. M2_S9-2)** can be more or less formal. In certain contexts, you will have to personally hand over the certificates, with a photo attached, to each participant. In other contexts, it will be possible to opt for a more fun and relaxed method.
For example, you can ask everyone to stand up and form a circle. Then distribute the certificates face down, making sure that every one has a certificate (but don't tell them that it is not their own). Next, tell each participant one at a time to turn the certificate over.
Once they have seen that it is for someone else, ask them to present the certificate to its 'owner' and to congratulate them!

Documents for each section (to print out)

These documents are available in the CD-ROM attached to this guide.

Section	Name of the document	Number of copies
Section 0	M2_S1-1 Learning Partner Cards	1 copy
	M2_S1-2 Course Rule Pictures	1 copy
	M2_S1-3Weather Card Pictures	1 for each participant + 1 page with explanations
	M2_S1-4 Training Course Timetable	1-2 copies
	M2_S1-5 Training Course Poster	1-2 copies
	M2_S1-6 Crossword Puzzle	1 for each participant + 1 for each trainer
	M2_S1-7 Crossword Puzzle Correction	1 for each participant + 1 for each trainer
Section 1	M2_S1-1 PCM Questions for group work	1 for each group + 1 for each trainer
Section 2	Donors' formats: M2_S2-1 French Embassy in Afghanistan M2_S2-2 ECHO Single form M2_S2-3 USAID guideline	3 of each
Section 3	M2_S3-1 Case Study General Information	1 for each participant + 1 for each trainer
	M2_S3-2 Stakeholder analysis card	1 for each participant + 1 for each trainer
	M2_S3-3 Group discussion card	1 for each participant + 1 for each trainer
	M2_S3-4 Stakeholder analysis NGO staff	2 for each group + 1 for each trainer
	M2_S3-5 Stakeholder analysis villagers	5 for each group + 1 for each trainer
	M2_S3-6 Stakeholder analysis correction	1 for each participant + 1 for each trainer
	M2_S3-7 Case Study Problem Tree	1 for each participant + 1 for each trainer
	M2_S3-8 Case Study Problems Highlighted	1 for each participant + 1 for each trainer
	M2_S3-9 Problem tree correction	1 for each participant + 1 for each trainer
	M2_S3-10 Problem tree card	1 for each participant + 1 for each trainer
	M2_S3-11 Individual Problems	1 copy

Section	Name of the document	Number of copies
Section 4	M2_S4-1 Corrected Scenario	1 for each group + 1 for each trainer
	M2_S4-2 Case Study Problem Tree Strategies	1 for each participant + 1 for each trainer
	M2_S4-3 Case Study Solution Tree	1 for each participant + 1 for each trainer
Section 5	M2_S5-1 Logic Card Set 1	1 for one pair + 1 for each trainer
	M2_S5-2 Logic Card Set 2	1 for one pair + 1 for each trainer
	M2_S5-3 Exercise Activities Results Objectives	1 for each trainer
	M2_S5-4 Logical Framework Matrix	1 for each participant + 1 for each trainer
	M2_S5-5 MAYBE card	1 for 6 participants
	M2_S5-5 NO card	1 for 6 participants
	M2_S5-5 YES card	1 for 6 participants
	M2_S5-6 Columns And Rows Logframe	1 for each group
	M2_S5-7 Logframe Training	1 for each group
	M2_S5-8 Logframe Training Correction	1 for each participant + 1 for each trainer
Section 6	M2_S6-1 Gantt Chart Solution	1 for each participant + 1 for each trainer
	M2_S6-2 Budget Role Play	1 for 5 participants + 1 for each trainer
Section 7	None	
Section 8	M2_S8-1 Participant proposal exercise	1 for each participant
	M2_S8-2 Tips for proposal writing	1 for each participant + 1 for each trainer
Section 9	M2_S10-1 Course Evaluation	1 for each participant
	M2_S10-2 Course Certificate	1 for each participant (+ 2 extras)

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