GETTING TO GRANTS TRAINING WORKSHOP

TRAINER'S MANUAL

Prepared for Tamkeen
By
CHP International, Inc.

November 03

Acknowledgements

This Training Manual is the joint effort of Alisa Lundeen, consultant to CHP International, and Amy Maglio, Program Officer at CHP International. Alisa Lundeen, in writing the manual, followed the Tamkeen Simplified Grants Manual and the proposal examples provided to her by Tamkeen. In most instances, she wrote the text but in some cases, she extracted text verbatim from the Manual. Amy Maglio provided conceptual advice and she formatted the manual.

The Use of this Training Manual

The training session designs in this manual follow the Experiential Learning Model. They are designed to assist the participants to:

- Reflect on their prior experience
- Apply this experience to their present situation
- Gather new information
- Apply prior experience and new information to future initiatives

The Experiential Learning Model is a participatory training design. The role of the trainer is that of facilitator who probes the participants in order to assist them to identify what they already know and to apply this knowledge to the task at hand. New information is offered to build upon the participants' own knowledge base.

Trainer's Notes are an integral part of this manual. They are provided as a backup in order to fill in gaps in the participants' knowledge. They are used to supplement, not supplant the participants' knowledge. At the same time, no organization works in a vacuum. Tamkeen has certain requirements for grant proposals and we must ensure that the participants understand what these requirements are. We have made every attempt to balance the participants' self-discovery with Tamkeen's workshop objectives.

This process requires that we achieve a balance between drawing out from the participants their own experience and providing them with new information. It has been our experience that this training method will not only appeal to people with diverse learning styles but it will keep participants actively engaged in the subject matter content. And, we believe, if the participants are actively engaged, they will perform to the best of their ability.

Getting To Grants Training Workshop

Material for Trainers and Trainees

Trainer's Packet:

Trainer's Manual
- Session Deigns, Description of Activities, Trainer's Notes, Overhead Transparencies
- Handouts #1-9
- Workshop Evaluation Instructions and Instrument

Tamkeen Simplified Grants Manual
Overhead Projector
Markers: different colors, slanted fat point; highlighters, various colors
Flipchart w/easel
Masking Tape
Blackboard and Chalk
Spiral Notebook, pencils w/erasers

Trainee's Packets:

Trainee Manual/Binder
- Workshop Outline and Notes
- Example Proposal
- Example Implementation Plan
- Example Tasks and Phases
- Tamkeen Simplified Grants Manual

Spiral Notebooks
Pencils w/erasers

Getting to Grants Training Program
Day One

Module 1 – Developing a Grant Objective and Verifiable Results

Session 1: Introduction to the Workshop

Time: 1:45 Hours
Materials:
a. All handouts, paginated, put into a binder.
b. Binders
c. Tamkeen Simplified Grants Manual
d. Overhead Transparencies
f. Flipcharts, markers, masking tape

Trainer's Note:
Prepare all Overhead Transparencies, indicated by shaded boxes, to be translated into Arabic.

Session Objectives

By the end of this session, the participants will be able to:

- Determine their specific individual training needs.
- Explain to their colleagues the purpose of Tamkeen and its parameters for funding.
- Identify specific ways their organizations can and cannot utilize Tamkeen funding.
- Analyze their CSOs' original grant proposals in light of the feedback they received from Tamkeen about why the proposals were not funded.

1. Introduce the Trainer and the Trainer's assistant. (5 minutes)

2. Present the purpose of the workshop and the training schedule using overhead transparencies. (5 minutes)

Purpose of the Workshop

By the end of the workshop, participants will have:

- Learned how to state the purpose, objective and verifiable results of their projects in accordance with the Tamkeen Simplified Grants Manual.
- Created an implementation plan and a budget to support the plan.
- Prepared a funding proposal that meets Tamkeen requirements.

Training Schedule

Day 1	9:00 – 10:45	Introductory Sessions
	10:45 – 11:00	Break
	11:00 – 1:00	Module One – Developing a Grant Objective and Verifiable Results
	1:00 – 1:30	Lunch
	1:30 – 2:15	Verifiable Results Continued
	2:15 – 3:15	Application – Grant Objectives
	3:15 – 4:00	Break
	4:00 – 5:00	Application – Verifiable Results
	5:00 – 5:30	Presentations and Analysis
Day 2	9:00 – 10:45	Module Two – Implementation Planning
	10:45 – 11:00	Break
	11:00 – 1:00	Implementation Planning & Budgeting
	1:00 – 1:30	Lunch
	1:30 – 3:00	Application – Implementation Plan
	3:00 – 3:15	Break
	3:15 – 5:45	Application – Budgeting
Day 3	9:00 – 10:45	Tamkeen Grant Application, Section II
	10:45 – 11:00	Break
	11:00 – 1:00	Final Application – Tamkeen's Grant Application
	1:00 – 1:30	Lunch
	1:30 – 3:30	Proposal Review and Critique
	3:30 – 3:45	Break
	3:45 – 5:00	Workshop Evaluation

3. Ask the participants to introduce themselves taking about one minutes each. Use the flipchart as a guide for the introductions. (20 minutes)

Participant Introductions
• Name • Organization • Reason for Attending the Workshop and Expectations of the Training • Something Interesting About Yourself

Activity #1: Distribute the results of the needs assessment conducted by Tamkeen. Ask the participants to review the information and to add anything more they'd like to examine during the workshop. On a blank flipchart, write the participants' expectations for the training workshop. (10 minutes)

4. Review Tamkeen's Purpose and Funding Parameters

Activity #2: Ask the participants to open their binders and read section 2.0 of the Tamkeen Simplified Grants Manual. After they are finished reading, call for questions related to Tamkeen's purpose and funding parameters. Discuss Tamkeen's guidelines. What types of projects will they fund? What types of projects won't they fund? Ask the participants to give examples of each. (15 minutes)

Activity #3: Ask participants to open their binders and turn to the "Example Proposal." (This is an example of a proposal that received Tamkeen funding. Do not tell participants that it was funded.) Ask participants to decide if the proposal's purpose falls within Tamkeen's purpose and funding parameters and why. Divide participants into smaller groups and have them reach consensus on this task. (15 minutes)

Activity #4: **Repeat activity # 3 using the participants' own CSOs' proposals**. Ask the participants to relate the feedback their CSOs received on their original proposals, to specific paragraphs or sentences in the Tamkeen Simplified Grants Manual. Next, ask the participants to work individually. Each participant should decide if his or her CSO's project purpose falls within Tamkeen's purpose and funding parameters. (If participants ask questions on other topics than those related to the Tamkeen purpose or funding parameters, tell them when in the schedule those issues will be addressed.) (20 minutes)

Session 2: Module 1 – Developing a Grant Objective and Verifiable Results

Time: 2:45 hours

Materials: a. All handouts, paginated, put into a binder.
b. Binders
c. Tamkeen Simplified Grants Manual 2.01
d. Overhead Transparencies

Session Objectives

By the end of the session, the participants will be able to:

- State the steps of the project planning process that are necessary in developing good grant objective and verifiable results statements.
- Determine which of two examples of grant objectives meets Tamkeen's standards.
- Explain why certain sample grant objectives fall short of Tamkeen's standards.
- Determine which of the two given statements of project results meets Tamkeen's standards for verifiable results.
- Describe why certain sample results fall short of Tamkeen's standards for verifiable results.
- Describe the linkage between verifiable results and objectives, given a set of results and an objective taken from a proposal funded by Tamkeen.

5. Compare and Contrast Grant Objectives

Activity #5:
Refer to Cases 1 and 2. "Statement of Grant Objective." Divide the participants into small groups and ask them to answer the following questions for both examples. Ask that the small groups come to reach a census on this task

What is the objective of the project?
What is the problem they are addressing?
What are they going to do?

Activity #6: Distribute **Handout # 1,** "Statement of Grant Objective." Divide the participants into small groups and ask them to answer the following questions for both examples. Ask that the small groups come to reach a census on this task. (30 minutes)

What is the objective of the project?
What is the problem they are addressing?
What are they going to do?

6. Examine Tamkeen's Standards for Writing Grant Objectives. Using Flipcharts, give a short lecture on objectives and project planning. (20 minutes)

Trainer's Notes:
The Grant Objective is a statement about the project's desired outcome. Grant applicants may explain or support their CSOs' objectives by adding a summary analysis of the problem, the root causes of the problem, the needs, and the manner by which the project will address these needs. The summary may address the implications of the project according to its socio-cultural acceptability, economic viability, environmental impact, technical capacity, and financial feasibility. (These five areas can be used for problem analysis as well as to assess the potential effects of a project on the target areas.)

Grant Objectives

A grant objective statement tells you something about the proposed project's desired outcome. Objective statements can be evaluated by asking the following questions:

1. Does the grant objective statement describe the desired outcome of the program?

2. Does the grant objective statement stem from an analysis of the problem and proposed solution?

Project Planning

1. Have we performed a diagnosis of the problem?

What is the problem?
What are the root causes?
What are the needs?

2. Have we analyzed the proposed project adequately?

What is the targeted beneficiaries' socio-cultural context?

What is the intended impact of the project on the economy of the target area?

What is the environmental impact of the intervention?

What are the technical requirements for implementation?

What is the financial feasibility of the project?

<u>Activity #7:</u> Ask the participants to analyze their proposed projects' objective in light of the project planning questions on the flipcharts. Ask participants to write answers for their proposed projects to the five questions listed on the flipcharts. (30 minutes)

7. Compare and Contrast Verifiable Results Statements.

<u>Trainer's Notes</u>: Based on an analysis of the problem and the identification of activities to address this problem, the next step is to identify verifiable results. These results are measurable statements about what the project expects to achieve.

<u>Activity #8</u>: Distribute **Handout #2,** "Statement of Verifiable Results." By answering the questions below, ask the participants to compare and contrast the two examples of verifiable results and identify differences. Ask participants to divide into small groups for this exercise and reach a consensus. (30 minutes)

Are the verifiable results measurable?
How could they measure it?
How will they know when they have achieved these results?

Activity #9: Ask the participants to identify the criteria that should be used to develop verifiable results. List on a blank flipchart. (10 minutes)

8. Examine Tamkeen's Standards for Writing Verifiable Results Statements. In developing and documenting, verifiable results, one tool that can provide guidance is *SMART*. A verifiable result is *SMART* if it meets the following criteria: (20 minutes)

S – Specific
M – Measurable
A – Achievable
R – Realistic
T – Timely

Activity #10: Ask the participants to discuss and clarify these criteria. Ask participants if they can come up with an acronym in Arabic that captures the same idea. (15 minutes)

Activity #11: Help the participants analyze their proposed projects' verifiable results using *SMART*. Ask participants to answer the five questions, "Are your verifiable results specific? Measurable? Achievable? Realistic? Timely?" (25 minutes)

Activity #12: Ask the participants to look again at the two handouts presented earlier of the example grant objectives and verifiable results. Ask participants the questions, "Which one got funded?" "Why?" (10 minutes)

Session 3: Application – Grant Objectives and Verifiable Results

Time: 2:30 Hours
Materials: a. All handouts, paginated, put into a binder.
b. Binders
c. Tamkeen Simplified Grants Manual
d. Overhead Transparencies
f. Flipcharts, markers, masking tape

> **Session Objective**
>
> By the end of the session, each participant will be able to:
>
> - Develop and document a grant objective and verifiable results, specific to his or her CSO, that are rated at least "7" on a 10-point scale based on Tamkeen standards.

Activity #13: Ask the participants to work in small groups and to write a grant objective for their CSOs' projects. Instruct the participants to critique each other's statements and then rework the objective statements. (30 minutes)

Activity #14: In the same small groups, ask participants to write verifiable results for their CSOs' projects. Instruct the participants to critique each other's statements and then rework the verifiable results statements. (45 minutes)

9. Presentation and Analysis.

Activity #15: Ask individual participants to present their grant objectives and verifiable results to the group. Give each participant a score from 7-10. (45 minutes)

Getting to Grants Training Program
Day Two

Module 2 – Implementation Planning and Budgeting

Session 1: Implementation Planning

Time: 4 hours, 45 minutes
Materials: a. All handouts, paginated, put into a binder.
b. Binders
c. Tamkeen Simplified Grants Manual
d. Overhead Transparencies
f. Flipcharts, markers, masking tape

Session Objectives

By the end of this session the participants will have:

- Prepared an implementation plan that will score at least a 7 on a 10-point scale.
- Completed a bar chart for their project based on their implementation plans.
- Defined and linked the role of Tasks and Milestones in the planning process.
- Learned how to delegate responsibility for project implementation according to the strength of an organization's personnel.
- Described the different roles involved in project implementation, analyzed their organizations' human capacity for undertaking the project, and identified appropriate people to assume roles in implementation.
- Identified strengths and weaknesses in organizational capacity that may affect a CSO's ability to implement a project, namely, the organization's human, technical, and financial resources.

1. Introduction to the project implementation plan. Using the overhead transparency, review the schedule for the day's activities with the participants. (5 minutes)

Activity #1: Ask the participants to open their binders and look at essential linkage diagram. Review what was accomplished the previous day and point out that the participants have already prepared their Statement of Grant Objective and their Verifiable Results. Using the flow chart, discuss the relationships: Tamkeen's purpose to grant objectives; grant objectives to the implementation plan; implementation plan to tasks; tasks to verifiable results; and verifiable results to achieved grant objective. (15 minutes)

Activity #2: Ask the participants to reflect on their experience in creating an adequate implementation plan. Ask, "Have you ever prepared an implementation plan that ended up at odds with what happened during project implementation?" "Why did that happen"? Write down points on a blank flipchart. (10 minutes)

Trainer's Notes:
The purposes of the implementation plan are (a) to provide project implementers with a functional guide, to check the feasibility of the project; (b) to provide a means by which to identify the financial, human and material resources required; and (c) to identify milestones that equip both project implementers and project funders with a means by which to assess progress. The implementation plan is very detailed and includes every step that must be taken in carrying out the project's activities.

Developing an implementation plan can be a straightforward process so long as the organization takes the time to identify very specifically what will be done, by whom, when, with what necessary resources, and with what milestones to verify accomplishment.

2. Implementation planning. Introduce a format for simplifying the planning process. Following is a brief exercise that clarifies what is required when developing an implementation plan.

Activity #3: Ask participants to open their binders and turn to the "Example Implementation Plan." Write the following questions on a flipchart or blackboard.

What will be done?
When?
What are the resources required?
Who will be responsible?
How will you know you are headed in the right direction? (Milestones)

Divide the participants into small groups and ask them to work on answering these questions for the sample implementation plan. (20 minutes)

Activity #4: Discussion of Activity #3. Ask the participants what they found. Was anything missing from the example? What? What could the proposal have added or explained better? (15 minutes)

3. Implementation Planning Steps. The following exercises will help the participants to identify specific tasks, assign responsibility to particular individuals, and identify the resources they need, and establish milestones for their individual projects.

Activity #5: Ask participants to open their binders and turn to "Example Tasks and Phases." Tasks are related activities that are required to implement each of the phases of a particular project. Ask the participants, "In this example, what are the tasks that make up a particular phase of the project." List on flipchart. (15 minutes)

Activity #6: Deciding who is responsible for the different tasks required to implement your project may be challenging. Ask the participants, "How do you define roles and responsibilities within your organization? Open discussion. (15 minutes)

Trainer's Notes:
Some tasks require special skills. In any organization, there usually are individuals who are good with details, others who are creative, still others who possess skills in communication, and those who have the ability to look at situations from the outside and assess what is happening. The detail-oriented person might be assigned to logistics, the creative person to preparing educational interventions and program support materials, the person with communication skills to interactions with project beneficiaries, and the objective observer to be in charge of evaluation.

The purpose of assigning responsibility for tasks is to ensure that that the organization has the human capacity for implementing a project. One person may assume all of the responsibility or several people within the organization can share responsibility. The point is to determine what needs to be done and who is available and capable of performing each task effectively.

Trainer's Notes:
A CSO must compare how much money it needs in order to fund the implementation of its project with (a) the resources available from its operating budget, (b) and the resources available from donors other than Tamkeen. If these resources are insufficient to implement the project, the CSO might decide to approach Tamkeen, either as sole funder or as a funder of only some of the project's activities; in either case, the CSO needs to bear in mind Tamkeen's funding parameters. In this section of the grant proposal, Tamkeen expects the CSO to identify how grant resources will support individual tasks so that the CSO can better realize its mission. Tamkeen encourages contributions from third party donors to create linkages among organizations. These resources must be clearly outlined and documented in the proposal, including the intent, role, and financial or other support being provided.

Trainer's Note:
For Activity #7 below, the trainer will have to ascertain beforehand that the particular individuals who are participating in the training actually have access to all of the information needed to complete this exercise meaningfully. Unless each individual participant is party to his or her CSO's budget and financial records, the exercise will not be more than a simulation.

Activity #7. Distribute **Handout #3, "**Resources Worksheet." If two or more participants are from the same CSO, have them work together; otherwise have the participants work individually. Ask them to focus on their CSOs' financial capability for undertaking their projects. Tell the participants that they will be using the workshop to answer these questions: "Thinking of the project you wish to initiate, what resource do you need to implement the project? What resources does your organization already have? What resources are being provided by other donors?" Before they begin, ask them to add any *line items* (the rows of the worksheet) that they need in order to identify all of the costs of their projects. (Additional line items might include such things as "Rental of Meeting Room", "Purchase of VHS Tape" – any expense specific to the project.) Tell the participants to do the best they can to identify all of their projects' Costs and to enter them on their budget spreadsheets. Ask if anyone needs help in understanding the relationships of the columns on the worksheet, and give any necessary explanations. (30 minutes)

Activity #8: Divide the participants into small groups. Distribute **Handout # 4**, "Implementation Bar Graph." Remind the participants that Tamkeen requires all **implementation plans to include a simple bar chart that lists tasks and plots their sequence of implementation.** Ask the participants to examine the graph they have received. Then, ask them to reach group consensus on these questions, "According to the information provided in the bar graph, do you think the amount of time allotted to each task is sufficient? If not, for which task(s) is the time not enough?" "Does the sequence and scheduling of the tasks seem appropriate? In other words, are there any tasks that should have been scheduled either earlier or later in the sequence?" (20 minutes)

Activity #9: Reconvene the large group. Distribute **Handout # 5**, "Project Tasks and Milestones" and ask the participants to compare and contrast the two examples of project milestones in the handout. Ask, "Why do you think milestones are important?" "Can anyone recall an instance in which the lack of a milestone negatively affected project implementation?" "Can anyone remember a case where the presence of a milestone positively affected project implementation?" "Can anyone think of situations when you, as a project implementer, felt frustration because you were unable to systematically measure your progress?" Conduct an open discussion. (20 minutes)

<u>Activity #10:</u> Ask the group what role assumptions play in the planning process. Conduct a brief discussion. Distribute **Handout # 6**, "Key Assumptions and Planned Contingencies." Then, ask the participants to compare and contrast the two examples provided to them, and to offer their criteria for developing relevant assumptions. List on blank newsprint. Give a short talk on the part assumptions play in project planning and in the grant application. You may wish to use some of the ideas in the following Trainer Note. (15 minutes)

<u>Trainer's Notes:</u>
Assumptions are predictions; some might say guesses, about events, policies, and conditions outside the applicant's control that may have either a positive or negative impact upon the activity's potential for success. In planning, we try, first, to identify only those assumption that are relevant to the project. Then we make these assumptions explicit so that we can have contingency plans ready ahead of time.

<u>Activity # 11:</u> Ask the participant to think of an occasion when his or her organization lacked the capacity to implement a project activity or needed the assistance of another organization. Working individually, asks the participants to write very short descriptions of these occasions. Next, conduct a discussion about organizational capacity. The Trainer Note that follows contains some points that you may want to include in the discussion. (15 minutes)

<u>Trainer's Notes:</u>
This section of the grant application assists an organization to identify its strengths and its weaknesses and to find ways to increase its own capacity. The analysis required in this section ensures that the applicant CSO has the experience and technical capability it needs to implement the project it has proposed. Based on an analysis of its capacity, a CSO may decide to amend the project, either to improve its capability (by incorporating staff development and training into the project, for example), or to create linkages with other organizations, or to reduce the scope of the project.

<u>Activity #12:</u> If two or more participants are from the same CSO, have them work together. Otherwise, have the participants work individually. Distribute **Handout #7**, "Implementation Plan Table." Instruct the participants to use handout #7 as a guide to prepare an implementation plan for their CSOs' project. Tell them that you will be available for consultation and coaching as they work. (1 hour)

Activity #13: When participants are finished with Activity #12, ask them to create a bar chart for CSO's project. Remind participants to use their implementation plans, handout #4 and the discussion from Activity #8 as guides. (15 minutes)

Session 2: Implementation Budgeting

Time: 2:30 Hours
Materials: a. All handouts, paginated, put into a binder.
b. Binders
c. Tamkeen Simplified Grants Manual
d. Overhead Transparencies
f. Flipcharts, markers, masking tape

Session Objectives

By the end of this session, the Participants will have:

- Prepared a detailed budget with estimated CSOs to fulfill each task identified as part of the planning process.
- Understood Tamkeen's system of funds disbursement and incorporate financial planning into their projects accordingly.
- Learned how to link tasks and expenditures with the disbursements of Tamkeen funds.
- As a result of their efforts, received at least a 7 out of a 10 point scale for their CSOs' budget.

Activity #14: Working individually or in CSO teams, ask the participants to brainstorm a list of every possible type of cost they can think of that is associated with implementing their particular project. (30 minutes)

Trainer's Notes
Definitions:

- Capital costs are one-time long-term investments in furnishings or equipment such as a computer.
- Recurrent costs are ongoing expenses required to maintain project activity, such as stationery
- In-kind Contributions are those expenses that the proposing organization allocates to the project. They can include the value of office space, staff salaries or cash.

Activity #15: Distribute **Handout #8**, "Tamkeen Format for Budgets" Discuss budget format and answer any questions. You may wish to include the following points:

- Tamkeen requires a detailed budget to ensure adequate funds are available as needed to implement project activity.
- Tamkeen also disburses its funds on a phased timeline, based on the achievement of verifiable milestones, to ensure project effectiveness and fiscal accountability.

Ask participants to turn to page 27 (7.0 – Disbursements) in the Tamkeen Simplified Grant Manual and read points 7.1.2 and 7.1.3. Discuss how project budgets are related to activities, milestones and tranche payments. Include in the discussion that the rationale for disbursing funds in this way is to ensure that progress is being made toward the projects grant objective

- The budget guidelines also are used to assist an organization to identify capital versus recurrent Costs so that future project viability can be determined.

Working individually or in CSO teams, ask the participants to prepare their actual project budgets using the example given to them as a guide. (Note that it may be impossible for the participants to know the actual costs of each line item but they should include as much detail as possible.) Be available to review and assist participants as needed. (1 hour)

4. When participants have completed their budgets, review their implementation plans and budgets and administer a score of 7-10. (30 minutes)

Getting to Grants Training Program
Day Three

Module 3 – Preparing Responsive Simplified Grant Application

Session 1: Tamkeen Grant Application, Section II

Time: 1 ½ Hours
Materials: a. All handouts, paginated, put into a binder.
b. Binders
c. Tamkeen Simplified Grants Manual
d. Overhead Transparencies
f. Flipcharts, markers, masking tape

Session Objectives

By the end of this module, the participants will:

- Have prepared the E*ssential Linkages Diagram* for their CSOs' proposed projects.
- Learn how to incorporate evaluation instruments in their grant proposals.
- Identify the difference between direct and indirect beneficiaries and acquire skills in documenting the effects of a project on both.
- Develop a plan for disseminating information about their projects to the general public.

1. Essential Linkages Diagram

Activity #1: Ask the participants to open their binders and look at Essential Linkage Diagram . Using the flowchart , review the relationships: Tamkeen's purpose to grant objectives; grant objectives to the implementation plan; implementation plan to tasks; tasks to verifiable results; and verifiable results to achieved grant objective. (15 minutes)

2. Review Tamkeen's Simplified Grant Application. Using the grant application in page #5 in the grant manual supplement, review what sections of the application participants have already completed. (15 minutes)

<u>Trainer's Note:</u>
Participants will have completed the Grant Objectives and Verifiable Results (part of section II), the Implementation Plan (section III), and Cost Realism or Budget (section V)

Complete Application Section II, Program Description. Go through a series of activities that address points 9-13 in the Tamkeen Simplified Grants Manual supplement.

<u>Activity #1:</u> Ask the Participants, "What has been your experience conducting evaluations?" Discuss. Then, ask the Participants, "What is the role of evaluation in Tamkeen's grant proposals." Discuss. (10 minutes)

<u>Activity #2:</u> Ask the participants to define the following terms. Use a flipchart to write down their definitions. (15 minutes)

- Formative Evaluations
- Summative Evaluations
- Qualitative Change
- Quantitative Change
- Pre-Testing
- Post-Testing
- Control Groups

<u>Activity #3:</u> Ask the participants to brainstorm a list of evaluation instruments they've used in the past. List on a flipchart. (10 minutes)

<u>Activity #4:</u> Distribute **Handout #9**, "The Role of Evaluation in Tamkeen Projects." Ask participants to read and use this handout as reference for the *measuring results section* (point 9 of the Tamkeen application) for their CSO's grant proposal. When the participants are finished reading, answer any questions they may have. (15 minutes)

<u>Trainer's Notes</u>
Please see Handout #9.

Activity #5: Ask participants to look at the essential Linkage Diagram. Individually or in their CSO teams, ask participants to draw a diagram that illustrates the linkages between Tamkeen simplified grants purpose, their grant objective, their proposal implementation plan and their verifiable results. (This activity corresponds to point 11 of the Tamkeen Grant Application.) (20 minutes)

Activity #6: Distribute **Handout #10**, "The Relationship Between Tamkeen's Simplified Grants Purpose, the Grant Objective, the Proposal Implementation Plan, and Verifiable Results." Ask the participants to read the two case studies and compare. Discuss which example describes the linkages of the proposed project's objective, purpose, tasks, and results better. Then, ask participants to write in narrative form, the diagram they drew in activity #5. (This is what should be filled in on point 10 of the Tamkeen grant application.)
(20 minutes)

Trainer's Notes:
Points 9 and 10 in the Tamkeen Grants Application are essentially a summary of what you will do, your objectives, how you are going to achieve your objectives and how your objectives and verifiable results directly fit into what Tamkeen funds. Point 10 is in narrative form, point 11 is show visually.

Activity #7: Ask the participants how they determine their project' beneficiaries. Conduct discussion. Share examples from Trainer's notes below and distribute **Handout # 11,** "Direct and Indirect Beneficiaries" to provide further clarification. (This activity corresponds with point 11 in the Tamkeen Grant Application.)
(10 minutes)

Trainer's Notes:
Direct beneficiaries are those people who participate in the project. Indirect beneficiaries are those people who realize the benefits of a project without actually participating in it.

Sometimes it is difficult to anticipate the ripple effects of a project on people not directly connected to it. Yet, these ripple effects often occur: Examples:

- A school demonstration project may spark interest amongst the viewers, amongst them other students, parents, and school officials. In this case we cannot definitely determine in advance what changes may occur in attitudes, knowledge and behavior. But, we can consider the possibility that the opportunities for change may have occurred. Depending on the scope of the project, it might want to explore these ripple effects though, in this case, verification might constitute a project on its own.

- Sometimes, a more direct link can be made. If a health program is conducted that changes the behaviors of mothers, then it is can be assumed and possibly easily verified that the changes the mother makes directly impacts on her children. In this case, the mother is the direct beneficiary and her children very much are the indirect beneficiaries and might be counted as peripheral participants in the project.

Activity #8: Ask the participants "Why it is important to consider the general public? How has information been disseminated in the past and what avenues might you consider disseminating information in the future." "Have there been times when you've benefited from learning about the activities and results of other projects?" List ways on blank flipchart. (This activity corresponds to point 12 in the Tamkeen Grant Application.) Then, distribute **Handout # 12,** "Disseminating Deliverables to the General Public." Divide the participants into small groups and ask them to reach a census on which one is the better example. (15 minutes)

Trainer's Notes:
Organizations can implement effective projects but often the results are not shared with other organizations or the public. There can be logistical problems including the time, effort and money to publicize what a project has done. But, Tamkeen makes it possible to share information by including in each of its grant proposals a mandated activity to do so, and it incorporates funding possibilities for the dissemination of information.

Sharing information can lessen competition amongst organizations and, conversely, strengthening collaboration amongst agencies with similar goals. Therefore, it may be beneficial for Tamkeen's funding recipients to be aware of other project's successes, strengths, weaknesses, and recommendations.

Session 2: Completing the Tamkeen Grant Proposal Application

Time: 3 hours 40 minutes
Materials:
a. All handouts, paginated, put into a binder.
b. Binders
c. Tamkeen Simplified Grants Manual
d. Overhead Transparencies
f. Flipcharts, markers, masking tape

Session Objectives

By the end of the session, participants will have:

- Prepared working drafts of all narrative sections of Tamkeen Simplified Grant Application.
- Cross-checked narrative text to their implementation plan.
- Cross-checked their implementation plan to their budget.
- Completed a Tamkeen Simplified Grant Application that will score at least 7 on a 10 point scale.

2. Application – Developing a Proposal that will meet Tamkeen Requirements.

Activity #9: Ask participants to use the information they've identified during training to fill out the Tamkeen Grant Application. Participants may work individually or in CSO teams. Explain that the trainer is available to answer any questions they may have. (2 hours)

3. Cross-check narrative to implementation plan. Cross-check the implementation plan with the budget.

    Activity #10: Divide participants into small groups. Ask participants to exchange proposals with other participants in their group so that each participants is reviewing an others proposal. In particular, ask participants to look for inconsistencies among the narrative, implementation plan and budget sections.
    (1 hour)

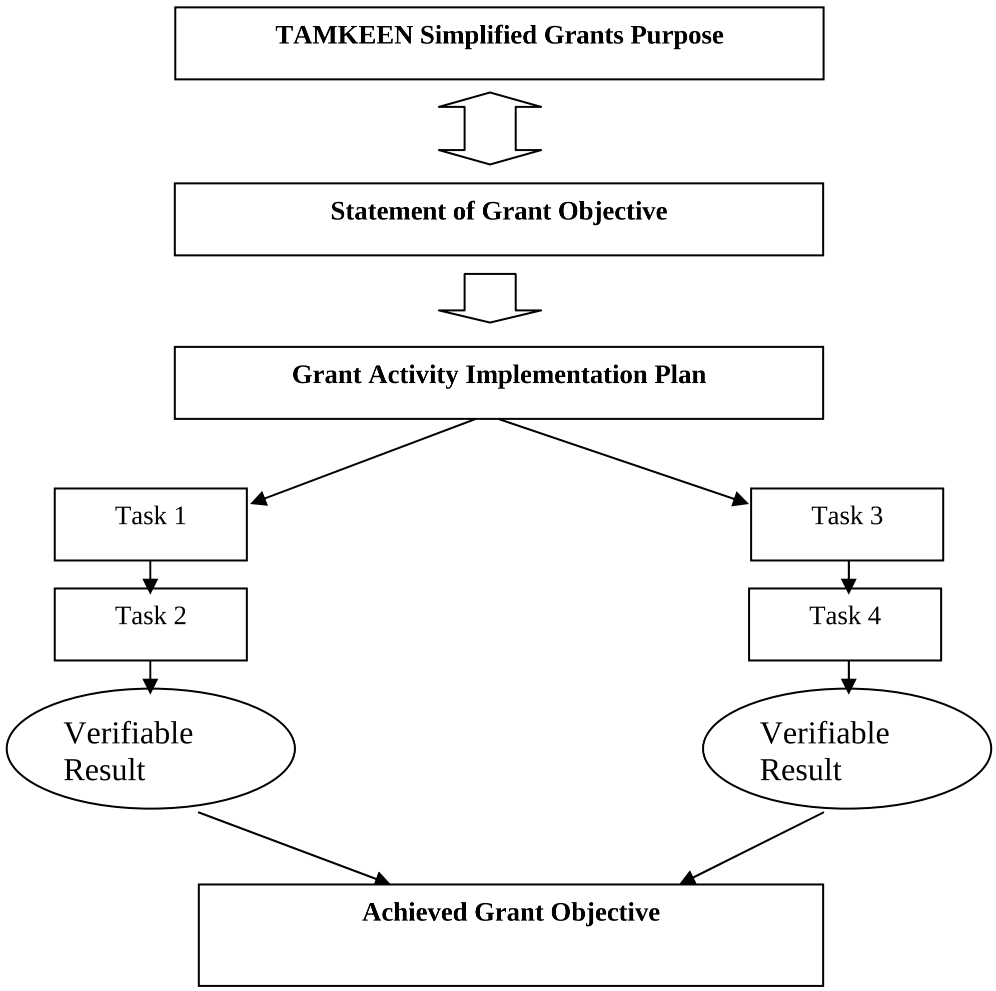
4. Review project proposals and administer a score of 7-10. (30 minutes)

5. Tamkeen Grants Application Evaluation

    Activity #11: Reconvene the group and ask them to give their impressions of their experience filling out a Tamkeen Grant Proposal. On flipcharts, list what they found to be straightforward and easy and on a separate flipcharts, list what they found to be difficult. (15 minutes)

    Activity #12: Conduct a final workshop evaluation. (See the Trainer Evaluation Guide on the following page.) (30 minutes)

Tamkeen Linkages Diagram



Trainer's Evaluation Guide

Session 3: Evaluating the Training Workshop

Time: 30 minutes
Materials: Evaluation Instrument (handout worksheet)
Overhead Transparencies
Participants' Certificates

Session Objectives

- To identify the strengths and weaknesses of the training.
- To determine what changes could be made to improve training.

1. Introduce the objectives of the session and explain the importance of providing feedback to the trainer(s) in order that future workshops can be improved.

2. Introduce the guidelines for giving feedback:

   - Feedback must focus on those behaviors and attitudes, which can be changed.
   - Feedback must be honest and accompanied by suggestions.

2. Distribute the evaluation forms and ask the participants to fill them out. Ask the group to designate a person to call the trainer back in once the questionnaires have been completed.

Trainer's Note:
All trainers or representatives of Tamkeen and affiliated organizations must leave the room while participants are filling out the evaluation forms.

3. Thank the participants for their involvement in the workshop and for providing feedback.

4. Either a trainer of representative from Tamkeen may distribute certificates to the participants of completion of the training workshop.

Getting to Grants Training Workshop

Evaluation Form for Participants

Note:
A final evaluation instrument will be developed in collaboration with the workshop Trainers and Tamkeen. Following is an example of the kinds of questions that may be used.

1. What did find to be most useful about the workshop? Please explain.

2. What improvements would you suggest for future workshops? Please explain.

3. Did this workshop meet your expectations? Not at all Somewhat Definitely
   Please explain.

4. Please discuss the effectiveness of the trainer.

	Low				High
• Knowledge of Subject Matter	1	2	3	4	5
• Ability to Communicate	1	2	3	4	5

   Please explain.

4. Do you feel you had ample opportunity to express your concerns and questions, and to have them answered adequately?

Trainer's Handouts

Module 1: Developing a Grant Objective and Verifiable Results

Handout #1: Statement of Grant Objective

Handout #2: Statement of Verifiable Results

Module 2: Implementation Planning and Budgeting

Handout #3: Resources Worksheet

Handout #4: Implementation Bar Graph

Handout #5: Project Tasks and Milestones

Handout #6: Key Assumptions and Planned Contingencies

Handout #7: Implementation Plan Table

Handout #8: Tamkeen Format for Budgets

Module 3: Preparing a Responsive Simplified Grant Application

Handout #9: The Role of Evaluation in Tamkeen Projects

Handout #10: The Relationship Between Tamkeen's Simplified Grants Purpose, the Grant Objective, the Proposal Implementation Plan, and Verifiable Results.

Handout #11: Direct and Indirect Beneficiaries

Handout #12: Disseminating Deliverables to the General Public

Module 1: Developing a Grant Objective and Verifiable Results

Handout #1: Statement of Grant Objectives

Case Study 1

The Hebron district, in Southern Palestine, with a population of around 500,000 remains largely unnoticed and untouched by the plethora of development projects undertaken elsewhere in Palestine, notably the population centres of Bethlehem, Ramallah and Nablus, to the North. Society in the Hebron District of Palestine is arranged along conservative, hierarchical lines with the populace still largely adhering to tribal/family allegiances rather than to the rule of law and democratic participation: the participation level of women in particular is strikingly low. The reasons for this are manifold but the key factors may be seen to be the continuance of traditional practices in the face of the disempowerment, dependency and under-development resulting from sustained military occupation and oppression. In such an environment the opportunity for young people to become involved in the development of civil society and fully participatory citizenship are constrained by:

- lack of understanding of the principles of democracy and human rights
- lack of awareness of the system of government in the Palestinian Authority
- lack of understanding of civic rights and responsibilities
- lack of experience in actively creating solutions for community needs
- lack of awareness of their rights and ability to solve these problems

The project's aim is to introduce the key concepts of democracy, citizenship and democratic participation to 30 school students aged 15-17 (students grade 9-11): that from an early age they may understand and begin to actively contribute to the society of which they form a part. The project aims to empower the young people of the Hebron district to play a participative and positive role in the democratic development of their society.
This will be achieved through a "Democracy and Citizenship Summer Camp" to be held during the school holidays in the summer of 2001. The project will cater for thirty participants selected from the district with careful attention paid to representation across geographic, social and gender distinctions. It will entail the following activities:

- a fourteen day residential activity including awareness-raising workshops, presentations by guest speakers, study visits and discussion and working groups;
- a one month project undertaken in small working groups, whereby the participants apply their experiences from the residential activity in seeking to elaborate practical solutions to problems faced in their communities;
- a closing ceremony during which projects will be displayed and presented to invited guests and the public.

<u>Case Study 2</u>

Increased awareness among the educational (teachers and principals) and environmental(government and NGO) sectors in the West Bank on environmental education.

This will be achieved through a process of information dissemination and advocacy through a series of activities or tasks that will be detailed later. It is clear for any expert that the environment in Palestine is rapidly deteriorating, especially in the last 15 years. New generations of youth lack the necessary awareness to stem this deterioration. In fact, for any unbiased observer, it is these very people that are contributing to this deterioration through a lack of awareness. Youth are destined to become future leaders. The efforts put now will reap their benefits in the not-too-far future influencing environmental issues and environmental policies.

Module 1: Development a Grant Objective and Verifiable Results

Handout #2: Statement of Verifiable Results

Case Study 1

The planned objectively verifiable results of this program shall be:

- the creation and implementation of a "Democracy and Citizenship Summer Camp" program;
- the attendance at and completion of the "Democracy and Citizenship Summer Camp" by the 30 participants;
- an increase in the level of understanding of these twin concepts on the part of the project participants (to be measured by questionnaire);
- an increase in the understanding of the concepts of democracy and citizenship in relation to society in Palestine;
- the application of the acquired knowledge in the participants' local environment, in adopting creative and innovative solutions to existing problems, within a democratic framework (through the group project work);
- a public display of the participants' group projects (5-6 projects) in a municipal gallery.

In addition to these, it is firmly held that through indirect exposure to this program, via media and public displays, a wider portion of society will be affected. However, as an indirect result, it is beyond the scope of this project to measure and analyze.

Case Study 2

There are a number of results that will be achieved in the course of the project. These may be summarized as such:

- Produce a review report evaluating the existing literature on the environment and others that could deal with environmental education.
- Train high school teachers and principals, MOEA and environmental NGO staff on the basics of environmental education in 8 locations in the West Bank.
- Disseminate information through the production of a "Teachers Resource Guide to Environmental Education". This guide is expected to act as a reference manual for EE.

Module #2: Implementation Planning and Budgeting

Handout #3: Resources Worksheet

*Calculate Proposed Tamkeen Funding, by subtracting the Total Available Funds from the Proposed Project Budget.

Line Item	**Proposed Project Budget**	**Available from CSO**	**Available from Other Donors**	**Total Available Funds**	***Proposed Tamkeen Funding**

Line Item	Proposed Project Budget	Available from CSO	Available from Other Donors	Total Available Funds	*Proposed Tamkeen Funding

Module 2: Implementation Planning and Budgeting

Handout #4: Implementation Bar Graphs

<u>*Case Study 1*</u>

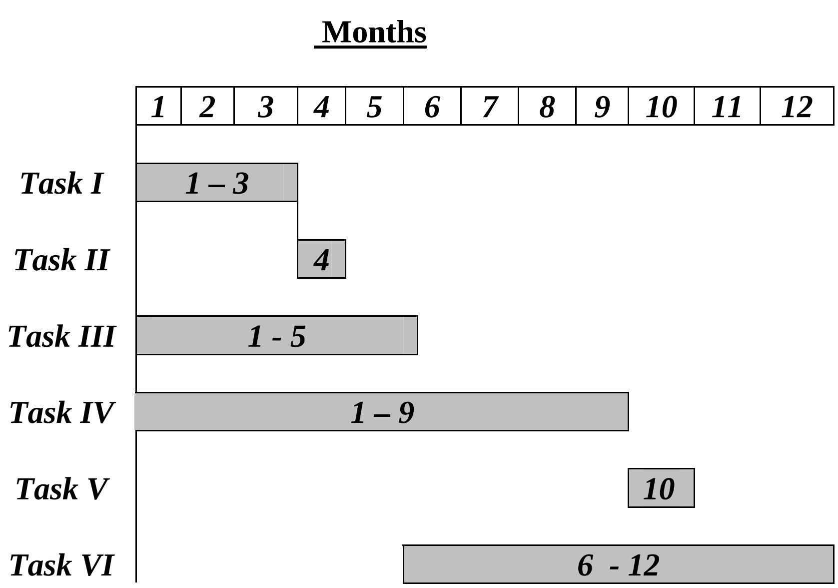
<u>Section III - Implementation Plan</u>

1. **Grant activity implementation plan:**

Project: Democracy and Citizenship Summer Camp																
ACTIVITY	WEEK NUMBER															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
TASK 1																
TASK 2																
TASK 3																
TASK 4																

<u>*Case Study 2*</u>

Task Bar Chart:



Module 2: Implementation Planning and Budgeting

Handout #5: Milestones Linked to Tasks

Case Study 1

Task One Title: Preparation of the Project

Milestones of Achievement:
1. production of detailed timetable and confirmation of all activities;
2. formation of project steering committee;
3. confirmation of participants;
4. collection of data from pre-project surveys (baseline data);
5. availability of participant kits.

Task Two Title: Implementation of Residential Activity

Milestones of Achievement:
1. Residential activity participant statistics (attendance, participation, completion);
2. Residential activity evaluations (participant and guest speakers);
3. Distribution of 30 participant kits to the participants.

Task Three Title: Implementation of Group Projects

Milestones of achievement:
1. group project statistics (attendance, participation, themes, completion);
2. group project evaluation;
3. public exhibition of the (5-6) group projects and closing event.

Task Four Title: Project Evaluation and Reporting

Milestones of achievement:
1. submission of completed final report,
2. posting of project reports on website and dissemination of reports (100 copies) through network.

Case Study 2

Task One Title: Collection and review of existing literature with preset guildelines

Milestone of achievement*:*
The generation of a report reviewing the existing literature.

Task Two Title: Workshop to introduce the project to the MOE, MOEA, UNRWA and relevant environmental NGO.

Milestone of achievement:
The convening of the workshop and the publication of the proceedings.

Task Three Title: Preparation of training module for the training workshop

Milestone of achievement:
The publication of the "Teachers Training Module on Environmental Education".

Task Four Title: Preparation of the "Teachers Training Module on Environmental Education

Milestone of achievement:
The publication of the "Teachers Resource Guide to Environmental Education".

Task Five Title: A workshop to introduce the Teachers Resource Guide to EE.
Milestone of achievement
Publication of the proceedings of the workshop including a set of recommendations.

Task Six Title: Environmental Education Workshops

Milestone of achievement:
The convening of the workshops and the granting of certificate of attendance for participants who have successfully completed the training and passed the exam.

Module 2: Implementation Planning and Budgeting

Handout #6: Key Assumptions and Planned Contingencies

Case Study 1

Key assumptions and contingencies include:

- That the parents of female participants will allow them to attend the residential camp. Every effort will be made to ensure this, however due to the highly conservative nature of society, it cannot be guaranteed. As a contingency plan, for those unable to stay, we will escort them to and from the camp each day;

- We plan to hold the activity at a location in H1 (Hebron Area A, under the control of the Palestinian Authority), however as areas of H1 sometimes come under fire from Israeli positions we will also reserve an alternative venue, elsewhere in the city, in case of such an eventuality;

- The 'security' measures of the Israeli government sometimes prevent the free passage of individuals between different parts of the West Bank, this may impact on our ability to conduct study visits and receive guest speakers. In such a situation we will always have a contingency plan for a visit to a location within the Hebron municipality, or to receive a speaker from it.

Case Study 2

Key assumptions and contingencies include:

The following assumptions were the basis of this project.

a. Existing literature on environmental issues is flawed.

b. Teachers and principals lack the skills and knowledge about environment issues.

c. The MOE has not yet introduced EE courses for high school students.

We firmly believe, from our experience over the past 19 years, that literature dealing with environmental issues, in circulation in Palestine, lacks objectivity, accuracy and relevance to our unique situation. Must of the literature has not been peer reviewed and has depended on previous work that may have blindly copied foreign publications.

As to high school teachers, their knowledge of environmental issue, locally and globally, is rudimentary. This was evidence during a one-day seminar on environmental issues convened by some private schools as part of continuing education training. Dialogue with ministries and high school principals and teachers in the course of work pointed to a need for relevant EE for teachers.

This project, through dialogue and its workshops, should encourage the MOE and MOEA to speedup the introduction of relevant EE courses as part of formal school curricula.

Handicaps encountered may include the change of venues and timing of workshops due to Israeli restrictions on travel and mobility.

Trainer's Notes
Case #1 presents its assumptions succinctly. They clearly are related to the ability of the project to undertake project implementation. Most importantly, they offer contingency plans for dealing with very specific situations they anticipate which may impede project implementation.

Case #2 basically restates the problem the project hopes to address. Only in the last paragraph, does this Case example mention handicaps in project implementation and, even then, no contingencies for dealing with these handicaps are provided.

Module 2: Implementation Planning and Budgeting

Handout #7: Implementation Plan Table

Tasks ***What will be done?***	**Time** ***When will it be done by?***	**Resources** ***What are the resources required?***	**Person/people** ***Who Will be responsible?***	**Milestones** ***How do you know you are headed in the right direction?***

Tasks ***What will be done?***	**Time** ***When will it be done by?***	**Resources** ***What are the resources required?***	**Person/people** ***Who Will be responsible?***	**Milestones** ***How do you know you are headed in the right direction?***

Module 2: Implementation Planning and Budgeting

Handout #8: Tamkeen Format for Budgets

Case Study 1

Annex IX

Detailed budget for the different Tasks:

Task # 1

Preparation of Project

Item	**Dates**	**Price**	**Total**	**Comments**
Administration & Management	15 June- 30 July	200X 1.5 (month)	300 USD	20% from the IPYL manager time (monthly salary 1000 $)
Project Coordinator	15 June- 30 July	1500 X 1.5 (month)	2250 USD	Salary for the project coordinator
Space at IPYL/ Rent ***IPYL contribution In kind***	15 June- 30 July	500 $ X 1.5 month X 50%	375 USD	IPYL pays 500 $ per month rent. IPYL contribution for the first stage.
Internet services	15 June- 30 July	50 $X 1.5 month X 50%	37.5 USD	IPYL is using a lease line service from a local provider.
Volunteers time ***IPYL contribution in kind***	15 June- 30 July	3 $ X 150 hours	450 USD	For volunteers to travel to the schools and assist the respondants in completing questionnaires and other sundry tasks
Direct services				
Water	15 June- 30 July	50 $ X 1.5	75 USD	50% of the monthly bill
Electricity	15 June- 30 July	80 $ X 1.5	120 USD	50% of the monthly bill
Cleaning services	15 June- 30 July	50 $ X 1.5	75 USD	50% of the monthly bill
Coffee, tea and biscuits	15 June- 30 July	50 $ X 1.5	75 USD	50% of the monthly hospitality budget of IPYL
Furniture ***IPYL contribution In kind***	15 June- 30 July	100 $ X 1.5	150 USD	50% usage of the IPYL furniture, chairs, tables, computers and equipment

Transportation	
15 June- 30 July	200 $ X 1.5
Telephone, Fax and post	15 June- 30 July
Photo copying of reading materials	15 June- 30 July
Badges & folders	15 June- 30 July
T-Shirts	15 June- 30 July
Bags	15 June- 30 July
Stationary	15 June- 30 July
Computer See annex 8 for specifications	15 June- 30 July
Heavy -duty HP laser printer. ***See annex 8 for specifications***	15 June- 30 July
Development of a questionnaire By a researcher	15 June- 30 July
Total for stage one	

Task 2

Implementation of residential Activity

Item	Dates	Price	Total	Comments
Accommodation	1-14 August	35 $ X 32 X 14	15680 USD	To cover the hotel for the participants, leader and Coordinator (based on 2 quotations form Mizan and Hebron Hotels)
Food	1-14 August	15 $X 34 X 14	7140 USD	To cover three meals a day for the participants and the speakers
Meeting room rental at the hotel	1-14 August	150 $ X 14	2100 USD	To cover the rent of a meeting room at the hotel for all the period of the activity
Coffee breaks	1-14 August	2 $ X 14 X 34	952 USD	2 coffee breaks/ day; coffee, tea, juice, water cream
Rental of TV	1-14 August	10 $ X 6	60 USD	To show documentaries
Rental VCR	1-14 August	10 $ X 6	60 USD	To show documentaries
Rental of documentaries	1-14 August	10 $ X 6	60 USD	To be shown to the participants
Rental of Photocopy machine	1-14 August	25 $ X 14	350 USD	Including ink, maintenance &countless copies
Rental of OHP	1-14 August	10 $ X 14	140 USD	
Rental of LCD	1-14 August	300 $ X 3 days	900 USD	To be used for power point presentations
Transportation	1-14 August	300 $ X 4 trips	1200 USD	For the field trips to Ramallah, Jerusalem, Bethlehem and excursion
Volunteers time ***IPYL contribution in kind***	1-14 August	3 $ X 100 hours	300 USD	For volunteers to assist in the implementation of residential activity and other sundry tasks
Local Transportation	1-14 August	200 $	200 USD	For coordinator and camp leader
Local transportation	1-14 August	5 $X 30	150 USD	To cover the participants transport in the first and the last day of the activity
Transportation	1-14 August	20 $ X 8	160 USD	To cover the transportation of the speakers to and from their towns

Stationary	1-14 August	300 $	300 USD	Papers, pens, markers, cartoon, colors, flip chart etc.
Project Coordinator salary	1-14 August	1500 $X 0.5	750 USD	Half month salary for the coordinator
Camp Leader Salary	1-14 August	1200 $ X 0.5	600 USD	Half month salary
IPYL management	1-14 August	200 $ X 0.5	100 USD	Half month
Phones	1-14 August	50 $	50 USD	At the hotel for the internet service
Internet subscription	1-14 August	30 $ X 1	30 USD	At the operation room in the hotel
Photography and video for documentation	1-14 August	800 $	800 USD	To document the activity on daily basis (package)
Banners	1-14 August	100 $ X 2	200 USD	To be hung at the entrance of the hotel and the meeting room
Speakers fees / per diem	1-14 August	100 $ X 8	800 USD	For the speakers and animators
Certificates Design	1-14 August	3 $ X 30	90 USD	To be distributed to the participants at a graduation ceremony
Farewell party	1-14 August	200 $	200 USD	Food, music, drinks, gifts etc.
TOTAL			**33,372 USD**	

Task 3
<u>Implementation of Group Projects</u>

Item	Dates	Price	Total	Comments
Coordinator salary	15 August-15 Sep	1500 X 1 month	1500 USD	One month salary
Leader salary	15- 30 Aug	1200 X 0.5	600 USD	Half month salary
IPYL management	15 August-15 Sep	200 X 1 month	200 USD	20%
Water and electricity	15 August-15 Sep	130 $ X 1	130 USD	50% of the monthly bills
Telephone & fax	15 August-15 Sep	200 $ X1	200 USD	50% of the monthly bills
Space at IPYL ***IPYL contribution in kind***	15 August-15 Sep	500 $ X 50% X 1	250 USD	IPYL contribution

Volunteers time ***IPYL contribution in kind***	15 August-15 Sep	3 $ X 80 hours	240 USD	For volunteers to mentor the participants during the group work stage, assist at the closing ceremony and other sundry tasks
Coffee, tea	15 August-15 Sep	50 $ X 1	50 USD	
Furniture ***IPYL contribution In kind***	15 August-15 Sep	100 $X 1	100 USD	Usage of IPYL equipment
Cleaning services	15 August-15 Sep	50 $ X 1	50 USD	
Internet	15 August-15 Sep	50 $X 1month	50USD	100% Of the monthly subscription fees
Stationary	15 August-15 Sep	100 $X1	100 USD	
Rental of public Gallery	15 September	200 $/ day	200 USD	To display group projects for public
Transport	15 Aug- 15 Sep	400 $	400 USD	For the project coordinator and the camp leader (2 weeks) to supervise the development of the group projects
Refreshments	15 September	300 $	300 USD	Hospitality for the gallery visitors
Total			**4,370 USD**	

Task 4
<u>Project Evaluation and Reporting</u>

Item	Dates	Price	Total	Comments
Coordinator salary	16 Sep –15 Oct	1500 $X 1	1500 USD	Salary for 1.5 months
IPYL management	16 Sep –15 Oct	200 $ X 1	200 USD	Management for 1.5 months
IPYL space ***IPYL contribution***	16 Sep –15 Oct	500 $ X 1 X 50%	250 USD	50% of the monthly rent of IPYL offices
Furniture ***IPYL contribution***	16 Sep –15 Oct	100$ X 1	100 USD	50% usage of the IPYL furniture, chairs, tables, computers and equipment
Volunteers	16 Sep –15 Oct	3 $ X 150	450 USD	For volunteers to travel

time ***IPYL contribution in kind***		hours		to schools and assist the respondents in completing questionnaires and other sundy tasks
Cleaning services	16 Sep –15 Oct	50$ X 1.5	50 USD	50% of the monthly bill
Phones and faxes	16 Sep- 15 Oct	200 $ X 1	200 USD	50% of the monthly bill
Coffee, tea etc	16 Sep –15 Oct	50$ X 1	50 USD	50% of the monthly bill
Water and electricity	16 Sep- 15 Oct	130 $ X 1	130 USD	50% of the monthly bill
Stationary	16 Sep- 15 Oct	200 $ X 1	200 USD	
Internet	16 Sep –15 Oct	50 $ X 1	50 USD	40% of the monthly bill
Transport	16 Sep- 15 Oct	200 $ X 1	200 USD	For the project coordinator field work
Dissemination	16 Sep –15 Oct	300 $	300 USD	Publicizing the report post the activity, newspapers, internet, local radio & TV stations, phones, faxes etc.
Printing the report	16 Sep –15 Oct	40 copy X 15 $	600 USD	To be distributed to participants and interested people and NGOs
Questionnaire And final data analysis	16 Sep –15 Oct	250 $	250 USD	Post project survey, to measure the achievements of the project
Total			**4,530 USD**	
Grand total = Task 1 + 2+3+4			**50,179.50 USD**	
IPYL contribution			**2,665USD**	
TAMKEEN contribution			**47,514.50 USD**	

Case Study 2

24. TAMKEEN Simplified Grant Financial Plan Summary Form

.

Line Item Budget	***Task I***	***Task II***	***Task III***	***Task IV***	***Task V***	***Task VI***
Administration & Management						
Salaries	6,488	2,163	2,163	2,163	2,163	10,815
Benefits	1,081	360	360	360	360	1,800
Direct Activity						
Salaries	5,493	1,831	1,831	1,831	1,831	9,155
Benefits	916	305	305	305	305	1,525
Other Direct Costs						
Transportation	1,500	500	500	500	500	2,500
Purchasing of liter	1,500					
Laptop Computer	3,500					
Duplication	500			1,750	1,750	
Translation	1,400			1,350		
Consultancies	900	1,350				
Workshops		2,200			2,200	17,600
Stationary	500					
Web Publishing						500
Sub Total	***23,778***	***8,709***	***5,159***	***8,259***	***9,109***	***43,895***
Totals	***98,909***					

Tranche Payments			
Tranche Payment 1	23,778		
Tranche Payment 2		22,127	
Tranche Payment 3			53,004
Total Tranche Payments			3

Tranche Milestones	
Tranche Payment 1	Literature Review
Tranche Payment 2	Workshops and Resource Guide
Tranche Payment 3	Workshops

Contributions						
TAMKEEN	23,778	8,709	5,159	8,259	9,109	43,895
CSO	32,779	10,926	10,962	10,926	10,926	54,632
Third Party						
Totals	***56,557***	***19,635***	***16,085***	***19,185***	***20,035***	***98,527***

Module 3: Preparing a Response Simplified Grant Application

Handout # 9: The Role of Evaluation in Tamkeen Projects

The purpose of evaluations are to assess the progress has made in achieving its objectives, to identify appropriate changes in project implementation while the project is in progress and to provide project implementers, sponsors and funders alike with the means by which to assess project effectiveness.

Broadly, there are two types of evaluations:

. **Formative evaluations** assess a project's activity which the project is still in progress. It aims to determine what is and isn't working, why, and areas of project implementation that could be improved. Because formative evaluations are conducted during project activity, they most often focus on the effectiveness of the project's process – the means by which the project operates – together with preliminary results.

. **Summative evaluations** address the extent to which the project is or have achieve its objectives. They already are conducted at the end of project activity but they also may be conducted during project activity in order to identify accomplishments and weaknesses and to adjust project activity accordingly. These evaluations focus on outcomes.

There are five areas that can be pinpointed for evaluative purposes. Often evaluations focus on more than one area depending upon its objectives:

- **Attitudes**: What changes in attitudes, self-esteem, confidence does the project seek to effect?
- **Knowledge and Skills**: What new knowledge and skills will have realized as a result of the project?
- **Behavior**: Does the project aim to assist beneficiaries to change their behavior?
- **Condition**: Changes in condition are more difficult to assess. They usually occur either because of a concerted, integrated effort that affects multiple aspects of people's lives. They also can occur as a result of extreme socio-cultural, economic, and political change. An example of a change in condition is statehood, the ability to vote, taxation with representation.
- **Status**: Changes in status also also more difficult to assess. Again, they most often occur as a result of extreme changes. An example of a change in status might be that women are allowed to vote.

Qualitative Evaluations usually measure the more intangible aspects of change such as attitudes, awareness, and confidence.

Quantitative Evaluations usually measure those changes that can be observed, such as the contruction of a building, the digging of a bore hole, the planting of trees, or those changes that can be easily verifiable such as changes in knowledge.

Instruments of Evaluation: The instruments you choose to use in an evaluation depends upon the project and its goals. Instruments can include:

. Observation
. Questionnaires
. Interviews
. Attendance Records
. Listening

Pre-testing and Post-testing:

There are two aspect of pre-testing. One is the pre-testing of the evaluation instruments themselves. For example: Are the evaluation instruments themselves eliciting the information that is being sought? The second aspect of pre-testing is to determine in advance the beneficiaries knowledge, skills and attitudes prior to project implementation so that post tests administered after project implementation can determine what changes have occurred as a result of the project.

Control Groups:

Control groups are the means by which to assess the effectiveness of evaluative instruments. They represent the socio-cultural and economic attributes of the targeted beneficiaries, and they are used as benchmarks against which to measure the anticipated responses of the targeted beneficiaries.

Module 3: Preparing a Responsive Simplified Grant Application

Handout #10: The Relationship Between Tamkeen's Simplified Grants Purpose, the Grant Objective, the Proposal Implementation Plan, and Verifiable Results

Case Study 1

Detailed explanation of the relationship between the TAMKEEN simplified grants purpose, the grant objective, the proposed implementation plan and verifiable results:

As a TAMKEEN funded civic education project, the grant objective is to raise awareness of the principles of democracy and citizenship amongst youth. The implementation plan provides for a fourteen day residential camp, during which time the participants will be introduced to the concepts, participate in workshops and perform study visits. This is followed by a one month period of supervised, independent group projects, at which stage acquired knowledge will be applied to real problems faced in the participants' home environments. At the end of these activities a public exhibition of the participants work will take place, demonstrating their ability to implement these principles in practise. Pre and post project surveys will further verify the success of the project in raising awareness of the goals of democracy, citizenship and democratic participation.

Case Study 2

Detailed explanation of the relationship between the TAMKEEN simplified grants purpose, the grant objective, the proposed implementation plan and verifiable results:

The project focuses on advocacy through a process of information dissemination. The verifiable results of the project will be achieved after consultation with a network of government and non-government institutions so as to achieve the widest possible consensus. This consensus will enable a wider participation, better coordination, and lessens potential conflict of interest.

In addition to the above the project allows for capacity building in the educational sector enabling educators and decision makers to better understand environmental issues and link them to decision making processes. Although EE is much talked about, no formal courses have yet been introduced. Teachers lack the necessary correct tools to direct students in their current sciences classes towards environmental issues. The project hopes to break this barrier and make EE easy, enjoyable and part of high school formal and non-formal curricula.

Although the project is directed towards high school education, NGO's and government ministries will benefit through dialogue and participation in the relevant workshops.

Module #3: Preparing a Simplified Responsive Grant Application

Handout #11: Direct and Indirect Beneficiaries

<u>Case Study 1</u>

Identify beneficiaries, number and how they will benefit from grant:

The direct beneficiaries of the project will be the 30 young people who participate in it, selected so as to ensure a fair representation of the make up of our society, along lines of gender, geography and socio-economic backgrounds. As a result of the project they will develop a valuable understanding of the principles of democracy and governance. Through their participation in and production of their group projects they will discover their ability to engage as active citizens, and to contribute to the democratic development of society.
A further, longer-term, benefit from this, will be the impact it has on their future plans in terms of study, employment and participation in civil society organizations.
The indirect beneficiaries include all those at school, in the community and society at large who will benefit from the participants' dissemination of democratic ideals, through the public exhibition and personal interaction, both in the immediate and long-terms.

<u>Case Study 2</u>

Identify beneficiaries, number and how they will benefit from grant:

The direct beneficiaries of the project are high school teachers and principals from the private and government sectors, government officials concerned with the environment and education. The latter may include officials from the ministries of education (MOE) and the environment (MOEA) and UNRWA.

Other beneficiaries are NGO's working in the environment who will be invited to participate in some of the workshops held.

Indirect beneficiaries are high school students, their families and the society at large. The total number of direct beneficiaries will range between 400 – 500 individuals. In total about 10 workshops will be held. The first workshop will be dedicated to introducing the program to the government and NGO sector and, also, the result of the literature review, a second workshop is to review the "Teachers Resource Guide to Environmental Education".

The beneficiaries will:

i. Become knowledgeable about environmental processes and natural systems.
ii. Gain an understanding of human role in environmental processes.
iii. Have better capacity to investigate and analyze environmental problems and offer potential solutions applicable to local situations.

iv. Possess better skills and knowledge to pass accurate information to their students and associates.
v. Learn to discriminate poor information, about the environment and its processes, from good one.

Module #3: Preparing a Simplified Responsive Grant Application

Handout # 12: Disseminating Deliverables to the General Public

Case Study 1

Plan for disseminating deliverable(s) to general public:

In order that the results of the project should be available to the public at large, we plan the following steps:

- throughout the project phases our activity will be covered by local media: radio, television and press;
- the display of the group projects will be held at a municipal gallery and will be open to all members of the public;
- to post the report of the project on our website;
- to distribute 40 copies of our report to the participants and partner organizations both throughout Palestine and internationally.

Case Study 2

Plan for disseminating deliverable(s) to general public:

The two published deliverables:

- Evaluation of existing environmental publications.
- Teacher Resource Guide to Environmental Education,
- Will be available to interested parties: government, NGO and high schools. The most appropriate way is to publish it on the web, in addition to distributing hard copies.