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AFGHANISTAN

TRAINING REPORT

PROPOSAL WRITING SKILLS TRAINING DELIVERED IN KABUL

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OCTOBER 2009



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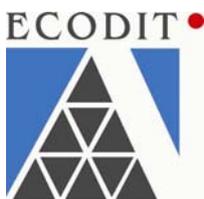


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Biodiversity Support Program
for
National Environment Protection Agency

Proposal Writing Skills Training Completion Report



October, 2009
Shasdarak, Kabul City, Afghanistan

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1.0 Introduction

The Proposal Writing Skills Training for the Biodiversity Support Program for the National Environmental Protection Agency (NEPA) was conducted for a total of six weeks on August 1 to September 12, 2009.

The Proposal Writing Skills Training is a technical training designed to increase the knowledge and capabilities of NEPA staff to identify and define the components of proposal development and to develop project proposals for funding relevant to NEPA's mandate and objectives.

The training sessions covered the fundamentals of proposal writing and how to gather information necessary for proposal development.

The training sessions were held three days a week for three hours for each session with a total of twenty seven (27) participants.

2.0 Training Modules

The Comprehensive Course included lectures, case studies, interactive group exercises and general discussions, relevant to NEPA's Divisional Core Mandates.

The training modules covered are:

- Module 1: Introduction
- Module 2: Concepts Translating Vision into Action
- Module 3: The Statement of Need
- Module 4: Project Description
- Module 5: Staffing and Administration
- Module 6: Evaluation
- Module 7: Sustainability
- Module 8: Budget
- Module 9: Executive Summary
- Module 10: Packaging the Proposal
- Module 11: Formats and Variations
- Module 12: The Proposal Conclusion & Recap

3.0 Attendance

The attendance at the beginning and through the fourth week was over 80%-about 22 students were consistent. However due to staff workload, unscheduled meetings the attendance dropped from 80% to 70% (19 students) from the fourth through the end of training.

4.0 Participation

The training sessions were highly participatory and participants were highly motivated as they believed the course was very relevant and essential for both organizational and career development.

However participants expressed that other unplanned appointments and conflicts of activities in other work functions especially outside the agency's workplace were challenges to effective participation

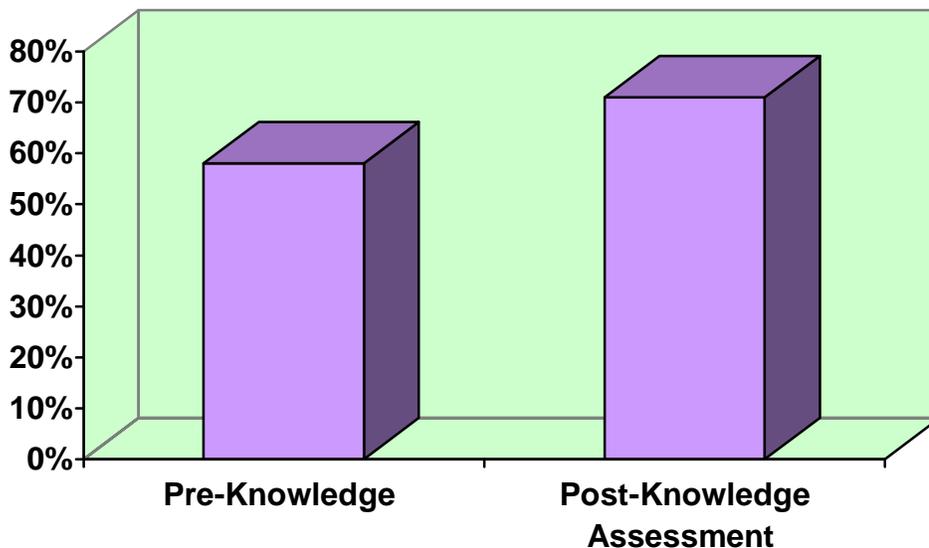
5.0 Pre-Assessment and Post-Assessment Tests

Pre-Assessment – A pre-assessment test was conducted to determine the knowledge base of participants

The mean pre-assessment score was 58%

Post-Assessment – post assessment test (Part 1) conducted after completion of training reported a mean score of 71% which is 13% more than the pre-assessment, thus there is an increased knowledge gained from the training by the participants.

The level of increased knowledge was affected by the wide difference in the levels of English Proficiency of participants; however the 71% mean knowledge score is commendable as this implies that NEPA core staff across the six divisions has an appreciable understanding of proposal development and basics of project.



Group Exercises

The training sessions featured group exercises which included; the identification of core elements of each divisional mandate; the environmental problems relevant to the divisions' mandates, and priority project ideas viable for funding support

The following project ideas were identified by the respective divisional groups;

- Natural Heritage Protection (NHP)

NHP 1: Natural Heritage Resource Directory

NHP 2: Promoting Public Awareness about Natural Resources

NHP 3: Provincial Graying Program

NHP 4: Ibex Preservation Program

NHP 5: Prevention of Smuggling of Charka

NHP 6: Licorice Export Promotion Program

NHP 7: National Preservation Program

- Education (ED)

ED 1: Development of University Curriculum for Environmental Science and Management

ED 2: Teacher Environmental Education Program

ED 3: Environmental Education Communications Broadcast Program

ED 4: National Environment Awareness Campaign (NEAC) at Provincial and District Levels

ED 5: Environmental Reporting Education for Media Personnel and Organizations

ED 6: Academic Curriculum in Natural Resource Management & Environmental Science

- **Research Policy Information (RPI)**

RPI 1: Development of A Geo-Environmental Information Database System

RPI 2: Afghan Environmental Research Information Coordination Program (Afghan-ERIC)

RPI 3: Environmental Public Information Campaigns

RPI 4: Development of Environmental Research Protocol

RPI 5: Technical of Sector-based Environmental Information

RPI 6: Establishment of Geographic Information System (GIS) Lab and Capacity Building

- **Independent General Directorate of Kochi**

Kochi 1: Kochi Reenlistment Project

Kochi 2: Kochies Environmental Education & Health Communications Project

Kochi 3: Kochi Dairy Production Marketing Project

Kochi 4: Kochi Radio Communication and Distribution Program

Kochi 5: Kochi Emergency Assistance Project

- **International Relations (IR)**

IR 1: Monitoring Compliance Framework for Environmental International Conventions

IR 2: Country Case Study on Climate Change

IR 3: Establish of Sectoral Environmental Coordination Unit

6.0 Project Proposal Book

As part of the application exercise, trainees were required to develop a Project Proposal Book with three (3) project ideas, based on an outline guide for proposal writing taught during the training.

Fifteen (15) trainees submitted their Project Proposal Books. All Project Proposal Books were reviewed and rated and submitted to ECODIT

The Project Titles include;

- Teachers Environmental Education Training Program
- Development of A Geo-Environmental Information Database
- South Afghanistan Kuchi Environmental Education
- Kandahar Nomads Dairy Support Program
- Environmental Literacy Program for Kuchi

- Clinical Waste Management Program
- Regional Environmental Impact Assessment Study of Hospital Waste in 5 Cities
- Provincial Survey of Impact and management of Hazardous Waste substances
- Regional Capacity Building on EIA and sustainable development for NEPA
- Establishment of International Environmental working group
- National Case study on Climate Change Impacts and Adaptation Assessment
- Geographic Information System (GIS) capacity building for NEPA
- Establishment of International Environmental Working Group

7.0 Participants’ Training Evaluation

7.1 Introduction

A participant training evaluation tool was designed and administered among trainees to evaluate the “Proposal Writing Skills Training”

The participant’s training evaluation tool consisted of twenty (20) core indicators rated on a scale of 1 to 5, with 1 being the lowest with a descriptive value of “Poor”, and 5 being the highest with a value of “Excellent”.

7.2 Participant Training Assessment Score Card

Ratings 1=Poor; 2=Fair; 3=Good; 4=Very Good; 5= Excellent

S/No	Core Area	Indicator	Mean Rating	Descriptive Value
1	Training objectives	The extent to which training objectives was achieved	3.7	Very Good
2	Personal Expectations	The extent to which trainees’ personal expectations were met	3.5	Very Good
3	Understanding of Training Subject Matter	The extent to which trainees’ knowledge & understanding of subject was increased	3.7	Very Good
4	Skills Development	The extent to which trainees’ skills in the subject of training was improved	4.0	Very Good
5	Value of Training in Participants Job	The value and importance of the training in participants’ job functions’	3.7	Very Good
6	Quality of Training Materials	The extent of the quality of training resource materials	3.7	Very Good
7	Duration of Training	Participants’ perceptions about the duration of training	3.5	Very Good
8	Practical Activities and Case Studies	The effectiveness of the practical activities provided during the training	3.6	Very Good

9	Training Location Facility	The appropriateness of the training facility (room)	2.3	Fair
10	New Ideas	The extent to which participants gained relevant new knowledge and ideas	4.0	Very Good

S/No	Core Area	Indicator	Mean Rating	Descriptive Value
11	Application of learning	The extent to which participants are able to apply information and knowledge from the training	4.1	Very Good
12	Effect on Work Performance	The participants' perceptions of effect of training on their work performance	4.4	Excellent
13	Trainer's Knowledge of Subject	The extent to which trainer demonstrated thorough knowledge of subject	4.3	Very Good
14	Organization of Training Sessions Effective (Coordination of Participants)	The extent to which was organization training sessions for effective learning	2.7	More Than Fair
15	Trainer's Preparation	Participants' perceptions of trainer's preparation	4.5	Excellent
16	Trainer's Delivery and Style	The effectiveness of trainer's style and delivery of training	4.2	Very Good
17	Trainer's Responsiveness	The extent of trainer's responsiveness (feedback) to participants' questions and issues	4.1	Very Good
18	Recommendation of Training Subject	The extent to which participants will recommend the training to others	4.1	Very Good
19	Participants' Satisfaction	The level of satisfaction of participants about the training	4.2	Very Good
20	Overall Assessment of Training	The overall effectiveness and evaluation of training	4.3	Very Good

According to the post-training evaluation, the participants' mean rating of effect on work performance, trainer's knowledge of subject and preparations were rated highest.

The overall evaluation of training was rated highly satisfactory, with participants attesting to their gaining relevant knowledge and ideas with ability to apply the information and knowledge acquired. Participants also expressed high satisfaction about the training.

The main areas of challenge of the training were in organization and coordination of training participants who were mostly confronted with challenging schedules and the appropriateness of the training room, and in the translation of on-site training lectures.

8.0 Lessons Learned

The following are important lessons to be considered for future trainings for NEPA:

- Selection of trainees with at least intermediate level of English Proficiency is very critical in technical trainings.
- Ensure that conflicting schedules and activities are avoided when trainings are planned
- Ensure effective internal coordination and organization of training participants and training facility. Training room must be cleaned and open ahead of training schedule, with good ventilation
- Due to the technical nature of the training it is critical that a professional translator be engaged for future technical trainings

9.0 Recommendation

We recommend that a “Project Development Team/Unit be set-up with responsibility for project development, and writing, facilitating project implementation and monitoring and evaluation of NEPA core Projects.

The members of the “Project Development Team/Unit” will consist of select staffs who have achieved acceptable competency level in project development and proposal writing based on set criteria

10.0 Conclusion

The training achieved its main objective of equipping participants with relevant knowledge for effective project proposal writing and for understanding the value of proposal development in enhancing the agency mandates.

SIC-Afghanistan is very pleased for being given the opportunity to conduct the training and look forward in assisting to enhance the benefits if the training through technical assistance for the “Proposal Writing Team/Project Development Team.

Annexes

Annex 1: English Language Proficiency Test Results

Neme	F/Name	Division	Results		Total/122
			Test 1/80	Test 2/42	
Sayes Mohammad Sarwar	Sayed Mohammad Haider	Finance	20	26	46
Eng. G.Hassan Amiry	Shir Hassan	Sustainable Development	36	28	64
Abdul Monir Rahimi	Abdul Baqi Rahimi	RPI	32	25	57
Wadia	Mohammad Iqleel	ECODIT	54	37	91
Saeeda	Ghulam Mustafa	ECODIT	58	36	94
Taliba	Mir Abdul Safar	ECODIT	35	35	70
Raihana	Ghulam	ECODIT	29	35	64
M.M. Kazim	Said Habibullah	Finance	13	20	33
Naqibullah Nayil	Shir Aqa	RPI	28	24	52
Mahboobullah	M.Hassan	RPI	38	32	70
Ghulam Rasul	Ghulam Mustafa	EIA	42	24	66
Abdullah Barakzai	Mohammad Qasim	ECODIT	55	31	86
M.Omer	M.Eslam	ECODIT	40	28	68
Naqibullah Naqib	Zomanuddin	ECODIT	37	28	65
Abdul Ghafar	Abdul Safar	Kochi	22	22	44
Naweedullah	Amanullah	IT	21	27	48
Mohibullah Fazli	Naqibullah	NHP	23	22	45
Ghazi Gul Temori	Lajward	NHP	17	20	37
M.Yasin Noori	M.Noori	International	36	24	60
Darvish	Mohammad Karim	IGDK	52	37	89
Jamil	Khowaja Mir	ECODIT		38	38
Qais	Akhtar Mohammad	Education	44	32	76
Ghulam Ali Yaghobi	Khodadad	RPI	56	33	89
Ahmad Waheed	Adbul Manar	ECODIT	43	26	69
M. Osman Mowahed	Abdullah	Law	40	20	60
Abdul Rab Azem	Abdul Haq	Law	31	23	54

Annex 2: Final Test Result

Proposal Writing Skills Training Final Test Part (1 & 2) Results						
Name	F/Name	Division	Results			
			Part 1 %	Part 2 %	No of Project Proposal Book	Project Proposal Book Score %
Sayes Mohammad Sarwar	Sayed Mohammad Haider	Finance	N/A	N/A	N/A	
Eng. G.Hassan Amiry	Shir Hassan	SD	62	46	3	77
Abdul Monir Rahimi	Abdul Baqi Rahimi	RPI	71	71	2	75
Wadia	Mohammad Iqleel	ECODIT	74	88	3	94
Saeeda	Ghulam Mustafa	ECODIT	75	76	3	88
Taliba	Mir Abdul Safar	ECODIT	65		2	65
Raihana	Ghulam	ECODIT	75		2	68
M.M. Kazim	Said Habibullah	Finance	N/A	N/A	N/A	N/A
Naqibullah Nayil	Shir Aqa	RPI	76	92	2	73
Mahboobullah	M.Hassan	RPI	N/A	N/A	N/A	N/A
Ghulam Rasul	Ghulam Mustafa	EIA	78		2	81
Abdullah Barakzai	Mohammad Qasim	ECODIT	N/A	N/A	N/A	N/A
M.Omer	M.Eslam	ECODIT	N/A	N/A	N/A	N/A
Naqibullah Naqib	Zomanuddin	ECODIT	N/A	N/A	N/A	N/A
Abdul Ghafar	Abdul Safar	Kochi	66		1	90
Naweedullah	Amanullah	IT	N/A	N/A	N/A	N/A
Mohibullah Fazli	Naqibullah	NHP	N/A	N/A	N/A	N/A
Ghazi Gul Temori	Lajward	NHP	77		N/A	N/A
M.Yasin Noori	M.Noori	International	54	60	2	73
Darvish	Mohammad Karim	IGDK	78	73	2	83
Jamil	Khowaja Mir	ECODIT	N/A	N/A	N/A	N/A
Qais	Akhtar Mohammad	Education	N/A	N/A	N/A	N/A
Ghulam Ali Yaghobi	Khodadad	RPI	N/A	N/A	N/A	N/A
Ahmad Waheed	Adbul Manar	ECODIT	N/A	N/A	N/A	N/A
M. Osman Mowahed	Abdullah	Law	N/A	N/A	N/A	N/A
Abdul Rab Azem	Abdul Haq	Law	N/A	N/A	N/A	N/A
Farhad	Mohammad Khan	Interpreter	N/A	N/A	N/A	N/A

Annex 3: English Language Proficiency Tests 1&2

ENGLISH LANGUAGE PROFICIENCY TEST 1

NAME:

F/NAME:

DIVISION:

Chose the answer that you think is correct and circle the appropriate letter:

1.	This man has dark a) heads b) head c) hairs d) hair
2.	And a a) beard b) barber c) moustaches d) face hair
3.	He is a jacket a) wearing b) carrying c) having d) holding
4.	And he is a piece of paper a) wearing b) holding c) having d) getting
5.	He is sitting at his a) chair b) desk c) office d) room
6.	Perhaps he is a) work b) at work c) business d) on job
7.	You arrive at a party at 8 pm. What do you say? a) good night b) good-bye c) good evening d) good afternoon
8.	Someone offers you a drink. You don't want it. What do you say? a) thank you b) please c) No thank you d) No please
9.	Henderson going to work. a) like not b) don't like c) doesn't like d) not like
10. early in the morning? a) does he get up b) gets he up c) do he get up d) get he up
11.	He to drive a car. a) am learning b) learning c) is learning d) are learning
12.	A train is a bus. a) more quickly b) quickly c) quicker than d) more quick
13.	He swim very well. a) not can b) cannot c) doesn't can d) don't can
14. the bus to work. a) always Roberts catches b) Roberts always catches c) Roberts catches always d) Roberts does always catches
15.	Peter works in London a) he goes there by train b) he there goes by train c) he goes by train there d) there goes by train
16. TV last night. a) did he watch b) watched he c) did he watched d) does he watch
17.	I spoke slowly, but he understand me a) canned not b) didn't can c) didn't could d) could not
18.	He made last year. a) many money b) much money c) a lots of money d) a lot of money
19.	I asked him a) to not go away b) to go not away c) not to go away d) go not away
20.	Used to live London. a) on b) in c) to d) at
21.	James to him on the phone. a) spoked b) speaked c) spoke d) spoken

22.	Quiet, please – I a) am doing a test! b) do a test! c) doing a test! d) does a test!
23.	I wont go to Cambridge if it tomorrow. a) rain b) would rain c) rains d) raining
24.	While he to London he saw an accident. a) was driving b) drives c) drove d) has driven
25.	Million of cigarettes every year. a) is smoke b) are smoking c) are smoked d) are smoke
26.	He has a Experience in marketing in Europe. a) grand b) wide c) large d) great
27.	I remember him in London. a) of meeting b) to meet c) to meeting d) meeting
28.	But I saw him in Frankfurt a) 3 years ago b) for 3 year c) before 3 year d) since 3 year
29.	Could you look the black board and read what is on it? a) to b) on c) for d) at
30.	Smith went abroad last year Abroad before. a) he had never been b) he had be never c) he never went d) he went never
31.	The last Olympic games In Athens. a) were helded b) was helded c) were held d) were hold
32.	He took cheese. a) all of b) all c) the all d) all of the
33.	The committee held a Last week. a) meeting b) gathering c) session d) sitting
34.	I The Prime Ministers is speech very carefully. a) heard to b) heard c) listened to d) overhead
35.	He would have known that, if he the meeting. a) had attended b) would have attended c) has attended d) would attend
36.	Would you mind the door? a) open b) to open c) opening d) to opening
37.	In August he for us for 25 years. a) will have worked b) will work c) is going to d) will we working
38. since I came back to the office? a) did Robinson telephone b) was Robinson telephoning c) telephoned Robinson d) has Robinson telephoned
39.	He speaks English very well he's only 12. a) whereas b) despite c) in spite of d) although
40.	Don't do that. "I said. I him not to do that. a) talked b) told c) spoke d) said
41.	He never takes risks. He is a very man. a) mindful b) anxious c) attentive d) cautious
42.	I'd like to put a suggestion, if I may. a) forward b) over c) across d) through
43.	I this test for at last half on hour now. a) do b) am doing c) have done d) have been doing
44.	I'll speak to him when he a) will arrive b) is arrive c) arrives d) would arrive
45.	Can you come tomorrow? He asked tomorrow. a) if I came b) that I came c) if I could come d) that I can come
46.	He hasn't come again today. If he doesn't come what to do tomorrow. a) he wouldn't know b) he didn't know c) he will not have known d) he won't know

47.	<p>Conversation (question 47- 64): Mr. and Mrs. Wallace went to buy a house, so they go to the office of an estate agent Agent: Good morning, Mr. and Mrs. Wallace? Mrs. Wallace: Mr. Hogan? Agent: How do you do. Mrs. Wallace: I spoke to you on the phone is my husband. a) this b) it c) he d) that Mr. Wallace: How do you do.</p>
48	<p>Agent: How do you do sit down. a) you b) please c) now d) let (They all sit down at desk)</p>
49	<p>Agent: I understand from our telephone conversation that you are a) intending b) interesting c) intended d) interested</p>
50	<p>He is buying a property for about £85,000 is that? a) true b) possible c) not d) right</p>
51	<p>Mrs. Wallace: No. well the price is right, but – er –well, we a problem. a) make b) have c) are d) seem we've been living abroad for the last ten year</p>
52	<p>Mr. Wallace: Longer that. a) than b) that c) as d) to</p>
53	<p>Mrs. Wallace: Yes, I suppose it is – and we want to settle back here. a) because b) and c) but d) so</p>
54	<p>We have very different ideas of the of place we'd like to live in. a) kind b) piece c) shape d) area</p>
55	<p>Mr. Wallace: Yes, you see Prefer to live in town, in a centrally located flat. a) I b) I'd c) we d) we'd</p>
56	<p>Mrs. Wallace: And I am really keen to live in country. a) the b) a c) some d) -</p>
57	<p>I want a big garden. I want a new view. I want to be to go for walks. a) able b) possible c) can d) allow I want to go back to work – that is, to get back in to teaching</p>
58	<p>Mr. Wallace: Well, I am sure you teach in London, in town, just as easily. a) would b) might c) should d) could</p>
59	<p>Mrs. Wallace: Yes, I think chances of. a) and b) but c) so d) then</p>
60	<p>Getting a job Probably much greater in a village school. a) is b) are c) well d) would</p>
61	<p>And I like to be part of the community again, darling. a) would b) do c) will d) shall</p>
62	<p>Mr. Wallace: And I want to live in a flat Maintenance included. a) for b) with c) and d) by</p>
63	<p>You know – you pay for all the I mean, I'm not a do – it – yourself man. a) services b) servants c) assistance d) assistants</p>
64	<p>I don't like to mend leaky in that sort of thing. a) walls b) floors c) roofs d) ceilings</p>
65	<p>AT A HOTEL. (question 65-80) Mr. Graham has just checked a hotel, but he is not happy with his room. He goes down to the reception desk Mr. Graham: I am there's been a mistake. My room doesn't have a bath. a) sorry, b) afraid c) anxious d) regret</p>
66	<p>Hotel Clerk: Well, I think your room is correct, sir. Room 118 ? a) don't you b) isn't it c) doesn't it d) can you</p>
67	<p>Mr. Graham: Could I have a bath, please? a) thus b) well c) in spite d) thank you</p>
68	<p>Hotel Clerk: Er – I'm afraid we don't a room with a bath and – a) reserve b) get c) have d) retain</p>

69.	Mr. Graham: Look, I am very tired. I don't want to but my firm always book a room with a bath. a) shout b) denounce c) anger d) argue
70.	Hotel Clerk: Er – I'll check the a) correspondence b) mailing c) communicate d) lettering
71.	But I don't think you were in to a room with a bath. a) reserved b) checked c) booked d) registered There we are, it is Mr. Graham isn't it? Mr. Graham: it is, yes The clerk shows Mr. Graham a letter
72.	Hotel Clerk: Yes, one Room. a) alone b) single c) bathless d) only
73.	Mr. Graham: I will see them when I get back. Well I that it's our mistake. a) appreciate b) deprecate c) respect d) expect
74.	But are you sure there's with a bath? a) not b) something c) anything d) nothing Hotel Clerk: Well,
75.	Mr. Graham: I've just flown a very long and I'm very tired and all I want is a bath and a sleep. a) distance b) airline c) period d) timing
76.	Hotel Clerk: Well, as I've said, sir, there's nothing for tonight. a) extremely b) perfectly c) absolutely d) especially But let see. You are here for 5 days, aren't you? Mr. Graham: oh dear!
77.	Hotel Clerk: I will just have a with the manager. a) word b) sentence c) phrase d) dialogue
78.	Mr. Graham: I would it. a) value b) appreciate c) thank d) reward
79.	I'm to have a long hot bath! a) despaired b) worried c) desperate d) overwhelmed
80.	Hotel Clerk: Don't worry, sir it with me. a) let b)leave c) give d) stop

English Language Proficiency Test 2

Name:

F/Name:

Division:

Transparent Language has provided this English test as a way for English language learners to evaluate their English proficiency. We have based this test on the standard American English vocabulary and English grammar that you would find in any English language learning material, so that this proficiency test can measure your command of the English language regardless of your English language learning background. So if you have been learning English, see how well you do!

Transparent Language offers this English language test for self-evaluation purpose only. You may find that your score on this English test is not consistent with other tests you have taken. Transparent Language is solely responsible for the test content.

Part 1: English Grammar

Select the best answer

1. Juan _____ in the library this morning.

- A. is study
- B. studying
- C. is studying
- D. are studying

2. Alicia, _____ the windows please. It's too hot in here.

- A. opens
- B. open
- C. opened
- D. will opened

3. The movie was _____ the book.

- A. as
- B. as good
- C. good as
- D. as good as

4. Eli's hobbies include jogging, swimming, and _____

- A. to climb mountains
- B. climb mountains
- C. to climb
- D. climbing mountains

5. Mr. Hawkins requests that someone _____ the data by fax immediately.

- A. sent
- B. sends
- C. send
- D. to send

6. Who is _____ , Marina or Sachiko?

- A. tallest
- B. tall
- C. taller
- D. the tallest

7. The concert will begin _____ fifteen minutes.

- A. in
- B. on
- C. with
- D. about

8. I have only a _____ Christmas cards left to write.

- A. few
- B. fewer
- C. less
- D. little

9. Each of the Olympic athletes _____ for months, even years

- A. have been training
- B. were training
- C. has been training
- D. been training

10. Maria _____ never late for work.

- A. am
- B. are
- C. were
- D. is

11. The company will upgrade _____ computer information systems next month.

- A. there
- B. their
- C. it's
- D. its

12. Cheryl likes apples, _____ she does not like oranges.

- A. so
- B. for
- C. but
- D. or

13. You were _____ the New York office before 2 p.m.

- A. suppose call
- B. supposed to call
- C. supposed calling
- D. supposed call

14. When I graduate from college next June, I _____ a student here for five years.

- A. will have been
- B. have been
- C. has been
- D. will have

15. Ms. Guth _____ rather not invest money in the stock market.

- A. has to
- B. could
- C. would
- D. must

16. The rate of _____ has been fluctuating wildly this week.

- A. money
- B. bills
- C. coins
- D. exchange

17. The bus _____ arrives late during bad weather.

- A. every week
- B. later
- C. yesterday
- D. always

18. Do you _____ where the nearest grocery store is?

- A. know

- B. no
- C. now
- D. not

19. Jerry Seinfeld, the popular American comedian, has his audiences _____ .

- A. putting too many irons in the fire
- B. keeping their noses out of someone's business
- C. rolling in the aisles
- D. going to bat for someone

20. The chairperson will _____ members to the subcommittee.

- A. appoint
- B. disappoint
- C. appointment
- D. disappointed

21. The critics had to admit that the ballet _____ was superb.

- A. procrastinate
- B. performance
- C. pathology
- D. psychosomatic

22. Peter says he can't _____ our invitation to dinner tonight.

- A. angle
- B. across
- C. accept
- D. almost

23. We were _____ friends in that strange but magical country.

- A. upon
- B. among
- C. toward
- D. in addition to

24. The hurricane caused _____ damage to the city.

- A. extend

- B. extended
- C. extensive
- D. extension

25. Many cultures have special ceremonies to celebrate a person's _____ of passage into a adulthood.

- A. right
- B. rite
- C. writ
- D. write

Part 2: English Reading Comprehension
Select the best answer

Directions to Erik's house

Leave Interstate 25 at exit 7S. Follow that road (Elm Street) for two miles. After one mile, you will pass a small shopping center on your left. At the next set of traffic lights, turn right onto Maple Drive. Erik's house is the third house on your left. Its number 33 and it's white with green trim.

26. What is Erik's address?

- A. Interstate 25
- B. 2 Elm Street
- C. 13 Erika Street
- D. 33 Maple Drive

27. Which is closest to Erik's house?

- A. the traffic lights
- B. the shopping center
- C. exit 7S
- D. a greenhouse

Date: May 16, 1998
To: Megan Faller man
From: Steven Roberts
Subject: Staff Meeting

Please be prepared to give your presentation on the monthly sales figures at our upcoming staff meeting. In addition to the accurate accounting of expenditures for the monthly sales, be ready to discuss possible reasons for fluctuations as well as possible trends in future customer spending. Thank you

28. The main focus of the presentation will be _____.

- A. monthly expenditures
- B. monthly salary figures
- C. monthly sales figures
- D. staff meeting presentations

29. Who will give the presentation?

- A. the company president
- B. Megan Faller man
- C. Steven Roberts
- D. Future customers

The B&B Tour

Spend ten romantic days enjoying the lush countryside of southern England. The counties of Devon, Dorset, Hampshire, and Essex invite you to enjoy their castles and coastline, their charming bed and breakfast inns, their museums and their cathedrals. Spend lazy days watching the clouds drift by or spend active days hiking the glorious hills. These fields were home to Thomas Hardy, and the ports launched ships that shaped world history. Bed and breakfasts abound, ranging from quiet farmhouses to lofty castles. Our tour begins August 15. Call or fax us today for more information 1-800-222-XXXX. Enrollment is limited, so please call soon.

30. Which of the following counties is not included in the tour?

- A. Devon
- B. Cornwall
- C. Essex
- D. Hampshire

31. How many people can go on this tour?

- A. 10
- B. an unlimited number
- C. 2-8
- D. A limited number

32. What can we infer about this area of southern England?

- A. The region has lots of vegetation.
- B. The coast often has harsh weather.

- C. The sun is hot and the air is dry.
- D. The land is flat.

Anna Szewczyk, perhaps the most popular broadcaster in the news media today, won the 1998 Broadcasting Award. She got her start in journalism as an editor at the *Hollsville County Times* in Missouri. When the newspaper went out of business, a colleague persuaded her to enter the field of broadcasting. She moved to Oregon to begin a master's degree in broadcast journalism at Atlas University. Following graduation, she was able to begin her career as a local newscaster with WPSU-TV in Seattle, Washington, and rapidly advanced to national television. Noted for her quick wit and trenchant commentary, her name has since become synonymous with *Good Day, America!* Accepting the award at the National Convention of Broadcast Journalism held in Chicago, Ms. Szewczyk remarked, "I am so honored by this award that I'm at a total loss for words!" Who would ever have believed it?

33. What is the purpose of this announcement?

- A. to invite people to the National Convention of Broadcast Journalism
- B. to encourage college students to study broadcasting
- C. to recognize Ms. Szewczyk's accomplishments
- D. to advertise a job opening at the *Hollsville County Times*

34. The expression "to become synonymous with" means

- A. to be the same as.
- B. to be the opposite of.
- C. to be in sympathy with.
- D. to be discharged from.

35. What was Ms. Szewczyk's first job in journalism?

- A. She was a T.V announcer in Washington.
- B. She was a newscaster in Oregon.
- C. She was an editor for a newspaper in Missouri.
- D. She was a talk host in Chicago.

Annex 4: Final Tests 1&2**Proposal Writing Skills Training Final Test (PART 1)****Name:****F/Name:****Division:**

Answer True or False to the following statements by circling your answer

1.	When writing a proposal you must have little background information on the project	TRUE	FALSE
2.	A proposal must give appropriate attention to the needs and not the solutions of a problem.	TRUE	FALSE
3.	A proposal must address only solutions of a problem	TRUE	FALSE
4.	A proposal should conform only to the requirements of the funding agent	TRUE	FALSE
5.	There are six parts of a proposal	TRUE	FALSE
6.	The target beneficiaries of a proposal should only be mentioned and not clearly explained	TRUE	FALSE
7.	All project information must be gathered before deciding to write a proposal	TRUE	FALSE
8.	A project proposal must be written once and finalized	TRUE	FALSE
9.	A proposal serves as a plan for implementation of a project.	TRUE	FALSE
10.	Planning scheduling and information management are parts of a proposal.	TRUE	FALSE
11.	A proposal must demonstrate ability to bring a series of related actions to a successful conclusion.	TRUE	FALSE
12.	Writing a proposal does not require assembling, evaluating and refining information.	TRUE	FALSE
13.	A proposal includes collecting, collating, and recording the relevant aspects of a series of activities.	TRUE	FALSE
14.	A proposal is aimed at providing practical, effective and acceptable solutions to all problems and issues.	TRUE	FALSE
15.	A strategy involves identifying, assessing and selecting methods to achieve goals and objectives.	TRUE	FALSE

16.	The project title must be long and general.	TRUE	FALSE
17.	It is not necessary to have a Table of Contents in a proposal.	TRUE	FALSE
18.	The problem statement is the same as the need statement in a proposal.	TRUE	FALSE
19.	An organization's information in a proposal should include past experience.	TRUE	FALSE
20.	The project goal is a general aim that explains what the core problem is.	TRUE	FALSE

Proposal Writing Skills Training Final Test (PART 1)

Answer True or False to the following statements by circling your answer

21.	An objective is a general statement of what you want to accomplish.	TRUE	FALSE
22.	All information and data of a project must be collected before the actual writing of the proposal.	TRUE	FALSE
23.	A project proposal must bring together all the different view points, knowledge, skills and information of others	TRUE	FALSE
24.	A project must provide tangible benefits to beneficiaries and stakeholders.	TRUE	FALSE
25.	A good proposal must identify the key stakeholders and their roles and responsibilities in the project.	TRUE	FALSE
26.	Information is not critically important to a project of any kind.	TRUE	FALSE
27.	A proposal must explain how a project will make improvements in target beneficiaries and the community	TRUE	FALSE
28.	A good proposal should only mention the organization or agency.	TRUE	FALSE
29.	A proposal presents only what you plan to do.	TRUE	FALSE
30.	A project's budget must not reflect the goals of the project.	TRUE	FALSE
31.	A clear realistic budget strengthens a proposal.	TRUE	FALSE
32.	A good proposal does not need how you will monitor and evaluate goals achievement.	TRUE	FALSE
33.	A project summary is the first thing proposal reviewers read	TRUE	FALSE
34.	A project summary does not address the project activities;	TRUE	FALSE
35.	A schedule must be developed to prepare a good proposal.	TRUE	FALSE
36.	A proposal addresses special characteristics and problems and challenges faced by all people.	TRUE	FALSE
37.	The appearance of the proposal does not matter only the	TRUE	FALSE

	content		
38.	The proposal budget must classify all expenditures of a project and no income.	TRUE	FALSE
39.	It is not necessary to mention who will conduct the evaluation of the project in a proposal.	TRUE	FALSE
40.	The project title is not important in proposal writing.	TRUE	FALSE

Proposal Writing Skills Training Final Test (PART 1)

Answer True or False to the following statements by circling your answer

41.	Improvement means that something becomes better	TRUE	FALSE
42.	Beneficiaries are not stakeholders	TRUE	FALSE
43.	Partners and stakeholders are the same	TRUE	FALSE
44.	Without clear objectives, the project has no direction	TRUE	FALSE
45.	To carry out a project, you only need money	TRUE	FALSE
46.	Objectives mean that you know what you are trying to achieve	TRUE	FALSE
47.	An activity plan tells you what must be done	TRUE	FALSE
48.	Beneficiaries are those who the project will help	TRUE	FALSE
49.	To know the problems and needs of a target group, the best way is to meet with them	TRUE	FALSE
50.	Objectives help you define the activities that are necessary for your project	TRUE	FALSE
51.	To get the right results you must have a list of essential activities of the project	TRUE	FALSE
52.	Resources are knowledge, persons, equipment and materials	TRUE	FALSE
53.	Depending on the project you may need some special skills	TRUE	FALSE
54.	Impact of the proposal writing training is that participants feel more capable and confident in project proposal writing	TRUE	FALSE
55.	Executive summary should be included at the beginning of a project proposal	TRUE	FALSE
56.	Outcomes of a project express what the project will change	TRUE	FALSE
57.	The social and economic situation in the area where the	TRUE	FALSE

	project will be implemented is not necessary in project proposal		
58.	Monitoring only tracks activities	TRUE	FALSE
59.	Projects are set up to systematically and effectively solve problems	TRUE	FALSE
60.	The most important problem must not be the main focus of the project	TRUE	FALSE

Proposal Writing Skills Training Final Test (PART 1)

Answer True or False to the following statements by circling your answer

61.	The project outcomes must address the problems identified in a project	TRUE	FALSE
62.	Stakeholders are people, group or institutions which are likely to be affected by a project	TRUE	FALSE
63.	Community mapping is a technique used to identify which problems occur in an area of a community	TRUE	FALSE
64.	A project goal has five important elements	TRUE	FALSE
65.	Environmental action equals environmental impacts, costs and benefits	TRUE	FALSE
66.	To determine the results of a project you must not consider the activities	TRUE	FALSE
67.	The data provided in a proposal is general not specific.	TRUE	FALSE
68.	Project Proposal only addresses the problems and the expected outcomes.	TRUE	FALSE
69.	A Project Executive Summary must address the problems and the expected outcomes	TRUE	FALSE
70.	To determine the results of a project you must consider the staff and budget	TRUE	FALSE
71.	A Project Management Plan presents information on all staff for the project	TRUE	FALSE
72.	It is not important to know about the values and beliefs of the target group	TRUE	FALSE
73.	The size of the community is more important than the population of the target group	TRUE	FALSE
74.	All beneficiaries equal target group of the project	TRUE	FALSE
75.	A quality indicator express the size of the target group	TRUE	FALSE
76.	A target group has common needs and problems	TRUE	FALSE
77.	Policy is not important in Project Proposal Writing	TRUE	FALSE

78.	An output leads to expected changes	TRUE	FALSE
79.	It is not important to consult the community about a project proposal	TRUE	FALSE
80.	Project monitoring tracks only activities	TRUE	FALSE

Proposal Writing Skills Training Final Test (PART 1)

Answer True or False to the following statements by circling your answer

81.	A project budget expresses the objectives and activities	TRUE	FALSE
82.	The purpose of evaluation is to collect information on project inputs and objectives	TRUE	FALSE
83.	Project monitoring is to ensure that achievements and processes are in line with the project goal	TRUE	FALSE
84.	Before writing a project proposal you must interview the beneficiaries	TRUE	FALSE
85.	It is not important to consult experts when writing a project proposal	TRUE	FALSE
86.	The problem statement provides a description of the specific problem (s) the project is not trying to solve	TRUE	FALSE
87.	The needs statement should not mention about the target group	TRUE	FALSE
88.	The project context explains the background of the project	TRUE	FALSE
89.	The background information does not explain the facts about the people	TRUE	FALSE
90.	Project objectives provide a more detailed breakdown of the project goal	TRUE	FALSE
91.	The project results should address the main causes of the problems of the target group	TRUE	FALSE
92.	The basis for target group analysis is only ethnic and age	TRUE	FALSE
93.	The activity plan is not important in the project proposal	TRUE	FALSE
94.	Project idea is the same as project concept	TRUE	FALSE
95.	We must ask as many different kinds of people when assessing the problem	TRUE	FALSE
96.	Indicator are means of verification of project outputs	TRUE	FALSE
97.	Participation of community members in a project guarantees	TRUE	FALSE

	results		
98.	We need to prioritize problems before writing a project proposal	TRUE	FALSE
99.	Project proposal writing is about solutions to identified problems	TRUE	FALSE
100.	An agency's mandate is what it must not do	TRUE	FALSE

Definitions Final Test (PART 2)

Name:

F/Name:

Division:

Question 1: What is a Mandate?

Question 2: What is Achievement?

Question 3: Where in the proposal document should you express the agency's mandate?

Question 4: What is an Executive Summary?

Question 5: What is the main reason for writing a Project Proposal?

Question 6: What is an Ineffective Project Title?

Question 7: What is a Project Context?

Question 8: List the stages of a Project Life Cycle.

Question 9: At what stage in a Project Life Cycle do you begin writing a proposal?

Question 10: What is the difference between Output and Outcome?

Question 11: What are Resources?

Question 12: What is the difference between Outcome and Result?

Question 13: Why do we do Project Monitoring?

Question 14: Where do you record Monitoring Elements?

Question 15: What are the six characteristics of Project Target Group?

Question 16: What is Impact?

Question 17: What is the equation for an Effective Organization?

Question 18: What are the key important points in Presenting your Organization?

Question 19: What is Project Result?

Question 20: What are the key important points in your Problem Statement?

Question 21: What is a Good Indicator for Air pollution?

Question 22: Which one among Output, Outcome, and Impact expresses the achievement of objectives?

Question 23: What are the elements of a Project Budget?

Question 24: What are the elements of Sustainability?

Question 25: List the components (parts) of a Project Proposal in the appropriate order.