Training Module on
Grants Development and Management

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Acronyms

AGO-Attorney General Office
CBO- Community Based Organization
CEO- Chief Executive Officer
CSO-Civil Society Organization
CTC- Core Trainers and Coach
ED-Executive Director
GM-Grants Management
HOPR-House of People's Representatives
HR- Human Resources
LF-Log frame
LFW-Logical Framework
MoU-Memorandum of Understanding
NGO-Non-governmental Organization
NORAD- Norwegian Agency for Development Cooperation
PIE-Plan International Ethiopia
RF-Results Framework
RFP-Request for Proposal
SME-Subject Matter Experts
SP-Strategic Planning
SWOT-Strength, Weakness, Opportunity, and Threat
USAID-United States Agency for International Development
USG-United States Government
WJP-World Justice Program
WRO-Women Rights Organization
WVL-Women's Voice Leadership

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Introduction to the Module

This training module on Grant Development and Management has been created for Women's Rights Organizations (WROs) based on findings from assessments conducted in target organizations. The module aims to reach young female leaders involved in the Women's Voice and Leadership (WVL) project.

To ensure the training module is comprehensive, the team reviewed literature, online sources, other training manuals, practical experiences of organizations, and related sources. These points are included in the technical notes section. The training module is designed to be practical and interactive, with group discussions and role plays to address different aspects of the training.

The training module is divided into five sessions with the following titles:

Understanding Grant Development and ManagementEffective Grant ApplicationGrant Management and BudgetingGrant ReportingGrant Closure ProceduresTrainees will receive capacity-building training through interactive sessions facilitated using various approaches, such as group discussions, plenary sessions, role plays, buzz groups, and brainstorming questions. Context-specific approaches will also be introduced as needed.

The training module includes sample materials that are mandatory for grant documents. These materials are annexed for reference in developing and reporting grants.

General Objective of the Module

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

- Develop a practical understanding of effective grant development, management, and budgeting for WROs, using relevant case studies and examples.
- Demonstrate an understanding of grant reporting and closure procedures, including the necessary documentation and compliance requirements.
- Identify and address practical challenges related to grant application and management, using problem-solving and critical thinking skills.
- Apply the knowledge and skills gained from the training to develop and manage successful grants for their organizations, resulting in increased funding and positive impact in their communities.

This manual is designed to provide information on grant application and management while incorporating training methodologies that encourage effective facilitation, participatory, and experiential learning. The goal is for participants to gain practical knowledge and skills that they can apply in real-world scenarios.

To achieve this, we use a participatory learning approach that engages participants in the learning

process actively. This approach has proven to be more effective than traditional learning where a teacher or trainer lectures to a group. Regardless of participants' formal education level, everyone has valuable contributions to make, and we encourage active participation from all individuals.

Approach

As part of our approach, the trainer is referred to as a "facilitator" who will guide the learning process. The facilitator creates an environment where participants can share their experiences, knowledge, and skills through exercises, critical thinking, and reflection. This approach allows participants to derive practical solutions for grant application and management.

We have included activities and images in the manual to make learning about grants more accessible to all participants. By using trainee-friendly language and avoiding jargon, we hope to create an inclusive learning environment that respects all genders, races, and cultures.

Training Participants and Expectations

Acknowledging the strength and effectiveness of peer learning, this Grant Development and Management Training Module is designed to effectively facilitate training that improves the knowledge and skills of professionals working for WOs/WROs on Grant Application and Management.

To ensure the training is effective, the following approach will be used:

Peer learning will be encouraged and facilitated.The content of the manual will be tailor-made to suit the needs of the target group.A needs assessment will be conducted prior to structuring the actual training to understand the knowledge levels of the participants and their specific needs.The facilitator will ensure that the training is inclusive and accommodates all genders, races, and cultures.

Organization of the Module

This manual is divided into five sessions to effectively facilitate the training on Grant Development and Management for professionals working with Women's Organizations (WOs) and Women's Rights Organizations (WROs). The sessions are as follows:

Session One: Understanding Grant Development and ManagementProvides the groundwork for all other sessions and creates an understanding of the process and aim of participatory learning and effective facilitation.Session Two: Effective Grant ApplicationFocuses on providing practical knowledge and skills related to effective grant application processes.Session Three: Grant Management and BudgetingCovers topics related to grant management and budgeting to equip trainees with the necessary knowledge and skills to manage grants effectively.Session Four: Grant ReportingFocuses on providing practical knowledge and skills related to grant reporting processes. Session Five: Grant Closure ProceduresCovers the necessary steps to follow for proper grant closure procedures.The modules are designed to follow a participatory learning approach where the facilitator acts as a guide and creates an environment where trainees actively engage in the learning process. The content is tailored to suit the needs of the target audience, and a needs assessment is conducted prior to structuring the training to determine the knowledge levels and specific needs of the participants.

This module includes both **pre and post-assessment questions** at the end of each session. Participants are required to respond to these questions before and after the training. The pre-assessment questions are designed to evaluate the knowledge and skills of the participants before the training, while the post-assessment questions are meant to measure the effectiveness of the training and to determine if the participants have gained any new knowledge and skills.

The pre-assessment questions will help the facilitator to identify the knowledge gaps of the participants and to tailor the training to meet the specific needs of the participants. By analyzing the responses to the pre-assessment questions, the facilitator can determine which areas need more emphasis and which topics can be covered briefly.

On the other hand, the post-assessment questions will help the facilitator to evaluate the effectiveness of the training and to determine if the learning objectives have been met. By analyzing the responses to the post-assessment questions, the facilitator can determine if the participants have gained new knowledge and skills and if they are able to apply the knowledge and skills in their work.

Participants Introduction

As the facilitator of this training module, it is important to create a safe and inclusive learning environment for all participants. To do this, we will begin by introducing ourselves and setting some ground rules for our time together. Please follow these steps:

1. Introducing Participants:
    - Ask participants to introduce themselves, providing their name and the organization they represent.
    - Encourage participants to briefly share their experience with grant application and management.
2. Setting Ground Rules:
    - Explain that ground rules are agreements that we make as a group to create a respectful and productive learning environment.
    - Ask participants to suggest some ground rules, such as active listening, respecting diverse opinions, maintaining confidentiality, and avoiding interruptions.
    - Record the ground rules on a flip chart or whiteboard and display them throughout the training.
3. Expectations:
    - Ask participants to share their expectations for the training, such as what they hope to learn, areas they need to improve on, and specific questions they have.
    - Explain that pre- and post-training assessments will be conducted to measure progress and identify areas for improvement.

By following these steps, we can create a positive and productive learning environment for all participants.

Session 1: Understanding Grant Development and Management

Objective of the session:

By the end of this session, participants will have gained a comprehensive understanding of grant development and management. They will be able to differentiate project management from grant management, address practical challenges associated with grant development and management, and effectively conclude a learning process at the end of each training day.

Expected outcome:

Participants will have a clear understanding of the key concepts and processes involved in grant development and management. They will be equipped with the knowledge and skills to navigate the intricacies of grant management and successfully address practical challenges that may arise. Additionally, participants will be able to implement effective strategies to conclude each training day in a productive manner.

Allocated time:

Topics covered:

- Planning a Participatory Learning Process
- Getting Started
- Differentiating Project Management from Grant Management
- Addressing Practical Challenges in Grant Development and Grant Management
- Conclude a Learning Process at the End of Each Training Day

Sub session 1: Planning a Participatory Learning Process

Objective of the sub session:

The objective of this sub session is to enable participants to create a conducive learning environment and conduct effective preparatory activities by the end of the training program.

Activity:

The activities include discussing the importance of active participation, fostering personal relationships, forming gender-balanced groups, and conducting pre-assessments. Additionally, planning steps such as identifying learning objectives, selecting appropriate methods and techniques, preparing training materials, scheduling the training, and inviting participants are covered.

Method:

The method used is a combination of group discussions and information sharing.

Tools:

Flip charts, markers, note paper, glue stick, pins, cello tape, scissors, cards or slips of paper, a yellow and a red card, flip chart stand, handouts.

Time:

30 minutes.

Facilitator's tasks:

1. Explain the importance of active participation and being a moderator rather than a lecturer.
2. Emphasize the need for a conducive learning environment and the facilitator's role in creating it.
3. Encourage the formation of gender-balanced groups to ensure equal participation.
4. Discuss the planning steps required for a successful training, including identifying learning objectives, selecting appropriate methods, preparing materials, and scheduling.
5. Provide guidance on selecting an appropriate training venue and ensuring the availability of necessary learning tools.
6. Explain the use of flip charts and the importance of proper handling and storage.
7. Facilitate group discussions and answer any questions or concerns raised by participants.

1.1 Encouraging Active Participation

To ensure effective participatory learning on grant development and management, the facilitator should act as a moderator rather than a lecturer. This approach encourages interaction and exchange between the facilitator and the participants, as well as among the participants themselves.

Technical Note:

A conducive learning environment is necessary for participatory learning. Before starting the training, the facilitator should understand the needs and aspirations of the participants, as their interests and capacities may differ.The facilitator should make necessary preparations and exercises well ahead of time to create a favorable training environment.To encourage active participation and interaction, it is advisable to work with a limited number of participants. This can increase participation and group coherence, which can boost the quality of the participatory learning process.Gender-balanced groups should be formed to ensure that both female and male participants have equal opportunities to share and exchange their views.As the facilitator, you can:

Encourage the participants to actively participate in the learning process by sharing their views and experiences.Foster personal relationships between participants to enhance their interactions and active participation.Ensure that both male and female participants have equal opportunities to participate by forming gender-balanced groups.

1.2Preparatory Activities and Planning

To ensure a successful participatory learning experience, several planning steps should be considered before the training. The facilitator should initiate the planning process well in advance. These planning steps may include:

Identifying the learning objectives and outcomes for the participantsIdentifying the appropriate learning methods and techniques to achieve the learning objectivesIdentifying and preparing the necessary training materialsPreparing the training venue and facilitiesScheduling the training and inviting the participants in advanceConducting pre-assessment to identify the participants' knowledge gaps and needs.

Training Venue and Learning Tools

When developing a training module, it is important to consider the venue and learning tools that will be used to ensure a conducive and effective learning environment. Here are some points to note:

Training Venue:
Choose a convenient and appropriate location for the training that is free from distractions. Ensure that the venue is well-aired, well-lit, and has adequate and flexible seating arrangements. Provide learning tools such as flip charts, cards, markers, blank papers, and boards to enhance the learning experience.
Learning Tools:
Provide enough copies of the training materials to ensure that participants have access to them even if the electricity supply is erratic. The following learning tools are helpful when conducting participatory learning sessions: The Plan International (PI) Grant Application and Management Manual Flip charts, flip chart paper, or large sheets of paper Markers of different colors Note paper Glue stick, pins, cello tape Scissors Cards or slips of paper, scrap paper to write notes A yellow and a red card (to be used by the procedure supervisor) A flip chart stand (alternatively, you can put up large sheets on doors and walls)Handouts as needed When using flip charts, write in visible handwriting so that participants seated far from the chart can easily read its contents. Avoid putting too much information on one page and use different colors as possible and necessary. Collate written flip chart sheets on the wall and do not take them down before the training is concluded. This will allow the facilitator or participants to refer to them again as necessary. Number the sheets accordingly, handle and store them properly for later use, for instance, to prepare a report on the training workshop.

Sub session 2: Getting Started

A good start is crucial for the success of any training. The training should begin with the "Getting Started" session, which consists of eight steps. If the facilitator has prepared well and completed all preparatory activities in time, the "Getting Started" session should not take more than one and a half hours.

Step 1. Opening the training
Step 2. Opening ceremony (relevant for higher-level trainings or dependent on the context)
Step 3. Introduction of participants
Step 4. Clarifying participants' expectations and concerns
Step 5. Understanding the objectives of the training
Step 6. Agreeing on a timetable
Step 7. Ensuring a conducive environment and active participation
Step 8. Reaching a consensus on training norms

2.1 Opening the training workshop:
A representative of the training organizer or the facilitator welcomes all participants and guests to the training.

2.2 Opening ceremony of the training workshop:
Objective: To demonstrate the procedures for formally opening a training session.
Activity: Formal opening ceremony for a training workshop.
Method: Inviting guest(s) of honor to address participants.
Tool: Prepare a podium.
Time: 20 minutes.

Facilitator's tasks: Ask the organizer or a representative of a relevant institution to welcome the participants to the training and convey a message of encouragement.Invite the guest of honor (if any) to give the official opening speech.After the opening ceremony, ensure that the guest(s) are excused to leave and begin the first training session.

Point to note:
At higher-level training workshops and as appropriate, training will always start with an opening ceremony that needs to be organized beforehand. After everyone has been welcomed, the representative of the organizer introduces and invites the guest speaker(s) to the front/podium. The opening remarks of the guest speaker(s) should ideally take between 10-15 minutes each. Following the speeches, the facilitator takes over, starts the participatory learning process, and ensures that the timetable is followed.

Objective:By the end of the training session, participants will have introduced themselves to each other.
Activity: Introduction of participants.

Method: Participants form pairs and introduce themselves to each other. After 2-3 minutes, they return to the group and introduce their co-participants to the other participants. It is also advisable to use simple name plates by encouraging participants to write their names on folded papers with markers and put them on a visible place in front of them, as it is difficult for the trainer and other participants to memorize names of all participants immediately.
Tools: Large pieces of paper or flip charts, markers.
Time: 20 minutes.

2.3 Introduction of participants:
Facilitator's tasks: Welcome all participants and introduce yourself.Writedown the topics for introductionon the flipchart.Arrange participants in pairs and ask them to gather in the corners of the room.Allow for 2-3 minutes for participants to work in pairs and interview one another. Suggest that they add some additional information, such as the meaning of their name and/or something special about them, a drawing, or a particular related story, to theirintroduction.When the time is over, ask participants to introduce the person they have just interviewed to the whole group.Explain to the participants that starting with a self-introduction will create a good atmosphere among the participants, which will help them to relax and be more spontaneous, thereby building participatory involvement and team spirit.

Point to note:If the participants already know each other well, there might be no need for extensive introductions.In any training, it is important to have participants introduce themselves to each other. The facilitator should start by welcoming all participants and briefly introducing themselves

2.4 Clarifying Participants' Expectations and Concerns
Objective: By the end of this training, participants will be able to identify what they expect to gain from the training.

Activity: Participants will clarify their expectations and concerns.
Method: Participants will be given the opportunity to express their expectations and concerns.
Tools: Sticky notes and pens.
Time: 15 minutes.

Facilitator's Tasks: Inform participants about the subject of Module 1, "Grant Application and Management."Ask participants to brainstorm what they expect from the training and to identify one expectation and one concern. Give an example to the participants.Note down the ideas from the brainstorming on the flip chart.Group repetitive and similar ideas.Compare the expectations against the training objectives.Keep the paper/flip chart displayed throughout the whole training and refer to it as appropriate. On the last day of the training, participants will have a chance to compare and discuss whether their preliminary expectations have been met during the training.**Point to note**:
Participants have different needs and interests. The training becomes successful if it meets their needs and interests. During this exercise, participants are asked to express their expectations and concerns in relation to the training. It is time for each participant to become clear about
what they would realistically expect from this training. If their expectations are beyond the scope of the set objectives, it is important for the facilitator to clarify what they can expect. Otherwise, a misunderstanding may arise between the facilitator and the participants if they are not of the same

understanding from the outset.

2.5 Understanding the Overall Objectives of the Training

Objective: By the end of this training, participants will understand the objectives of the training.

Activity: Participants will discuss and compare their expectations against the set objectives of the training.
Method: Listed training objectives will be displayed on a flip chart.

Tools: Flip chart.
Time: 10 minutes.

Facilitator's Tasks:
List the objectives of the training on the flip chart, put the list up on the wall, and read the objectives aloud to the participants.Invite participants to express their ideas by comparing their expectations against these objectives.Explain that reaching a common understanding of objectives and expectations prior to the training will create a favorable working atmosphere and facilitate collaboration and learning.

Technical Note:
Objectives of the training

Develop practical understanding of effective Grant Development, Management, and BudgetingGrant Reporting and Grant closureUnderstand practical challenges and the way out in grant application and management

Point to Note:
If the objectives of the training are well communicated ahead of the training, there will be fewer negative comments from the participants. A clear understanding of the objectives will foster participation and ensure that the participatory learning process flows smoothly. This activity enables facilitators and participants to clarify their expectations. If participants' expectations go beyond the objectives of the training, the facilitator should clarify this right away because lack of clear understanding of objectives can lead to misunderstandings and frustration among facilitators and participants.

2.6 Agreeing on a Timetable

Objective: To reach a consensus with participants on a timetable and time management

Activity: Agreeing on a timetable

Method: Open discussion

Tools: Detailed timetable for the training, days' timetable

Time: 10 minutes

Facilitator's Tasks:

1. Introduce the training content and present the detailed timetable (3-5 minutes) that should bewell prepared in advance. Then ask participants to agree upon the days' timetable.

2. Inform participants that the detailed timetable is flexible, will be reviewed daily.

3. Mention thatthe detailed timetable will be left visible on the wall until the end of the training.

2.7 Ensuring a Conducive Environment and Active Participation

Objective: Ensure participants actively take part in the learning process

Activity: Involving participants and assigning roles for active participation

Method: Share information on active participation and assign roles to participants

Tools: Participants' daily task table

Time: 30 minutes

Facilitator's tasks:

Each participant is supposed to assume the role of a facilitator at least once to gain firsthand experience in facilitating the participatory learning process. He/she will be assigned a session or exercise and asked to prepare himself/herself by reading the relevant chapter carefully (and preparing the materials needed for the session. To assign participants, the facilitator will do the following:

a) Assign participants to facilitate exercises of the participatory learning process

1. Select and arrange suitable exercises/activities for different sessions.
2. Note down the exercise number and the number of the page where the respective exercise can be found on a piece of paper and roll it up.
3. Put the paper rolls in the middle of the circle of participants.
4. Ask participants to pick a roll.
5. Ask participants to study and prepare the exercise indicated on their respective notes and offer help and support in case of any questions.
6. Then ask participants to facilitate the learning process attached to the respective exercise.Specify the day and time when they will be expected to facilitate the exercise.
7. Explain that following each facilitated exercise, participants will evaluate and discuss the performance of the facilitator.

b) Assign volunteers for daily activities

Every day, there will be various other roles to be assumed by participants to help structuring and supporting a smooth learning process. To assign such other roles to participants, the facilitator will do the following:

1. Draft a "Daily Tasks Table" on a flip chart/board/paper that displays daily activities or functions required ensuring a smooth participatory learning process, e.g., "evaluation supervisor" or "energizer".

2. Jot down the activities of the day on small pieces of paper corresponding to the number of training days (e.g., for 4 days, write 4 little notes with the role “energizer”), roll them up and put them in the middle of the circle of participants.
3. Ask every participant to pick one or two rolls. The content of the roll and the name of the participant will be noted under the respective activity in the “daily task table” and posted on the wall.

2.6 Agreeing on a Timetable
Objective: By the end of this training module, participants will be able to actively participate in the grant development and management process by agreeing upon a timetable and ensuring a conducive learning environment.

Activity: Agreeing on a timetablethrough open discussion.

Method: The facilitator will present a detailed timetable for the training, and then participants will agree on a days' timetable.

Tools: Detailed timetable for the training, days' timetable.
Time: 10 minutes.

Facilitator's Tasks:

Introduce the training content and present the detailed timetable that should be prepared in advance (3-5 minutes).Ask participants to agree on the days' timetable.Inform participants that the detailed timetable is flexible and will be reviewed daily.Mention that the detailed timetable will be left visible on the wall until the end of the training.2.7 Ensuring a Conducive Environment and Active Participation

Objective: Ensure active participation of all participants in the learning process.

Activity: Involving participants and assigning roles for active participation.

Method: The facilitator will share information on active participation and assign roles to participantsusing suitable exercises and activities.

Tools: Participants' daily task table.

Time: 30 minutes.

Facilitator's Tasks:

Assign participants to facilitate exercises of the participatory learning process.
a. Select and arrange suitable exercises/activities for different sessions.

b. Note down the exercise number and the number of the page where the respective exercise can be found on a piece of paper and roll it up.
c. Put the paper rolls in the middle of the circle of participants.
d. Ask participants to pick a roll.
e. Ask participants to study and prepare the exercise indicated on their respective notes and offer help and support in case of any questions.
f. Then ask participants to facilitate the learning process attached to the respective exercise and specify the day and time when they will be expected to facilitate the exercise.
g. Explain that following each facilitated exercise, participants will evaluate and discuss the performance of the facilitator.

Assign volunteers for daily activities.
a. Draft a "Daily Tasks Table" on a flip chart/board/paper that displays daily activities or functions required for ensuring a smooth participatory learning process, e.g., "evaluation supervisor" or "energizer".
b. Jot down the activities of the day on small pieces of paper corresponding to the number of training days (e.g., for 4 days, write 4 little notes with the role "energizer"), roll them up, and put them in the middle of the circle of participants.
c. Ask every participant to pick one or two rolls.
d. Note the content of the roll and the name of the participant under the respective activity in the "daily task table" and post it on the wall.

Check-in

Every morning, before the first learning session, the person assigned with this task will ask participants how they are doing and how they feel. It is a method that enables the facilitator to know about the conditions of the participants - or about their wellbeing - just before the start of the learning session of the day. The objective of this method is to develop a sense of closure and a relaxed atmosphere, engaging into cooperation between the facilitator and the participants. The Check-in person invites the participants to talk about problems or enjoyments they have experienced just before entering the room. Some participants may even present a joke or describe a funny situation, whereas others may wish to talk about their health or not feeling so well. In the latter case, the facilitator tries to respond quickly and find a solution for the problem.

Reviewer

Before starting a new session, the person in charge of this task will ask all participants to stand up and recap on the previous day. Every participant is asked to briefly highlight what they learnt. The facilitator then creates a bridge and a link between what was learnt the previous day, and what will be learnt today. During the evaluation of the previous lesson, s/he will initiate a brief discussion on what needs to be improved in today’s session as compared to the previous one.

Energizer

The participant who is assigned to be the “energizer” is expected to boost participants’ attention and motivation when they are in a state of exhaustion or boredom during the learning process. Whenever necessary, in consultation with the facilitator, the energizer will conduct some warming-up activities. These may include physical activities, songs, games, jokes, storytelling, etc. Participants often also come up with several ideas for energizers to implement.

Procedure supervisor

In a participatory learning process, time limits for activities tend to be exceeded. The “procedure supervisor” acts as a referee who watches the time limits and indicates when an activity needs to be wound up or accelerated. The procedure supervisor’s role is also to support the facilitator towards an effective learning process. He/she:

- Ensures that time limits and agreed training norms are respected. If appropriate for the learning and group context, s/he will suggest that participants may identify and agree on possible sanctions for violating training norms. (Example: The one who did not respect the training norms will be made to sing, dance etc. in front of the audience)
- Uses a bell, clapping or whistle blowing to indicate time limits
- When 5 minutes remain for the time set for a certain activity to elapse, the procedure supervisor will show a yellow card. When the time is up, s/he shows a red card. At this point, the facilitator should interrupt the activity and wind up.
  Point to Note
- To avoid time shortages at a later stage caused by exceeded time limits, it is important to estimate the duration of all activities and to ask participants to prepare and test the actual duration of activities beforehand.
- If the learning process takes place in a conducive setting that allows for active participation, it will bring about very positive results.
- Active involvement of participants will be ensured by:
  1. Choosing a flexible seating arrangement that allows for interactivity.
  2. Applying context-conscious approaches in terms of culture, religion etc.
  3. Involving participants as trainee facilitators or supervisors (Keep the Gender balance Properly).
  4. Allowing participants to actively participate in the daily activities.

Evaluation Supervisor:

The facilitator should not monitor feedback sessions. Towards the end of each training day, s/he hand over the stage to the “evaluation supervisor” who will ask the participants to evaluate the day. The evaluation is subject to further discussion or feedback during the following day’s review session.

Parking Lot:

During discussion and learning sessions it is possible that questions will arise, which the facilitator may not want or may not be able to answer immediately. To deal with such incidences, take a flip chart and give it the heading “Parking Lot” where the facilitator will note down questions or issues to be discussed later or to be revisited. You may then consult an appropriate source to find an answer to those questions and reply to participants at some point before the end of the training.

Check-in

Before the start of each learning session, the facilitator will ask participants how they are doing and how they feel. This is an important method to ensure the well-being of participants and create a relaxed atmosphere that promotes cooperation. The person leading this activity will encourage participants to share anything that is on their minds, such as problems or enjoyable experiences. Some participants may wish to share a joke or funny situation, while others may want to talk about their health. The facilitator will respond quickly and find solutions for any issues raised.

Reviewer

Before starting a new session, the facilitator will ask all participants to briefly highlight what they learned in the previous day's session. The facilitator will then create a bridge between what was learned the previous day and what will be learned today. During the evaluation of the previous lesson, there will be a brief discussion on what needs to be improved in today's session compared to the previous one.

Energizer

The person assigned as the "energizer" is responsible for boosting participants' attention and motivation when they feel exhausted or bored during the learning process. They will consult with the facilitator to conduct energizing activities, which may include physical activities, songs, games, jokes, storytelling, etc. Participants are encouraged to come up with ideas for energizers as well.

Procedure supervisor

In a participatory learning process, time limits for activities can often be exceeded. The "procedure supervisor" acts as a referee who ensures that time limits and agreed-upon training norms are respected. If appropriate, the supervisor may suggest that participants agree on possible sanctions for violating training norms, such as singing or dancing in front of the group. The procedure supervisor also uses a bell, clapping, or whistle blowing to indicate time limits.When five minutes remain for the time set for a certain activity to elapse, the supervisor will show a yellow card. When time is up, they will show a red card, and the facilitator should interrupt the activity and wind up.

Points to Note

- Estimate the duration of all activities and test their actual duration beforehand to avoid time shortages.
- Create a conducive setting that allows for active participation, which will lead to positive results.
- Ensure active involvement of participants by choosing a flexible seating arrangement, applying context-conscious approaches in terms of culture and religion, involving participants as trainee facilitators or supervisors, and allowing participants to actively participate in daily activities.

Evaluation Supervisor:

The facilitator should not monitor feedback sessions. Towards the end of each training day, the "evaluation supervisor" will ask participants to evaluate the day. The evaluation is subject to further discussion or feedback during the following day's review session.

Parking Lot:
During discussions and learning sessions, questions may arise that the facilitator cannot answer immediately. To address this, take a flip chart and label it as the “Parking Lot” where the facilitator will note down questions or issues to be discussed later or revisited. You may then consult an appropriate source to find an answer to those questions and reply to participants before the end of the training.

2.8 Reaching a consensus on training norms

Activity: Reaching a consensus on training norms

Objective: Allowing participants to discuss and reach a consensus on training norms

Method: Small or large group discussions

Tools: Flip chart, markers

Time: 15 minutes

Facilitator’s tasks:

1. Ask participants to form pairs or small groups of 3-6 individuals and to come up with three training norms that they consider important (5 minutes).
2. Put up a flip chart on which all proposed training norms and procedures will be noted and displayed throughout the entire training.
3. After the small group discussions, the groups are supposed to present their results in plenary.
4. Note down the points raised by the groups on the flip chart and correct or classify redundant points with the help of participants.
5. Summaries the main “training norms” and get the agreement of all participants to adhere to the negotiated norms throughout the entire training.
6. Point out that the procedure supervisor will ensure that the agreed training norms are observed and respected.

Technical Note: Example of Training Norms

1. All mobile phones to be on silent mode
2. We are attentive
3. We cooperate with the facilitator
4. We are on time
5. We do not undermine others’ opinions
6. We do not refrain from giving our constructive opinions
7. Avoid side talks while the training is ongoing
8. We do not interrupt others while they are speaking
9. We care and will understand if other participants are not feeling well
10. What we discuss in the group is confidential.

Point to Note

During the learning process, different participants will assume different active roles. To ensure that the different sessions of the learning process run smoothly, it is advisable that each participant, no matter which role s/he currently has, must be listened to, understood, respected, and appreciated by the rest of the participants.

2.8 Reaching a Consensus on Training Norms

Activity: Consensus on Training Norms
Objective: To allow participants to discuss and reach a consensus on training norms using inclusive and gender-neutral language.
Method: Small or large group discussions
Tools: Flip chart, markers
Time: 15 minutes

Facilitator's Tasks:

Ask participants to form pairs or small groups of 3-6 individuals and come up with three training norms they consider important. (5 minutes)Put up a flip chart to note and display all proposed training norms and procedures throughout the entire training.After small group discussions, have groups present their results in plenary.Note down the points raised by the groups on the flip chart and correct or classify redundant points with the help of participants.Summarize the main "training norms" and obtain agreement from all participants to adhere to the negotiated norms throughout the entire training.Ensure that the procedure supervisor guarantees that the agreed training norms are observed and respected.

Technical Note: Examples of Training Norms

All mobile phones should be on silent mode.We should be attentive.

We should cooperate with the facilitator.

We should be on time.

We should not undermine others' opinions

.We should give constructive opinions.Avoid side talks while the training is ongoing.We should not interrupt others while they are speaking.We should care and understand if other participants are not feeling well.What we discuss in the group is confidential.Point to Note
During the learning process, participants may assume different active roles. To ensure that the different sessions of the learning process run smoothly, every participant must be listened to, understood, respected, and appreciated by others, regardless of their gender, race, or cultural background.

SESSION: THREEGrant and Grant Development and Management Defined

Sub session 3: Understanding Grants and Grant Development and Management

Objective: Creating understanding of the concept of grant, grant application and grant management

Activity: Define what grant development and management is?

Method: sharing knowledge and experience towards the concepts by writing what the participants know about grant, grant application and grant management

Tools: Note paper, markers

Time: 45 minutes

Facilitator's Tasks:

1. Ask participants to write what they know about the concept of grant, application, and grant management –they can use one note paper for one concept with different colors (10 minutes).
2. Can you share us your knowledge and experience on grant/grant application/grant management?
3. The participants write whatever they feel about the concept on note paper and display on different corners of the wall
4. Note down the points raised by the participants on the flip chart and classify redundant points.
5. Summaries the main concepts on participants' view on grant, grant application and management
6. Present the whole concepts from prepared power points to create awareness. (15 minutes)

Technical note

> **A grant** is a non-repayable cash award or anything of value provided to a recipient under a written agreement to solve a public problem.
>
> Contract and cooperative agreement are terms usually confused with grant. Essentially, a grant is when one party grants funds to another party to do something, in reasonable hopes that the task can be accomplished. A contract on the other hand is a legally binding document in which the parties make promises to deliver a product or service in exchange for consideration (usually money). A cooperative agreement is an award of financial assistance that is used to enter into the same kind of relationship as a grant but is distinguished from a grant in that it provides for substantial involvement between the donor agency and the recipient in carrying out the activity contemplated by the award.
>
> **Grant development** can be awarded by government, NGOs, private organizations, corporations, and individuals. A strong grant is based on organizations' strategic planning (SP). As a grant seeker, it is important to identify problems and come up with projects that will address these problems. Only after problems and solutions have been defined, the next step is to look for grant makers. To be successful in securing funds, it is key to match the project's objectives with the interests of the funders. Even though grant seeking is not an easy task, it is rewarding in that you are going to solve people's problems through your project.

Grant Application-a more detailed proposal about what you intend to do with funding, including specific program objectives and more details about your organization and community impact if program is funded.

Grant management- is the process of accomplishing predetermined objectives through the effective use of human, financial, and technical resources (Longest Jr., Rakich, & Darr, 2000). The key practices of management are:

- Planning
- Organization
- Implementation
- Monitoring and Evaluation

Therefore, effective grant management is a process of overall adequate oversight and monitoring of grants from pre-award stage until close out stage of the grant that includes grant resources, activities and results.

Phases of GM:

Grant management has three phases: Pre-award, Post award and Close out.

I. **Pre-award phase** includes-Planning, assessment and analysis, concept paper and proposal development, negotiation, and award
II. **Post award phase**includes Grant agreement, pre-implementation preparation, signing MoU with sub-recipients, income collection and fund transfer to sub-recipients, implementation, reporting, monitoring, and audit
III. **Close out phase** includes- Close-out Planning, final programme and financial report, final audit, knowledge management and learning.

Objective: By the end of the session, participants will be able to define and differentiate between grants, grant applications, and grant management, and explain their importance in solving public problems.

.

Activity: Defining grant development and management.
Method: Sharing knowledge and experience among participants.
Tools: Note paper and markers.
Time: 45 minutes.

Facilitator's Tasks:

Ask participants to write down their understanding of grant, grant application, and grant management on separate note papers with different colors (10 minutes).Encourage participants to share their knowledge and experience on grant, grant application, and grant management.Ask participants to display their note papers on different corners of the wall.Note down the main points raised by the participants on a flip chart and eliminate redundant points.Summarize the

main concepts of grant, grant application, and managementbased on participants' views.Present the overall concepts from prepared power points to create awareness (15 minutes)

.Technical note:

A grant is a non-repayable cash award or anything of value provided to a recipient under a written agreement to solve a public problem.Grant development can be awarded by government, NGOs, private organizations, corporations, and individuals.Grant development is based on organizations' strategic planning (SP). To be successful in securing funds, it is key to match the project's objectives with the interests of the funders.Grant application is a more detailed proposal about what you intend to do with funding, including specific program objectives and more details about your organization and community impact if the program is funded.Grant management is the process of accomplishing predetermined objectives through the effective use of human, financial, and technical resources.Effective grant management involves overall adequate oversight and monitoring of grants from the pre-award stage until the close-out stage of the grant.Grant management has three phases: Pre-award, Post award, and Close out.

Phases of Grant Management:
I.Pre-award phase includes planning, assessment and analysis, concept paper and proposal development, negotiation, and award.
II.Post-award phase includes grant agreement, pre-implementation preparation, signing MoU with sub-recipients, income collection and fund transfer to sub-recipients, implementation, reporting, monitoring, and audit.
III.Close-out phase includes close-out planning, final program and financial report, final audit, knowledge management, and learning.

Point to Note:

After the presentation and discussion on grant concepts, allocate time for a question and answers; session to clarify any unclear information and encourage knowledge sharing and experience exchange among participants.

Ensure that question and answers; A session does not exceed the allocated time and stays focused on the topic.Strive to form gender-balanced groups to provide equal opportunities for both female and male participants to share and exchange their views.

Sub session 4: Differentiating Project Management from Grant Management

Objective:
At the end of the training session, participants will have the ability to differentiate between project management and grant management.

Activity:Small or large group discussions

Method:
Participants will work in pairs or small groups of 3-6 individuals and come up with ideas that differentiate between project management and grant management.

Tools:
Flip chart and markers

Time:
45 minutes

Facilitator's tasks:

Ask participants to form pairs or small groups and brainstorm ideas that differentiate between project management and grant management.Put up a flip chart and note down all the proposed ideas.After the small group discussions, ask the groups to present their ideas to the plenary.Note down the points raised by the groups on the flip chart and correct or classify redundant points with the help of participants.Summarize the main differences between project management and grant management.Use prepared power points to create a clear understanding about the two concepts. This should take no more than 15 minutes

.Technical note:

Project Management:

Project management is the process of leading a team to achieve all project goals within the given constraints.The primary constraints are scope, time, and budget.Project management involves optimizing the allocation of necessary inputs and applying them to meet pre-defined objectives.Project management involves the use of project documentation, which is created at the beginning of the development process.Grant Management:

Grant management is the processes and methods organizations use to oversee grants.It encompasses every part of a grant's lifecycle, from pre-award through post-award and grant closeout.Grant management is all the administration and work that goes into using and fulfilling the requirements of a grant.Both non-profits who receive grants and organizations that distribute grants are involved in grant management.Effective grant management helps ensure valuable funds arespent well and contributions are above scrutiny.By looking at grants as a contract, both grant seekers and grant makers can avoid miscommunication and showcase the reputability and ingenuity of their organizations.

Sub session 5: Types of Grants

Objective: By the end of the session, participants will be able to demonstrate a clear understanding of the various types of grants available.

Activity: Creating an Exhaustive List of Types of Grants

Method: Small or Large Group Discussions

Tools: Flip Chart, Markers

Time: 60 minutes (1:00 hr)

Facilitator's Tasks:
Ask participants to form pairs or small groups of 3-6 individuals and generate a comprehensive list of types of grants.Display a flip chart to record and showcase the list of types of grants.After the small group discussions, have the groups present their results in the plenary session.Take note of the points raised by the groups on the flip chart and collaborate with participants to correct or categorize redundant points.Summarize the list of types of grants.Present prepared PowerPoint slides for a clear understanding of the types of grants (15 minutes).**Points to Note:**:
Allow time for a question-answer session after the presentation and discussions to address any unclear concepts and encourage knowledge and experience sharing among participants.Ensure that the response and discussion remain focused and avoid extending unexpectedly or going off-topic.Strive to form gender-balanced groups, providing equal opportunities for participants of all genders to share and exchange their views.

Technical Note
There are 5 Most Common Types of Grants

Most grants fall into one of five categories. Keep reading to find out which grant category would be most beneficial for you.

Program and Project Grants:

Programmatic or project grants are the most common category and are intended to realize special projects or support programming.Grants can be used to fund supplies or materials necessary for the program.In some cases, program grants are eligible to support salaries for individuals involved. However, clarification should be sought from the funder, as some programmatic grants explicitly prohibit using grant funds for compensation.Different kinds of project grants include:

Planning Grant: If your organization is planning a major new program, it may require significant time to determine the financial aspects. A planning grant supports initial project development, including researching the needs of constituents, consulting experts, and conducting planning activities.

Seed Money or Start-up Grants: These grants provide support to new organizations or programs during their early years. The aim is to provide a strong initial boost, allowing them to focus on setting up programs without constant concerns about raising funds. Start-up grants are often multi-year and may decrease in amount each year.

Management or Technical Assistance Grants: Unlike most project grants, technical assistance

grants do not directly support mission-related activities. Instead, they assist with non-profit management or administration, such as funding, marketing, and financial management. These grants might help hire a marketing consultant or cover the salary of a new fundraiser.

Facilities and Equipment Grants: Also known as "Bricks-and-mortar" or capital grants, these support organizations in acquiring long-lasting physical assets like buildings, computers, or vehicles. The applicant organization must demonstrate how the new acquisition will enhance its ability to serve clients. Funders assessing such requests are interested not only in current activities and financial health but also in financial and program plans for the upcoming years. They want to ensure that if they help an organization move into a permanent space, for example, the organization will have the necessary resources for management and maintenance.

Endowment Grants: Some non-profits have invested money that earns interest. Only the interest is spent, while the principal remains untouched. This fund is known as an endowment and is commonly found in non-profits with large physical plants, like hospitals and colleges. Periodically, non-profits launch fundraising efforts to start or increase an endowment. Similar to facilities and equipment grant proposals, endowment requests lead funders to ask about the applicant's long-term financial outlook. Funders want to ensure that their gift to an endowment will stay within the endowment, earning interest, and not be withdrawn to cover annual operating costs.

General Operating Grants: These grants are designed to support infrastructure, address emerging needs, and cover salaries of individuals involved in the grantee's operations. They may also be used to upgrade technology. General operating grants are sometimes referred to as unrestricted grants.

Capital Grants: This grant category covers expenses related to building construction, renovation, refurbishment, maintenance, or land purchases. Capital grants also support the purchase of large equipment like furnishings or building materials.

Capacity Building Grants: These grants help cover costs associated with organizational development and ongoing operations. Funding supports management systems, training, coaching, professional development, strategic planning, and human resources.

Sub Session 6: Tracing Funding Sources and Approaches for Resource Mobilization

Objective: By the end of the session, participants will be able to demonstrate an understanding of the process of tracing funding sources and identify the key steps to be followed during resource mobilization.

Activity: Tracing funding sources and listing the steps for resource mobilization.

Method: Facilitating small or large group discussions to share experiences on tracing fund sources and approaches for resource mobilization.

Tools: Flip chart, markers.

Time: 1 hour and 30 minutes.

Facilitator's Tasks:

Ask participants to form pairs or small groups of 3-6 individuals to share their experiences in tracing funding sources and their approaches to resource mobilization.Display a flip chart to note and display the list of their experiences and approaches.After the small group discussions, have the groups present their results in the plenarysession.Note down the points raised by the groups on the flip chart and correct or classify redundant points with the help of participants.Summarize the participants' experiences and approaches in tracing funding sources and resource mobilization.Use prepared power points to create a clear understanding of tracing funding sources and approaches to resource mobilization (15 minutes).**Points to Note**:
After the presentation and discussion on these concepts, allow time for a question-and-answer session to address any unclear issues and encourage the sharing of knowledge and experiences among participants.Ensure that the response and discussion remain focused and do not exceed the allotted time or deviate from the intended direction.Strive to form gender-balanced groups, providing both female and male participants an equal opportunity to share and exchange their views.**Technical Note**: Tracing Funding Sources

Grant seeking is a form of fundraising where money is raised for a defined purpose within a specified time. Most grants fund programs or projects developed by non-profit organizations in response to specific problems or needs. Grant seeking involves 80% project development, research, and positioning, with the remaining 20% dedicated to writing. It is important to fully develop the project before starting to write the proposal. Grant seeking is hard work but highly rewarding, especially when you can witness the positive impact of your project on people's lives.

The concept of resource mobilization aligns with the traditional program or project cycle, which consists of planning (including a situation analysis as the first step), implementation, and monitoring and evaluation (lessons learned).

Resource mobilization goes beyond the narrow term "fundraising" and encompasses not only funds but also human resources, goods, and services. The term "resource partner" replaces "donor," emphasizing the value of equal partnership and strategic alliance between the resource provider and program implementer.

Quality programming is crucial in resource mobilization. Building strong relationships with resource partners should start during the program or project design stages, ensuring their active involvement as true stakeholders in delivery. Resource mobilization is an ongoing process that involves continuous dialogue and engagement with resource partners.

Building blocks for ensuring quality programming, evident in the final program or project document, can be summarized as:

Program or project Needs Analysis:Assessing priority needs and purposes of the program in consultation with key stakeholders.

Strong organizational positioning:Developing program frameworks in partnership to strongly position the organization

.Managing for Results:Implementing a results-based management framework or log-frame.Resource requirements and estimates:

Determining the necessary resources for program or project delivery.The final program or project document serves as a gateway to attract, engage, and negotiate with a wide range of resource partners, extending beyond those accessible during the program or project design stage. Securing resources through funding agreements often follows the diligent work of formulating the project or program document.

Designing a Resource Mobilization Strategy and Action Plan

A Resource Mobilization Strategy serves as a vital roadmap, outlining how resources can be leveraged to meet the resource requirements of a country or organization. On the other hand, the action plan focuses on a shorter timeframe and specifies the specific activities necessary to achieve the objectives. The Resource Mobilization Strategy aligns with the program framework and the programming cycle, while the resource mobilization action plan is connected to the work planning cycle. The Resource Mobilization Action Plan defines the actions required to address each objective of the Resource Mobilization Strategy, assigns responsibilities, and establishes timelines.

The advantages of implementing a Resource Mobilization strategy and action plan are:-

- Directs Resource Mobilization efforts towards the higher-level results of the program framework.
- Coordinates the approach to engage with resource partners.
- Prevents conflicting messages to resource partners.
- Avoids fragmented and disjointed efforts.
- Prioritizes the need to strengthen Resource Mobilization capacities at all levels.
- Establishes shared ownership and accountability.
- Facilitates planned, upfront, and continuous resource allocation.
- Allocates resources where they are most needed.
- Ultimately ensures comprehensive program delivery and significant impact.

Sub Session 7: Addressing Practical Challenges in Grant Development and Grant Management

Objective:By the end of the session, participants will be able to demonstrate an enhanced understanding of practical challenges in grant development and grant management.

Activity: Group Discussion on Practical Challenges and Developing Solutions
Method: Sharing Personal Experiences and Engaging in Small or Large Group Discussions
Tools: Flip chart, markers
Time: 1 hour and 30 minutes

Facilitator's Tasks:

Ask participants to form pairs or small groups of 3-6 individuals and discuss their experiences with practical challenges in grant development and grant management.

.Display a flip chart to note down the list of challenges and proposed solutions identified by each group.

In the plenary session, allow groups to present their findings and insights.

Collaborate with participants to refine and categorize the points raised on the flip chart, eliminating redundancy.

Summarize the collective experiences and outline effective strategies to overcome practical challenges in grant development and grant management.

Utilize prepared PowerPoint slides to provide a clear understanding of the identified challenges and their solutions (15 minutes)

.Technical Note:
Based on the brief assessment results, some practical challenges encountered by local NGOs in managing grants include:

Poor governance within the organizationLack of strategic planningInadequate networking and communicationLimited technical and organizational capacity. Unfamiliarity with grant procedures and regulations, particularly sub-grants.

Limited experience working with international organizations (additional challenges to be added by the team)

Points to Note:

Allow time for a question-and-answer session to address any unclear concepts and facilitate knowledge sharing among participants.

Ensure that the discussion remains focused and avoids unnecessary deviations to manage time effectively.

Strive to create gender-balanced groups to promote equal opportunities for sharing and exchanging views.

Sub session 8: Conclude a Learning Process at the End of Each Training Day

Objective: . By the end of each training day, participants will engage in a 20-minute open discussion evaluation session to reflect on the sessions and training days, provide feedback, and identify areas for improvement.

Activity:

1. Participants will gather in a circle at the end of the day's last session.
2. The facilitator will express gratitude for the participants' contributions to the day's sessions and activities.
3. If applicable, the facilitator will distribute any homework or papers.
4. Next day's facilitators will be asked to come prepared.
5. The designated evaluation supervisor will write the evaluation grid question on a large paper placed on the wall.
6. Participants will evaluate the day's session by answering the evaluation questions, using either a confidential evaluation or open discussion technique.
7. The facilitator will note down all the answers on a flip chart or evaluation grid and discuss them with the participants.
8. At the end of the evaluation session, participants will be asked to answer the discussion questions for the next morning's revision session.
9. Participants will be encouraged to raise their own questions and provide their opinions.
10. Based on the feedback received, the facilitator will reflect on ways to improve upcoming activities.

Tools:

- Evaluation grid
- Evaluation questions
- Final evaluation form
- Pens
- Markers

Technical Note:

- Evaluation is crucial for continuous improvement in participatory learning.
- Following up on participants' observations and feedback is important for adapting and enhancing the learning process.
- Each training day should be concluded with an evaluation session to address any concerns and improve participant engagement.
- Two evaluation session techniques can be used: confidential evaluation and open discussion.

- The evaluation grid allows participants to rate the content, delivery of training, and use of time.
- When participants assign two or fewer points, the facilitator should ask politely for feedback without blaming or criticizing.
- During the evaluation session, the facilitator should refrain from commenting or justifying their point of view based on participants' criticism to foster trust and freedom of expression.
- The facilitator will conclude the day's session after evaluating daily tasks.
- It is important to remember that no one can be expected to have 100% knowledge in all subject fields.

Pre-assessment Questions for Session 1: Understanding Grant Development and Management

1. Knowledge Level: On a scale of 1-5, rate your current knowledge level of grant development and management.
2. Grant Terminology: Define what a grant is in the context of project funding.
3. Funding Sources: Name at least two common sources of grants for nonprofit organizations.
4. Grant Application Process: Briefly describe the typical steps involved in applying for a grant.
5. Grant Management: Explain the key components of effective grant management.
6. Budgeting: How familiar are you with creating a budget for a grant-funded project?
7. Reporting Requirements: What types of reports are typically required during the grant management process?
8. Risk Management: Identify one potential risk or challenge that organizations may face when managing grants.
9. Performance Evaluation: How do you measure the success or impact of a grant-funded project?
10. Best Practices: Share one best practice or tip that you believe is important for successful grant development and management.

Post-assessment Questions for Session 1: Understanding Grant Development and Management

1. Knowledge Improvement: On a scale of 1-5, rate the extent to which your knowledge of grant development and management has improved after completing this session.
2. Grant Application Steps: List three key steps you learned about during the session that are involved in applying for a grant.
3. Grant Management Components: Briefly explain the main components of effective grant management that you have learned.
4. Budgeting Skills: How confident are you now in your ability to create a budget for a grant-funded project?
5. Reporting Insights: Share one important insight you gained regarding the reporting requirements during the grant management process.

6. Risk Mitigation: Describe one strategy you learned for mitigating risks and challenges associated with grant management.
7. Impact Measurement: Explain how your understanding of measuring project impact or success has evolved as a result of this session.
8. Key Takeaways: List three key takeaways or best practices you have learned that you believe will contribute to your success in grant development and management.
9. Future Learning: Identify one area related to grant development and management that you would like to explore further in your professional development.
10. Overall Session Evaluation: On a scale of 1-10, rate the overall effectiveness and usefulness of this session in enhancing your understanding of grant development and management.

Session 2: Enhancing Grant Application Effectiveness

Objective: By the end of this session, participants will enhance their understanding of grant application effectiveness and develop the necessary skills to write and apply for grants successfully.

Expected Outcomes: By the end of this module, participants will be able to:

- Identify pre-application activities that contribute to effective grant application.
- .Understand the importance of data in writing project proposals.
- Recognize the significance of engaging stakeholders in grant application processes
- Understand the importance of aligning grant applications with strategic plans, contextual factors, and organizational capacity.
- Comprehend the importance of using Logical Framework and Result Framework in proposal design
- Identify the basic elements of a project proposal and key focus areas during the writing process
- Identify and address challenges in the grant proposal development process.

Allocated Time: The session is expected to take approximately 6 hours and 30 minutes.

Topics Covered:

- Pre-application/Readiness Phase
- Importance of Data Collection
- Consulting Project Stakeholders
- Understanding Grant Application (Alignment with Strategic Plan, Context, Organizational Capacity)
- Project Designing Tools (Logical Framework and Results Framework)
- Writing Grant Proposal with its Basic Elements
- Project Work Plan
- Practical Challenges in Writing and Applying for a Grant

Sub session 1: Pre-application/ Readiness Phase

Objective: By the end of this sub session, participants will be equipped with the knowledge and skills to effectively prepare for and apply to a specific call for proposals.

Session Activities:
Participants will be divided into groups of 3-5 members

.Each group will discuss the preparatory activities conducted in their respective organizations when responding to expressions of interest or calls for proposals.

Groups will present a summary of their discussions in the plenary

session.The facilitator will consolidate the major points and provide brief explanations to reinforce learning.

Method:

This sub session will be facilitated through group discussions, PowerPoint presentations, and explanations by the facilitator.

Time: This sub session will last for 1 hour and 30 minutes. 40 minutes will be allocated for group work, 25 minutes for participant presentations, and 25 minutes for the facilitator's presentation.

Tools:

Flip chart, marker, sticky notes, LCD projector

Facilitator's Note:

The focus of this sub session should be to enable participants to understand the necessary preparatory activities for proposal writing.

Technical Note:

Developing project proposals requires teamwork, involving people with different expertise and perspectives coming together to create a strong proposal. Understanding individual roles and their contributions to the team's success is crucial. Here are some key steps to keep your proposal development team aligned:

1. Establish a clear proposal process:

   Define a formal RFP management process to keep your team organized and engaged.Document the process and incorporate feedback from the team to ensure all key aspects are covered.

2. Set goals for the proposal team:

   Align the team's goals with the organization's objectives to drive success and measure progress.

3. Conduct go/no-go discussions:
   Evaluate each RFP opportunity to determine if it aligns with your organization's resources and

capabilities.Consider factors such as available resources, realistic timelines, donor history, and potential value.

4. Kick-off and debrief meetings:

   Conduct a kick-off meeting before starting a new proposal project to review the plan, timeline, and deliverables.Hold a debrief meeting after the RFP closes to gather feedback and identify areas for improvement.

5. Regular team reviews:

   Schedule periodic team reviews to share insights, lessons learned, and optimize the RFP process.Celebrate both team and individual contributions to success.

6. Appoint a capable team leader:

   Assign a proposal development coordinator or manager who will lead and coordinate the team.The team leader will oversee the entire process, create the project plan, assign tasks, and ensure timely completion.

Responsibilities of the proposal team leader:

- Oversee the entire process from start to finish.
- Create a project plan and keep the proposal development process on schedule.
- Assign tasks, review information sources, answer questions in the RFP, and provide guidance as needed.
- Identify unclear areas in the proposal template and address them promptly.
- Manage communication with the prospective donor and incorporate their responses in a timely manner.

Key skills for the proposal team leader:

- Project management
- Collaboration and communication
- Knowledge management
- Content editing and proofreading.

Sub Session 2: Importance of Data Collection

Objective: By the end of this session, participants will be able to recognize the critical role of data in developing compelling and effective project proposals, and apply strategies to gather relevant and timely data for their proposals.

Expected Outcome: Participants will understand the significance of gathering relevant and timely data for developing convincing proposals.

Activity: Participants will share their practical experiences on how they collect primary and secondary data for proposal development.

Method:Buzz group discussion

Time: 40 minutes (25 minutes for discussion and 15 minutes for facilitator's reflection)

Technical Note:

Prior to writing a proposal, conducting research is essential. Regardless of the project's scale, references to existing literature or data should be included.

NGOs are typically expected to have sufficient information about the problem or project before drafting a proposal. However, it is crucial for NGOs to gather all relevant information about the issue they are addressing prior to proposal writing.

While some donors may sponsor pre-proposal research to ensure organizations have substantial evidence from the field and literature, not all NGOs have access to such opportunities. Therefore, NGOs should proactively collect data using other means, such as building relationships during meetings or conducting monitoring visits for different projects.

Reliable data is of utmost importance as it serves as critical evidence to justify the intervention and establish a connection between the problem and the proposed solution.Even if an organization manages to secure a grant with insufficient data, inadequate data collection poses significant challenges during project implementation. Moreover, it may render the project ineffective in addressing the real problems faced by the target beneficiaries, resulting in their dissatisfaction.

Sub session 3:Consulting Project Stakeholders

Objective: By the end of this session, participants will be able to effectively identify potential stakeholders and actively involve them in the project proposal development process.

Expected Outcomes:
Participants will gain knowledge and strategies to actively engage stakeholders in the proposal development process.

Activity:
Participants will engage in a stakeholder mapping exercise to identify stakeholders and assess their level of meaningful participation in project proposal development.

Time Allocation: 40 minutes (20 minutes for exercise, 20 minutes for facilitator's presentation)

Technical Note:

During proposal planning, it is essential to consult and involve stakeholders. Stakeholders play a crucial role in project development, and their input ensures the project reflects community ownership and participation. The following are major stakeholder categories:

1. The Community:
    - Engage community members or beneficiaries in the proposal planning process.
    - Foster participation and community ownership of the project.
    - Avoid relying solely on secondary sources; involve the community directly.

2. Local Government Authorities/Line Ministries:

    - Consult local government authorities for information on local socio-economic gaps.
    - Seek input on government strategic priorities.
3. Donor Agency:
    - If possible, seek input from the donor agency.
    - While formal invitations may discourage direct contact, utilize opportunities for one-to-one meetings to gather information.
    - Research donor priorities when conceptualizing the proposal idea.

Sub session 4: Understanding Grant Application (Alignment with Strategic Plan, Context, Organizational Capacity)

Objective: By the end of this session, participants will be able to recognize and appreciate the significance of maintaining strategic alignment when responding to calls for proposals.

Expected outcomes:Participants will be familiarized with maintaining strategic alignment in responding to calls for proposals.Participants will be able to avoid deviation from the mission of their organization and wastage of resources.Activities:

- Group discussion: 3-5 participants reflect on how they identify the alignment of their organization's strategic objectives with those of potential donors.
- 20-minute PowerPoint presentation on alignment by the facilitator.

Time Allocated:

60 minutes (20 minutes for group discussion and 20 minutes for presentation).

Training materials needed:Flip chartMarkerMasking tape

Technical Note:

- To develop a convincing proposal for project funding, the project must align with the philosophy and mission of the grant-seeking organization or agency.
- The need that the proposal is addressing must be well-documented and well-articulated.
- Funding agencies or foundations will want to ensure that the proposed activity or project reinforces the overall mission of an organization or grant seeker and that the project is necessary.
- Grant-seeking organizations should ensure that the call for proposals fits the local context they are working in.
- Organizations should also assess whether they have the desired capacity in terms of human resources, organizational administration system, and fund management capacity.
- Before applying for a grant proposal, it is important to have proper knowledge of thedonor.

Information needed about the donor:

- Aid priorities and issues of the donor
- The donor's country strategy (obtainable from the donor's country strategy document)
- Proposal guidelines
- Previously funded projects and programs
- Background of the donor, considering respect for cultural and religious values

Sub session 5: Project Designing Tools (Logical Framework and Results Framework)

Objective:By the end of the session, participants will demonstrate familiarity with project designing tools through active engagement in activities and discussions, enhancing their proposal development skills.

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

Explain the concept of Logical Framework (LFW).

Identify the basic components of a logical framework.

Understand how to frame statements under different components of LFW

.Utilize Results Framework (RF) in the design of project proposals.

.**Activity 1**: Brainstorming Questions:

What tools do you use for project designing in your organization?

What is the Logical Framework?

What are the basic components of a logical framework?

What is the Results Framework?

Why are LF and RF important in project design?

What challenges do you face when completing a logical framework?

Method: Plenary discussion

Facilitator's Tasks:

Facilitate paired discussions among participants on the above questions and encourage them to share their experiences.

Selected volunteers will present their findings to the other participants

.The facilitator will deliver presentations and guide participants in exercising RF design using a hypothetical case.

Time: This session will take one hour. 20 minutes will be allocated for the paired activity, 15 minutes for presentations by selected group representatives, and 25 minutes for the facilitator's PowerPoint presentations.

Tools:

- Flip Chart
- Chart Paper
- Marker
- Sticky Notes
- Pen
- Notebook
- Projector

Technical Note:

The Logical Framework is a planning tool that uses a matrix to provide an overview of a project's goals, activities, and anticipated results.It helps specify the components of a project, relate them to one another, and identify the measures for monitoring anticipated results.

The Results Framework is a planning, communications, and management tool that emphasizes results to provide clarity on key project objectives. It was introduced in the mid-1990s by USAID as a new approach to monitor programs. RF uses a chain of series to display project hypothesis, activities, processes, and intended changes throughout the project cycle. It leads to the identification of performance indicators and risks that may impede objective attainment.

The naming of RF levels may vary, but common terms include input, activity, output, outcome, and impact.

Sub session 6: Writing Grant Proposal with its Basic Elements

Objective: By the end of the training program, participants will be able to develop high-quality project proposals by acquiring the necessary knowledge and skills, as demonstrated through the submission of their own well-structured and comprehensive project proposals

Expected Outcome: After attending this session, participants will:
• Acquire the knowledge and skills necessary for developing high-quality project proposals.
• Become familiar with techniques for writing the elements of a project proposal.

Activity:
• The facilitator will provide a brief explanation of the parts of a given project proposal.
•The facilitator will provide an evaluation tool for participants.
•Participants will evaluate sample project proposals based on the provided evaluation guide and identify the strengths and gaps in the assigned project proposals.

Time:
• The facilitator will spend 40 minutes giving a brief explanation of the topic.
• Participants will then form 3-5 groups and spend 1 hour and 20 minutes working on the session exercise.
• 20 minutes will be allocated for the presentation of participants' observations.

Tools: Flip Charts, Markers, and Masking Tape

Technical Note:

Writing the Executive Summary

The executive summary is considered the most valuable and important part of the proposal. Its primary purpose is to generate interest in an organization's proposal and convince the donor that the project requires funding. In simple terms, it helps sell the organization's project. Points to consider when writing the executive summary:

• Analyze important points relating to the problem, the solution, the uniqueness of the proposal, and why your organization is suitable to carry out such a project.
• Address the "Why," "How," and "What" of the proposal.
•Restrict the length to one page, approximately 300-500 words.
•Capture the donor's attention and excite them to read the entire proposal.

Important parts of the executive summary:

Opener/Problem (1-2 paragraphs): Focus on the issue, challenge, and the need. Include research to demonstrate understanding of the problem.

Solution (1-2 paragraphs): State the solution you propose to solve the problem. Mention the strategy, potential impact, the number of beneficiaries, and program operations.

Funding Requirement (1 paragraph): Explanation of the estimated amount required for the project.

Organization and Expertise (1 paragraph): Talk about your organization and its strengths. Emphasize why your organization is best suited to successfully implement the project

.Questions that the Executive Summary should address:
•Why is the project important?
•What problem are you addressing?
•How do you intend to resolve the problem?
•What is the total budget and duration for the proposed project?

What is your expertise?

What grant amount are you requesting?

Tips for writing an excellent executive summary:
•Be concise and clear.
• Avoid jargon and overly technical language.
•Focus on the benefits of the project.
•Use an appropriate tone.
• Avoid including excessive data.
• Make it exciting.

Writing an Organizational Profile

An organizational profile is an important document that provides information about an NGO, its history, guiding principles, and impact. It is crucial to include the following basic information in the profile:

•Organization's name
•Established date
•Registration details
•Contact details
•Aims and objectives
•History
•Track record of experience
•Organizational structure
•Awards
•Certifications

New individuals working on proposals for an NGO may encounter difficulties when writing about the organization's background. Simply copying previous information may lead to outdated content or missing important updates. Often, there are facts about our organizations that we ourselves are unaware of. While we extensively research beneficiaries and donor agencies for the proposal, we

often overlook the necessity of researching our own organization to present the best picture to the donor.

To ensure a comprehensive understanding of the organization in the proposal, it is essential not only to copy information but also to engage in discussions with colleagues about the project. The SWOT (Strengths, Weaknesses, Opportunities, and Threats) tool can be helpful when sitting with colleagues to identify the organization's strengths, weaknesses, opportunities, and threats. This framework will make it easier to write the proposal and address any sharp questions in the proposal format.

Writing the Statement of the Problem

This section of the proposal presents the argument for why your project requires funding. It describes the issues and problems faced by a particular community and how your organization intends to address them.The primary purpose of this section is to convince the donor that your project is important and the problem you aim to solve is real. Additionally, it should give the donor hope that their support can help address the problem and that practical solutions exist.

Writing Project Goals and Objectives

Goals and objectives are statements that describe what the project aims to achieve. Although these terms are sometimes used interchangeably in casual conversation, they have distinct definitions in a proposal and should not be confused.

Goals are high-level statements that provide overall context for what the project intends to achieve and should align with national development goals and global development agendas.

Objectives are lower-level statements that describe the specific, tangible products and deliverables the project will produce. They are concrete statements describing what the project aims to achieve. Objectives should be written at a lower level to allow for evaluation at the project's conclusion. A well-worded objective is SMART: Specific, Measurable, Achievable, Realistic, and Time-bound.

The goal gives direction to the project, while the objectives are specific targets the project aims to achieve to fulfill the goal. The goal can be seen as the high-level vision, while the objectives are the detailed plan to reach that vision.

Here are some other differences:

• A project will have one goal but multiple objectives.
•Goals are set for the long-term, while objectives are time-bound in the short-term.
•Goals are general, while objectives are specific.
•Goals cannot be solved in just one project, whereas objectives are designed to be solved within the project's scope.

Writing the Project Strategy

Proposals should outline how the project objectives will be achieved. Strategies in a project can include:

• Capacity-building/awareness-raising
•Organizational development
•Research and development
•Advocacy
•Survivor support strategy
•Micro-finance and CBO development strategy
•Participatory infrastructure development strategy

Monitoring and Evaluation Section

Every donor agency that requests a proposal from an organization requires a monitoring and evaluation plan. It is crucial for the NGO itself to develop its own monitoring and evaluation plan/strategy as part of its responsibility to monitor the project's progress. Merely conducting meetings between the organizational director and field staff to discuss the project is insufficient. A comprehensive plan is needed to outline how the project's results will be achieved and evaluated.

When developing a monitoring and evaluation plan for a project proposal, it is important to first define its objectives. Generally, such a plan is created to:
Review the progress of the project, including its achievements and limitations.Re-strategize the project if necessary.

Next, we need to develop a strategy on how to achieve these objectives. This strategy involves establishing a set of indicators that can be used to assess the project's progress. The plan should also specify the sources of information for these indicators, such as project reports, case studies, field staff diaries, community-based assessments, and research data.

Sub session: 7: Project Work Plan

Objective: By the end of the session, participants will be able to understand the components and details of a project work plan and develop a project work plan for a given scenario.

Expected Outcome:

Participants will be able to develop a project work plan after attending the session.

Session Activity:

The participants will engage in a group exercise in which they will develop a work plan for a hypothetical project.

Method:

Group exercise in which participants will develop a work plan for a given project.

Time Allocated:

One hour and thirty minutes (20 minutes for presentation by the facilitator, 30 minutes for group work, 30 minutes for group presentation).

Technical Note:

A work plan is a detailed description of the sequence of project activities over time, which includes information about responsibilities, objectives, and sometimes even the budget. It is usually much more detailed than a timeline. Donor agencies typically require a work plan as part of their proposal request, and organizations are responsible for developing their own monitoring and evaluation plans.

Sub session 8: Preparing The Project Budget

Objective:
By the end of the session, participants will be able to identify the key factors to consider in preparing a project budget and demonstrate their understanding by developing a budget plan for a given project within a group setting.

Expected Outcome:
After attending this session, participants will be able to identify the key areas to consider in preparing a budget.

Session Activity:
Participants will form groups of 3-5 persons and work together to develop a budget plan for a hypothetical project.

Facilitator's Task:
The facilitator will guide the group exercise and provide necessary guidance as the participants develop their budget plan.

Time Allocation:
30 minutes for developing the budget plan, 20 minutes for participant presentations, and 20 minutes for the facilitator's PowerPoint presentation on budget preparation.

Technical Note:
A budget is an estimate of income and expenses for a specific period. A project budget is a document that specifies how much money needs to be allocated and how the allocated money will be implemented to achieve the project goals.

The following are some key factors to consider when preparing a project budget:

Project activities: The budget should be in line with the activities set in the project proposal.

Income sources: The budget should include all sources of income for the project, including contributions from other sources such as the community or other donors.

Expenditures: The budget should clearly itemize all project expenditures, including salaries, supplies, equipment, and other expenses.

Recurring income: If there is any recurring income from the project activities, it needs to be clearly given in the budget section.

Format: The budget should be presented in the required format, and in as much detail as possible.

It is important to prepare a budget for a project to plan project expenses and convince donors that the project will deliver value for their investment. The budget is also a determining factor for a project to receive funding. If the budget is too high, the donor agency may ask us to reduce it, or in some cases, reject the entire proposal if it is a highly competitive application process.

By developing a project proposal and budget, we can better understand the resources needed to fulfill project needs and establish the boundaries of the project.

Sub session 9: Practical Challenges in Writing and Applying for a Grant

Objective:

By the end of the session, participants will be able to analyze and address specific gaps and challenges in the proposal development process within their organization, using practical strategies and tools.

Expected Result:

Participants will be able to proactively identify the gaps in their respective organizations to develop winning grant proposals.

Session Activity:

Participants will engage in a 20-minute group discussion consisting of 3 to 5 individuals to point out and discuss their challenges in applying for a grant.

Time Allocated:

60 minutes20 minutes for group discussion10 minutes for presentation30 minutes for a PowerPoint presentation by the facilitator

Technical Note:
The following are common problems faced when writing a proposal:

Lack of Diversity in Proposal Staff

Proposal writing teams should include capable and knowledgeable professionals with a range of expertise and skill sets, including technical and persuasive writing.

Engaging diverse ideas is key to tailoring a winning proposal and creating a cohesive solution.

Organizations, especially newly established ones, may lack adequate human resources for high-profile tasks.

Poor Leadership from the Proposal Manager

Winning a new grant requires strategic leadership.

Poor leadership may result in random RFP selection or capturing information on a broad range of prospective funders.

Proposal managers should possess skills in planning, providing consistent feedback to their teams, and establishing guidelines for structured and streamlined processes.

Poor Proposal Reviews

Poor review processes hinder quality proposal development.

It is important for everyone, including experienced writers, to have their work reviewed.

Proposals are significant in size and importance, and leaving document quality to chance is not ideal.

Using review checklists or guidelines can increase win rates.

Lack of Subject Matter Experts (SMEs)

A well-rounded and diverse proposal team is crucial for successful proposal writing.SMEs provide technical information for the proposal but are often engaged with multiple projects simultaneously.

Employing a wide array of SMEs helps avoid missing requirements or providing irrelevant solutions.

Team skill development is also valuable in gaining desired SME support over time.

Seeking support from volunteer academicians andpartners, particularly consortiums sharing the organization's vision, can mobilize SMEs.

Missed Deadlines

Deadlines are given for a reason, and time is valuable.

Proactively addressing the above challenges is essential to prevent missed deadlines.

Establishing a quality structure that works best for the organization and the proposal writing processensures timely submissions.

Some proposal writing templates provided by donors may have challenging requirements, such as limited word or character counts for each question.

Low English language proficiency can make meeting these requirements difficult.

To overcome this, the proposal writing team can write the proposal in a separate word document and respond to the word limit and related issues through careful review and editing.

Pre-assessment Questions for Session 2: Enhancing Grant Application Effectiveness

1. Knowledge Level: On a scale of 1-5, rate your current knowledge level of grant application effectiveness.
2. Pre-application Phase: What are the key activities involved in the pre-application or readiness phase of a grant application process?
3. Data Collection: Why is data collection important in the context of grant applications? Provide an example of how data collection can enhance the effectiveness of a grant application.
4. Stakeholder Consultation: How can consulting project stakeholders contribute to the effectiveness of a grant application? Share a specific scenario where stakeholder consultation could be beneficial.
5. Grant Application Alignment: Explain the importance of aligning a grant application with the strategic plan, organizational context, and capacity. Provide an example to illustrate your understanding.
6. Project Designing Tools: What are the logical framework and results framework, and how do they contribute to enhancing grant application effectiveness? Briefly describe their key components.
7. Grant Proposal Elements: List and briefly explain the basic elements that should be included in a well-written grant proposal.
8. Project Work Plan: What is a project work plan, and why is it important in the grant application process? Share an example of how a detailed work plan can enhance the effectiveness of a grant application.
9. Challenges in Grant Application: Identify one common challenge or obstacle that organizations may face when writing and applying for a grant.
10. Mitigating Challenges: How can organizations address or overcome the practical challenges encountered during the grant application process? Provide a strategy or approach that you believe can be effective.

Post-assessment Questions for Session 2: Enhancing Grant Application Effectiveness

1. Knowledge Improvement: On a scale of 1-5, rate the extent to which your knowledge of grant application effectiveness has improved after completing this session.
2. Pre-application Phase: List three key activities or considerations you have learned that are important during the pre-application or readiness phase of a grant application.
3. Data Collection Insights: Share one important insight you gained regarding the significance of data collection and its impact on grant application effectiveness.
4. Stakeholder Consultation Benefits: Explain how consulting project stakeholders can contribute to enhancing the effectiveness of a grant application, based on your understanding from the session.
5. Alignment Importance: Describe why aligning a grant application with the strategic plan, organizational context, and capacity is crucial for its effectiveness, providing examples to support your explanation.
6. Project Designing Tools Benefits: Reflect on the value of using project designing tools such as the logical framework and results framework in enhancing grant application effectiveness. Discuss their benefits and how they can improve the clarity and coherence of a grant proposal.
7. Grant Proposal Elements: Briefly outline the basic elements that you believe are essential to include in a well-written grant proposal based on the session's teachings.
8. Work Plan Significance: Explain why a detailed project work plan is important in the grant application process, highlighting its role in enhancing the effectiveness and feasibility of a grant application.
9. Overcoming Challenges: Share one strategy or approach discussed during the session that organizations can utilize to address or overcome the practical challenges encountered when writing and applying for a grant.
10. Overall Session Evaluation: On a scale of 1-10, rate the overall effectiveness and usefulness of this session in enhancing your understanding of grant application effectiveness.

Session 3: Effective Grant Management

Objective:

By the end of this session, participants will understand the principles and practices of effective grant management and develop the necessary skills to successfully manage grants.

Expected Outcome:

Participants will gain knowledge and insights into effective grant management techniques and be able to apply them in their grant-funded projects. They will learn about preliminary undertakings for result-oriented grant management, including planning and establishing project objectives, and procurement and management of resources for effective grant management.

Allocated Time:

The session is expected to take approximately 3 hours.

Topics Covered:

- Effective Grant Management
- Preliminary Undertakings for Result-Oriented Grant Management
- Procurement and Management of Resources for Effective Grant Management

Sub session 1: Effective Grant Management

Objective: By the end of the session, participants will be able to articulate the significance of effective grant management and develop actionable strategies to overcome challenges and ensure successful grant management in their organizations.

Expected Outcomes:

- Participants will recognize the benefits of effective grant management and the consequences of inadequate management.
- Participants will be able to develop strategies to enhance the effectiveness of grant management
- .Participants will gain knowledge on factors that impact grant management effectiveness and learn about appropriate measures to be taken

.Session Activities:

- Participants will form buzz groups of two and share their experiences of effectively managing grants, discussing the distinguishing features that contribute to their effectiveness.
- One representative from each buzz group will summarize the discussion points and share them in the plenary session.

Time Allocation:

- 20 minutes for the buzz group discussions and presentation by the group representatives

.Technical Note:

Grantees, as organizations that accept grants, should be aware of the obligations they undertake upon signing a grant award agreement. These agreements create legal obligations that grantees must fulfill.

Effective grant management is crucial for grantees to ensure the quality implementation of their projects and avoid the loss of funds during the implementation process.

Grantees should employ strategies aligned with their project objectives and conduct regular evaluations to identify and correct any practices that may hinder implementation quality.

Deviations from the grant agreement's terms and conditions, failure to evaluate progress, and improper spending of funds are considered breaches of the agreement, leading to potential fund return requests and negative consequences for the organization's integrity.

Demonstrating effective grant management not only ensures the achievement of project goals but also strengthens an organization's chances of securing future grants from different donors.

It is important to note that effective grant management plays a critical role in maintaining funding opportunities and the organization's reputation.

Note: Effective grant management is essential for achieving project goals, while poor management can lead to the loss of current and future grants.

Sub Session 2: Preliminary Undertakings For Result-Oriented Grant Management

Objective: By the end of the session, participants will be able to outline clear directions and implement practical steps to establish a workable technical and operational environment in preparation for upcoming grant management tasks.

Expected outcomes:

After attending this session, participants will be able to

- :Understand the necessary preparations for the post-award process to ensure effective grant management.
- Review the grant management process.
- Conduct staff orientation and facilitate the sharing of grant documents
- .Implement documentation and tracking systems for grant issues
- .Organize a startup workshop and prepare a work plan.

- Familiarize themselves with different fund collectionmodalities: direct payment, advance payment, and reimbursement of expenditure

.Session Activities:

Participants will form groups of 3 to 5 individuals to discuss one of the grants their organization has won. They will share the steps they applied to manage the grant, discuss challenges they faced, and explore potential solutions.

Time: The group discussion will take place for 15 minutes.

Facilitator's Task:
The facilitator will deliver a 30-minute PowerPoint presentation on the activities to be undertaken for effective grant management.

Materials needed:

LCD projector Flip chart Marker Masking tape

Technical Note:

A. Post-Award Process:

The first step in preparing a grantee for the post-award process is to inform the funder that the grant is accepted. This step precedes the announcement of winning the grant.

B. Reviewing the Grant Agreement:
During this step, the grantee should review the grant agreement and familiarize themselves with the activities, budget, and terms and conditions stated therein.It is crucial to understand vital elements of the grant agreement, such as:

- Donor/Prime Recipient/Sub Recipient
- Project TitleKey Person
- Award Number
- Project Period/Start and End Date
- Award Amount
- Standard Provisions/Rules and Regulations
- Scope of Work
- Budget
- Annexes.

Staff Orientation and Sharing of Grant Documents:
While it is beneficial for organizations to have dedicated grant management units, many local CSOs lack such specific units. Consequently, grant management is carried out through coordinated engagement between program and finance units, with the involvement of management. Regardless of the presence or absence of a dedicated unit, it is essential to ensure that staff members and management in different departments, such as program, finance, human resources,

procurement, and internal audit, are well-informed about newly awarded grants.

D.Documentation and Tracking of Grant Issues:
The department responsible for managing the grant should distribute copies of the grant agreement to other working units and stakeholders, while also considering having translated versions of the agreement in local languages to avoid potential gaps in understanding.Tracking data for each grant is crucial and can be undertaken by a grant officer or project coordinator, depending on the context and organizational structure. This tracking mechanism allows for the collection and documentation of important information about individual grants, enabling organized data management for officers or project coordinators responsible for multiple grants. Moreover, it facilitates easy access to grant information for third parties. Such tracking systems also aid in the smooth transfer of responsibilities during resignations and enable timely actions for effective grant management.

E.Startup Workshop:
Grant managers or program managers should organize project launching workshops to familiarize stakeholders with the new grant and the requirements for its successful management. These workshops serve as platforms to provide briefings to participants on the grant, its objectives, expected outcomes, and other fundamental components of the intervention. In addition to staff members, stakeholders can identify their roles for the effective utilization of the grant.

F.Different Modalities of Fund Collection:

Direct payment, advance payment, and reimbursement of expenditure.In practice, direct payment and advance payment are commonly preferred as they provide easier access to funds for the intended intervention.However, reimbursement of expenditure may pose challenges for organizations with limited financial resources, as they may not have sufficient funds upfront to cover expenses before seeking reimbursement later.

Sub session 3: Procurement And Management of Resources for Effective Grant Management

Objective: Provide participants with techniques to utilize different types of resources effectively and translate grant objectives into actions.

Expected Outcomes:

After attending this session, participants will gain knowledge on:
•Procurement and management of resources: human, financial, and material/property. This includes developing a human resource plan, establishing and managing a project team, procurement, and key activities of human resource management.
•Property management: Types of property, property management standards, use, and disposition.

•The relationship between resource management and grant management.
•Managing resources in ways that ensure effective grant management.

Activities:

The facilitator will conduct a brainstorming session and pose questions to participants to gather their opinions on the relation between resource management and grant management, and how one affects the other.

Time: 45 minutes (15 minutes brainstorming and 30 minutes PowerPoint presentation)

Facilitator's Task:

Jot down participants' views on a flip chart and display it prominently.

Tools: Flip chart, marker, masking tape, LCD projector

Technical Note:

A.Human Resource Management:
Human Resource Management involves organizing and managing the project team.Since individuals play a central role in the success or failure of organizations and projects, grant management requires the most effective utilization of people involved in project implementation.Human resource management includes:

• Planning of human resources
• Recruitment, selection, and orientation
• Clearly defining roles and responsibilities of human resources is vital for successful intervention
• Developing human resource policies and procedures
• Administration of salary and benefits
• Performance management
• Capacity building training and staff development
• Communications and counseling
• Time and attendance reports

B.Procurement Management of Goods and Services:
For this module, procurement is defined as the acquisition of goods or services. Organizations should ensure that the goods and services to be acquired are appropriate for the intervention, acquired at a reasonable cost to meet organizational needs in terms of quality, quantity, time, and location. Principles of procurement that should be followed during the day-to-day procurement process are efficiency, transparency, value for money, fairness, and competition.

The following steps outline the procurement process (refer to the diagram):

1. Identify procurement needs.
2. Develop procurement specifications.

3. Conduct market research and identify potential suppliers.
4. Prepare and issue solicitation documents.
5. Evaluate bids/proposals and select a supplier.
6. Negotiate and finalize the contract.
7. Monitor and manage the procurement process.
8. Receive and inspect goods/services.
9. Approve and process payments.
10. Maintain procurement records.

Note: Procurement of some goods and services may require exceptional procedures, such as used items, alterations, renovations, or subcontracting. In such cases, organizations should refer to the grant agreement and seek approval from the funder. It is important to ensure that procured goods and services are appropriate for achieving project objectives and comply with organizational policies and grant agreement provisions.

Sub Session 4: F Financial Management and Grant Management

Objectives:
The aim of this session is to help trainees differentiate between financial management and grant management, understand the link between the two types of management, and realize that effective grant management goes beyond good financial management.

Expected Outcomes:
After attending this session, participants will be able to:

• Differentiate between financial management and grant management.

• Understand the link between financial management and grant management.

• Explain why effective grant management goes beyond good financial management.

Activity:
Participants will work in groups of three to five members to discuss how they differentiate between financial management and grant management and identify the link between the two types of management.

Time allocated: 55 minutes (10 minutes for group discussion, 20 minutes for presentation, and 25 minutes for a PowerPoint presentation by the facilitator)

Facilitator's Task:
The facilitator will jot down the presenters' views on a flip chart and create a PowerPoint presentation on Grants Vs Financial Management.

Tools:
Flip chart, marker, masking tape, LCD projector

Technical Note:
Financial management is the process of planning, organizing, controlling, and monitoring the financial resources of an organization to achieve its objectives and fulfill commitments to beneficiaries, donors, and other stakeholders.

Financial Management includes the following elements:

•Planning

•Budgeting

•Accounting

•Financial reporting

•Internal control, including internal audit

•External audit

•Procurement

•Disbursement of funds

• Physical performance

Comprehensive financial management is a crucial input for decision-making and program success. Its main aim is efficient management of resources and the achievement of predetermined objectives.This aspect of financial management contributes to successful grant management because it ensures success in the program supported by a grant.

The following are some of the areas where GrantManagementdiffers from Financial Management• Relationship with funders: Unlike financial management, grant management requires more direct interactions with funders. Grant managers are responsible for establishing and maintaining a positive relationship with the organization's funder. They not only hold the checkbook, but they are also investors in the program/organization.

• Program outcomes are not mainly about money: Funders focus on mission-focused outcomes that are relevant to the advancement of a program and an organization.Such a focus includes measuring new sets of behaviors and/or learning, positive changes in attitude or perception, skill advancement, and the like. Evaluation of these metrics is based on data captured in the implementation of the program, not in the ledger of debits and credits/financial documents.

• The work plan and timelines are promises to the funder (and the budget too): Grant Management goes beyond budget tracking, which is one aspect of financial management. It requires true project management mindset and involves keeping promises in the project proposal and grant agreement to achieve deliverables.
• Mission drives everything 'grants': Every grant-funded program is multidimensional and mission-centric. The grant cycle starts with an initial search to identify a potential funder through the close-out stage, and the entire grant cycle is about meeting the funder's mission with a project or program that furthers the organizational mission. Financial considerations alone cannot deliver on mission-focused activities.

• Every grant-funded program is multi-dimensional: Effective grant management requires one point of contact to coordinate all the elements involved in a grant-funded program.

Sub session 5: Monitoring And Internal Control

Session Objective:

By the end of this session, participants will be able to demonstrate how to maintain accountability and transparency, and ensure interventions stay on an effective track by effectively managing grants.

Session Activity:
Participants will form 3 groups comprising of 3 to 5 individuals to discuss the monitoring approach and internal control systems of their respective organizations, as well as the strengths and limitations of these systems.

Time Allocated:

30 minutes (10 minutes for discussion and 20 minutes for presentation)

Facilitator's Task:

Jot down participants' presentations on a flip chart and create a PowerPoint presentation on Monitoring and Internal Control as an Important Practice for Grant Management.

Time Allowed:

30 minutes

Training Materials Needed:

Flip chart, marker, masking tape, LCD projector

Expected Outcomes:
After attending this session, participants will acquire skills in performing the following:

Process monitoringContext monitoringFinancial monitoringCompliance monitoringBeneficiary monitoringOrganizational monitoringResults monitoringInformation and CommunicationA.Importance of Comprehensive Monitoring in Tracking GM Status:
As an organization conducts various types of monitoring, as mentioned in the expected outcomes, to assess whether it is progressing towards achieving project objectives, it is equally important to assess its progress in fulfilling the terms and conditions outlined in the grant agreement. If necessary, any changes or adjustments based on monitoring findings should be communicated to the funder organization, ensuring alignment with the grant agreement.

It is crucial to use the goals set during the planning stage to track the project's progress and impact. Developing a user-friendly monitoring checklist and data collection system that aligns with the organization's monitoring guidelines (if available) is essential. If such guidelines do not exist, it is advisable to consider establishing them. The data collection tools should be comprehensive to enable the monitoring team to identify best practices, limitations, and lessons for future planning.

B.Process Monitoring:
Also referred to as "activity monitoring," this type of monitoring is conducted during the early stages of a project. Its purpose is to track resource utilization while simultaneously assessing how activities and outputs contribute to the intended results of the intervention. Process monitoring is often combined with compliance monitoring and provides valuable inputs for impact evaluation.

C.Context Monitoring:
Context monitoring, also known as "situation monitoring," focuses on tracking the general setting in which the project operates. This type of monitoring helps identify and measure risks, assumptions, or unforeseen incidents that may occur within the institutional, political, financial, and policy context at any stage of the project. Assumptions and risks identified through context monitoring are external factors beyond the project's control. However, this monitoring enables timely actions to be taken to influence the project's success or mitigate potential failures.

D.Financial Monitoring:
Financial monitoring is conducted to measure the financial efficiency of a project by tracking the actual expenditure compared to the allocated funds. It helps the project team develop strategies to maximize outputs with minimal inputs. This type of monitoring is often performed in conjunction with process and compliance monitoring and is essential for accountability and reporting.

E. Compliance Monitoring:
Compliance monitoring ensures adherence to donor regulations, grant and contract requirements, local governmental regulations and laws, ethical standards, and the expected project results. It is important at any stage of the project life cycle.

F. Beneficiary Monitoring:
Beneficiary monitoring, also known as Beneficiary Contact Monitoring (BCM), may be conducted at any phase of the project. Its main purpose is to assess the general perceptions of direct and indirect beneficiaries regarding the project. It includes measuring beneficiary satisfaction or complaints, monitoring their participation, treatment, and access to resources to ensure equity, and evaluating their overall experience of change. This type of monitoring also tracks stakeholder complaints andfeedback mechanisms.

G.Organizational Monitoring:
Organizational monitoring focuses on tracking institutional development, communication, collaboration, sustainability, and capacity building within an organization and its partnerships and stakeholders in relation to project implementation.

H.Results Monitoring:
Results monitoring combines monitoring and evaluation. Data collected through results monitoring demonstrates the overall effects and impacts of a project on the target population. The findings help the project team determine if the project is on track to achieve its intended results and identify any unanticipated impacts.

Grant management requires the ability to respond to, regulate, predict, and oversee factors that contribute positively or negatively to the effectiveness of grant utilization. Monitoring both external and internal issues is crucial to ensure the smooth operation of a project and the appropriate use of the grant for its intended purpose.

Note: Findings from all types of monitoring are interrelated and contribute to effective grant management.

Sub session 6: Practical Challenges During Grant Management and Ways Out

Objective:
To enable and encourage participants to identify major challenges they face during grant management and develop tailored solutions.

Expected Outcomes:
After attending this session, participants will:

Be able to identify core organizational challenges related to grant management and possible solutions.Categorize the challenges into different thematic areas.Devise strategies to implement tailored solutions

.Facilitator's Tasks:

Facilitate a plenary discussion on the challenges faced by Civil Society Organizations (CSOs) in relation to grant management and the solutions they attempt to implement.Create a PowerPoint presentation on challenges in grant management and propose solutions

.Time allocated:

20 minutes for the plenary discussion.30 minutes for the PowerPoint presentation

.Technical Note:

Although the grant process may appear simple on paper or in grant management guidelines, it presents various difficulties, including unforeseen ones, for organizations to implement it in accordance with the grant agreement. In our country's context, many local NGOs, including those that have been operating in the sector for decades, lack a dedicated grant management unit, personnel, designed tools, and sufficient time, especially when implementing multiple projects. As a result, there are instances where grants are administered incorrectly and without adherence to grant agreements. This leads to organizations incurring costs for ineligible expenses imposed by grantors. Such payments are a significant loss for organizations, as they are made from their already limited resources. Moreover, organizations may face negative audit and performance findings, which can harm their reputation.

A grant process involves three core players, each with their distinct needs and challenges.The following provides a brief description of these players. Unlike the explanation in Module One, this manual section describes the players based on their roles and interests in grant management.

A. Grantors:

Grantors are the providers of grants.They determine the implementation details of the grant, select the grantees, and establish the program's guidelines.In many cases, grantors specify grant management modalities that do not align with the organizational and country contexts.However, organizations, particularly those facing resource constraints and eager to secure funding, often comply with the challenging preconditions set by donor organizations.The problems associated with these conditions become apparent during project implementation.

B. Grantees:

Grantees are the recipients of the grants awarded based on their successful applications.They are responsible for administering and implementing the grant to achieve the intended results outlined in their proposals.

C.Stakeholders:

There are state and non-state stakeholders who have a stake in the effective management of a grant because it affects them directly and indirectly. In the Ethiopian context, an organization that receives a

grant signs an agreement not only with the donor but also with relevant government bodies depending on the nature of the intervention.In the case of women's organizations (WOs), which are the main targets of this module, they usually sign agreements with the Department of Women, Children, and Social Affairs, Finance and Economic Development Bureau, and others as required by the intervention. Non-state stakeholders are community members who will be addressed by the intervention.Hence, the effectiveness of the grant will ultimately be determined by the positive change achieved through the intervention funded by the grant.

Since representatives of these groups will be informed about the purpose and nature of the grant during the project's launch workshop, they can question the implementation methods and the fulfillment of promises made at such events.

Therefore, when we consider these three groups, the grantee is in the middle of the grantor and the stakeholders, bearing responsibility to two different entities. Despite having multiple commitments, grantees face practical challenges including:

Lack of a grant management unit in most women's rights organizations; at some organizations, even finance officers are part-timers.Lengthy bureaucratic procedures to sign project agreements with government bodies, particularly the Bureau of Finance and Economic Development.Lack of common understanding of projects between program and finance units.Non-availability of grant agreements in local languages.Signing agreements hastily, without a deep understanding of the terms and conditions.Sometimes facing pressure from grantors to implement modalities that are not in harmony with the context, but accepted by grantees in order to secure the grant, etc.Here are some (non-exhaustive) solutions to address these challenges related to grant management:
Building a culture and practicing local resource mobilization to freely run interventions with accountability while working in accordance with the local context.Providing capacity-building for staff members on grant management.Encouraging staff members, interns, and volunteers to familiarize themselves with the contents of grant agreements and translating them into local languages as needed.Establishing an alliance between program and finance staff by involving finance staff in events like monitoring and success story collection, so they can see their contribution not only in technical and financial matters but also in terms of bringing about concrete positive changes in the lives of target beneficiaries.Developing formal and informal contacts with government bodies and volunteering for public services on behalf of the organization to gain recognition, which can facilitate the organization's navigation through complicated bureaucratic processes for project signing and other necessary cooperation with government bodies to ensure the effectiveness of the intervention.

Activities: Scenario for a Role Play

A team of experts would like to conduct a monitoring visit in Jimma. Originally, the visit was planned for December 10 to 13, 2022. However, due to unexpected overlapping commitments of stakeholders involved in the supportive monitoring, the visit has been rescheduled to December 4 to 7, 2022. The team leader completed the payment request form, wrote a memo, and prepared all the necessary documents for the financial process of travel and the visit.However, the Finance Officer refused to facilitate the payment because the team leader has not yet settled an advance

payment taken for a previous travel. The Finance Officer expressed frustration, mentioning that with the end of the fiscal year approaching, it would be challenging to process a payment that is unlikely to besettled on time and engage in unnecessary arguments with auditors. On the other hand, the project team leader expressed concern that canceling the visit could lead to a loss of cooperation from the community for monitoring visits and the implementation of other project activities. Additionally, the presence of government stakeholders at the monitoring event would impact future relationships, overall project success, organizational partnerships, and damage the organization's reputation. These consequences would also lead to underutilization of the grant, as it would add to previously unimplemented activities.

Based on the above scenario, please try to come up with a solution to resolve the disagreement.

A. Four participants (a finance manager, a project team leader, and two project team members/project officers, along with a program manager) will act out the next scenario through a role play for 30 minutes.

B.Other participants and the facilitator will closely observe the role play to identify measures taken by the actors to resolve the challenge.

C. A plenary session will be conducted for the viewers of the role play, where participants can share their views on the communication gap and subsequent disagreement that occurred between the program and finance units.

D.The facilitator will record the reflections of participants on a flip chart, ensuring they take note of some practical challenges that occur during grant management.

After the role play, the facilitator will make a presentation on common challenges related to grant management and possible solutions. Although the solutions provided may not be exhaustive, the facilitator should encourage participants to collaborate and come up with additional solutions for the challenges together.

Time: 35 minutes

Before the presentation, the facilitator will alert participants to pay attention to the points raised, considering real scenarios in their respective organizations.

Tools: LCD projector, PowerPoint slides, marker, flip chart, masking tape, and simple rearrangements of the training venue for the actors to perform the above scenario.

Pre-assessment Questions for Session 3: Effective Grant Management

1. Knowledge Level: On a scale of 1-5, rate your current knowledge level of effective grant management.
2. Grant Management Components: List three key components or aspects of effective grant management.
3. Result-Oriented Grant Management: What does it mean for grant management to be result-oriented? Why is this approach important in achieving successful grant outcomes?
4. Preliminary Undertakings: Identify and briefly describe two preliminary undertakings that organizations should engage in for result-oriented grant management.
5. Procurement in Grant Management: Explain the role of procurement in the context of effective grant management. What are some considerations or best practices to ensure efficient procurement processes?
6. Resource Management: How can organizations effectively manage resources for grant management purposes? Provide an example of a resource management challenge and how it can be addressed.
7. Monitoring and Evaluation: Discuss the importance of monitoring and evaluation in effective grant management. How do these activities contribute to the overall success of grant-funded projects?
8. Risk Management: What is the role of risk management in grant management? How can organizations proactively identify and mitigate potential risks associated with grant-funded projects?
9. Reporting Requirements: Describe the reporting requirements typically associated with grant management. What should organizations consider when preparing and submitting grant reports?
10. Capacity Building: How can capacity building initiatives support effective grant management? Provide an example of a capacity building activity that can enhance organizations' grant management capabilities.

Post-assessment Questions for Session 3: Effective Grant Management

1. Knowledge Improvement: On a scale of 1-5, rate the extent to which your knowledge of effective grant management has improved after completing this session.
2. Key Components: Reflect on the session's teachings and identify the three key components or aspects of effective grant management that you believe are most critical for achieving successful grant outcomes.
3. Result-Oriented Approach: Explain the concept of result-oriented grant management and how adopting this approach can enhance the effectiveness of grant-funded projects.
4. Preliminary Undertakings: Discuss two preliminary undertakings that you have learned organizations should undertake for result-oriented grant management. Elaborate on their significance and potential impact.
5. Procurement Best Practices: Share two best practices or considerations that organizations should follow to ensure efficient procurement processes in grant management.

6. Resource Management Strategies: Describe two strategies or approaches that organizations can employ to effectively manage resources in grant-funded projects. How can these strategies address resource management challenges?
7. Monitoring and Evaluation Benefits: Reflect on the importance of monitoring and evaluation in effective grant management and discuss how these activities contribute to project success and accountability.
8. Risk Management Significance: Elaborate on the role of risk management in grant management and discuss why it is crucial for organizations to proactively identify and address potential risks in grant-funded projects.
9. Reporting Challenges: Identify one common challenge that organizations may encounter when preparing and submitting grant reports. Suggest a strategy or solution to overcome this challenge.
10. Capacity Building Impact: Discuss the impact of capacity building initiatives on enhancing organizations' grant management capabilities. Share an example of a capacity building activity that you believe can significantly improve grant management practices.

Session 4: Grant Reporting

Objective: By the end of this session, participants will acquire the knowledge and skills necessary to effectively manage finances and implement internal controls in the context of grant management.

Expected Outcomes: By the end of this module, trainees will be able to:

Identify important approaches for writing financial and narrative reports.Plan effectively to meet funders' deadlines.Understand how to effectively communicate the donor's interests through reporting.Familiarize themselves with commonly used grant reporting terminologies.

Allocated Time:

The session is expected to take approximately 3:45 hours.

Topics Covered:

- Financial Management and Grant Management
- Monitoring and Internal Control
- Practical Challenges During Grant Management and Solutions

Sub session 1 : Fundamental Understandings and Preparations for Grant Reporting

Learning Objective: The main objective of this session is to equip participants with a basic understanding of grant reporting and the necessary preparations involved.

Session Activity:Identify and understand the preparation activities for grant reporting.

Brainstorming Questions:
What does grant reporting entail?How does it differ from proposal writing?Method: The session will be facilitated through group discussions, presentations, and explanations by the facilitator.

Time: This session will take 45 minutes. 10 minutes will be allocated for group work, 15 minutes for participant presentations, and 20 minutes for the facilitator's presentations.

Facilitator's Tasks:

Group participants into groups of 3-5 members.Facilitate the summary of group presentations and subsequent discussions.Summarize the major points and consolidate the learning by providing brief explanations.Make a PowerPoint presentation on preparations for grant reporting

.Tools: Flip Chart, Marker, Sticky Notes, LCD Projector

Technical Note:

Grant Reporting:
Grant reporting is a requirement in grant management that usually depends on the reporting period, type of information, and the template/format provided by the donor. It involves creating a master list of activity, progress, evaluation, and expenditure reports, including the grant program, report due date, responsible person(s), and due date. The completion of these reports
mayrequire collaboration among several departments within the organization, including the executive director, program manager/coordinator/grant manager, administration, and finance.

The reporting process typically includes programmatic reports such as activity, progress, and evaluation reports, as well as compliance issues. Expenditure reports, such as interim, drawdown, and final expenditure reports (including indirect costs), are condensed in the financial reporting.

Best practices for preparing grant reports:

Plan and organize reports to meet deadlines.Ensure that financial figures in the report match the numbers in workbooks.Keep documents to support claims.Planning for reporting: Submitting a report on time without rushing is essential to avoid mistakes and omissions. Writing a grant report early demonstrates organizational preparedness and a commitment to meeting reporting requirements.Before the final report is drafted, it is important to:

Record all expense amounts accurately in the organization's accounting software.Properly
code expenses to the relevant grant.Review and ensure accuracy of all numbers.Pull an initial report from the accounting software to compare actual spending with the grant amount.Address any variances and provide explanations, which may require input from program staff.Early drafting
of the report allows time to gather necessary information and handle any technical mistakes that may arise when submitting reports through an online portal.

Make sure the financial figures in the report match the numbers in workbooks:

Accurate grant financials make it easier to pull the necessary financial data from the accounting software and enter it into the funder's reporting template. Therefore, it is important to maintain accurate grant financials.Sometimes, there may be differences between the expense categories in an

organization's account management software and a specific funder's template.For example, an organization may have a single travel account, while funders require travel expenses to be broken down into airfare, meals, lodging, etc.If an organization's grant budget is prepared by aligning its categories with the funder's requirements, this should not pose a problem.Failing to do this upfront will result in having to make adjustments during the reporting process.Point to Note:

It is essential that the total expenses on a grant report match the total expenses recorded in an organization's accounting software, even if there are differences between the expense categories of the organization and the funders.

Under many grant agreements, funders have the right to audit a grantee's expenditures. This may involve requesting account information, pay stubs, or receipts. If a grantee is found to have inaccurately reported its expenses, the funders may even request a return of the grant funds.Such incidents not only place an organization in a precarious financial position but also have adverse effects on its relationship with the funder and jeopardize future plans.

Store documents of the organization to back up claims:

There are two important reasons for storing any information, working documents, or accounting reports used to support expense claims:It provides continuity. By making existing data easily accessible, a grantee can mitigate the risks associated with employee turnover, allowing new team members to refer back to old files and connect the dots.

It helps a grantee stay audit-ready. By maintaining a documented paper trail, a grantee can readily provide its funder with the requested documentation.While it may not always be convenient for a grantee to save or retrieve paper copies of financial documents (receipts and invoices) to back up their claims, using an integrated accounting process that includes apps like Receipt Bank enables them to store physical transaction documents in the cloud and attach images to the transactions in their accounting software.

Fundamental Understanding of Reporting

:Reporting serves as a way to maintain relationships for fundraising.Write the report based on what the donor wants to see.Preparation for the report requires time, while writing it up is relatively easy.Everyone has a responsibility to contribute to a successful report by providing the necessary data and specific information.Meeting and exceeding the donor's requirements for reports is crucial to secure future grants.Prepare a sophisticated report by focusing on an organization's program outcomes or impact, rather than just outputs or activities.

Sub session 2: Financial Reporting

Objective:

The main objective of this session is to provide participants with basic knowledge on writing financial reports.

Expected Outcome:

After attending this session, trainees will gain knowledge of essential elements and skills required for writing informative financial reports.

Session Activity:

Participants will form groups of 3 to 5 people and discuss the essential elements and skills for writing informative financial reports.

Facilitator's Tasks:

Facilitate group discussions.Allow each group to discuss their understanding of grant reporting and the preparations they make for grant reporting.Facilitate trainees' presentation of their group findings.Summarize the major points and consolidate the learning through brief explanations.Make a PowerPoint presentation on the essential elements and skills for writing informative financial reports.Time:

This session will last for 45 minutes. 10 minutes will be allocated for group work, 15 minutes for participant presentations, and 20 minutes for the facilitator's presentation.

Training materials needed:

Flip Chart, Marker, Sticky Notes, LCD Projector.
Technical Note: The facilitator's presentation is based on the descriptions provided below, divided into sub-topics.
General Considerations in Preparing Financial Reports:

I.Understand the Purpose:

The main purpose of a financial report is to ensure that funds are expended in accordance with the project's implementation budget and to ensure accuracy in financial reporting and oversight.Financial reports may be developed for internal use, such as monitoring expenses within the organization, or for external use, such as submitting reports to donor agencies.In many cases, a grantee may use a separate format from the donor, but it is important to develop internal financial reports according to guideline

s.Financial reports are usually submitted quarterly and provide an opportunity for both the donor and the implementing partner to evaluate the assumptions made during the budgeting and planning process.Accurately completing the financial report demonstrates the organization's understanding of its financial management responsibilities and is vital for maintaining a successful activity and partnership with the donor.

II.Understand the Template:
Donors typically provide a financial reporting template to the implementing partner, which may or may not be similar to templates used by other donors.Some templates, such as the USAID financial reporting format, have unique features.It is important to understand the donor's goals

and reporting requirements, follow the specifications, and address the donor's questions and requirements as outlined in the template.Organizing the data and writing the reportsshould be done in accordance with the template provided.

III.Discuss with the Program and Finance Team:

Before starting the financial reporting process, it is strongly recommended to have a discussion between the program and finance teams.Establishing or strengthening a system where the finance team provides regular updates on budget expenditures to the program team is beneficial.Organizationsoften develop a project performance monitoring tool that tracks the project budget, projectperiod, and project activities, which facilitates the reporting process.

Sub session 3: Narrative Reporting

Objective:

Equip participants with basic knowledge and practice in writing narrative reports.

Expected outcome:

After attending the session, participants will be able to:

Acquire skills for writing informative reports.Understand donors' reporting templates and related compliance issues.Initiate and use teamwork in reporting.

Session Activity:

Identify and practice the Essential Elements and Skills in Writing Narrative Reports through group discussions consisting of 3 to 5 participants.

Facilitator's tasks:

Group participants into groups of 3-5 members.Allow each group to discuss key elements and skills in writing narrative reports.Have trainees present a summary of their discussions to the room.Summarize the major points and consolidate the learning through brief explanations.Make a PowerPoint presentation on Essential Elements and Skills in Writing Narrative Report

Training materials needed:

Flip Chart, Marker, Sticky Notes, LCD Projector.
Time allocation: This session will last for 45 minutes. 10 minutes will be allocated for group work, 15 minutes for participant presentations, and 20 minutes for the facilitator's presentation.

Technical Note: Narrative Reporting
Narrative reporting is a collaborative, process-driven approach for defining, authoring, and reviewing financial and management report packages for internal and external stakeholders of a given project/program. The narrative report should include the purpose of the grant, project/activity

goals, evaluation of goals and how they addressed the area of focus, results of monitoring and evaluation plans, and the number of project/activity beneficiaries and how they benefited. However, the specific template/format for providing this information depends on the structure of the narrative report designed by the donor.
In simple terms, it is a textual narrative prepared using Microsoft Office to produce a single, styled report package using the template provided by the donor. The narrative report should use a consistent version of the truth in the project process for data tables, charts, and text, ensuring consistency and integrity throughout the report, even if authored by different contributors.

General Considerations

Understand the template: Before writing the report, consider the structure of the reporting format. This will help determine the type of information to be included in the report and the desired length. It is important for your narrative report to be clearly informative, consistent, as concise as possible, and creative while still meeting the requirements of the donor. Other general considerations, such as discussing the process and progress of the project/program with your program and finance teams, and identifying the planned and accomplished project activities in the reporting period, are also vital for writing the narrative report.

I. Writing Up the Narrative Reporting
a.Fit the Donor Requirements: You are expected to write the narrative report based on the structure/contents of the reporting template/format shared by the donor. Ensure that you follow the requirements outlined in the template to comply with the donor's guidelines.

b.Narrate the Project with Precision: Writing the narrative report to reflect the project process, including activities, outputs, and achieved outcomes during the reporting period, is essential. Provide specific details as required in the reporting template. Use this opportunity to show the donor how the project helped them achieve their specific goals and demonstrate a good return on investment.

c.Editing and Proofreading: Once you have created the first draft, review it to identify mistakes and essential ideas or sections that you might have overlooked. Schedule dedicated time for editing your narrative report. Take a break after drafting it and then review it with fresh eyes on different days. Also, remember to check the budget/financials before submitting the report.

d.Report in Context: Your reports should serve as regular updates to the donor on the changing contexts of project implementation and management. Donors are often at a distance and may not be aware of any changing context.

e.Avoid Rushed Reports: Do not take donors for granted by submitting the same report for each quarter. Instead, mark all the report dates on your calendar, work on the reports well in advance, and submit them before the deadline. Regardless of any hindrances, submit reports on time to maintain credibility with the donor.

f.Consider the following Terminologies: While writing your narrative report, you will commonly encounter the following terms and terminologies in several donor templates:

I. Summary of the progress: A half-page overview of key achievements/highlights, challenges, and any contextual issues that have affected the project during the reporting period. Include an analysis of your success and lessons learned.

II.Progress against outputs: Describe the type of activities conducted, the involvement of your organization and partners in delivering the activities (who did what), the purpose of the activities, the key beneficiaries or targeted stakeholders, and gender (and age, where appropriate) disaggregated figures when addressing target beneficiaries. Also, explain how the activities contributed to achieving the project outcomes or results and outline the next steps planned.

III.Progress against indicators and targets: Provide an account of the results achieved so far using indicators and targets from the approved results framework. Summarize the progress against each output and outcome indicator and the quarter/annual targets you have set.

IV.Deviations, delays, or challenges: Discuss any major issues, changes, or challenges that have affected implementation or caused variations or delays against the approved implementation plan for more than three months. Describe what has been done to address these changes or deviations.

V.Management and Coordination: Outline any issues or challenges related to project management, including the functioning of project management and accountability structures, engagement with partner organizations, and operational issues.

VI.Risk Matrix update: Provide brief details of how you have addressed the relevant risks identified in the proposal during the reporting period. Highlight the risk factors (internal and external), previously identified or new, that have affected the project implementation.

VII.Plans for Next Quarter: You may be required to attach your updated implementation plan for the upcoming project period, which should align with the financial plan for the next quarter.

VIII.Reflect on Cross-Cutting Issues: Depending on the project focus area and donor specifications, you are expected to reflect on how the project ensures issues such as gender equality, disability inclusion, climate and environment, and anti-corruption.

IX.Materials produced during the project period:
You may be required to attach the following materials separately:

Photos (in JPEG format and well-captioned)Video materialsActivity reportsMemorandum of Understanding (MoU) or operational agreements signed with partners and government stakeholders
Note: Do not include attachments that the donor has not requested.

Question and Answers Session:
Take a moment to review the learning objectives with the facilitator and other participants. Do you have any outstanding questions or comments to share with the group? Was there anything you hoped to discuss but didn't get a chance to?

Points to Note:
Make sure you understand each section of the narrative reporting format.Develop the habit of working in a team.Start working on the report at least fifteen days before the deadline to allow time for editing and team review.Avoid writing for the sake of reporting; instead, evaluate the project progress and your organization's performance to inform decisions for future quarters and organizational learning.Be conscious of your word choice, avoid exaggeration, and use the donor's own language.Remember the 'so what?' factor by indicating what your project means to the beneficiaries, primary actors, and stakeholders.

Session 5: Grant Closure Procedures

Objective: By the end of this session, participants will acquire the knowledge and skills necessary to effectively manage finances and implement internal controls in the context of grant management.

Expected Outcomes:

By the end of this module, participants will be able to:
• Identify the criteria for grant closure.
• Become familiar with the basic procedures to be considered in grant closure.
•Distinguish between pre-closure and post-closure output processes.
• Recognize the challenges associated with grant closure and explore potential solutions.

Allocated Time: The session is expected to take approximately 2 hours.

Topics Covered:

Financial Management and Grant Management

Monitoring and Internal Control

Practical Challenges During Grant Management and Solutions

Sub session 1: Defining Grant Closure

Learning Objective:

Enable participants to understand the concept of grant closure.

Activity:

Understanding grant closure terminology.

Method:

Participants share their knowledge and experience by writing what they know about grant closure.

Tools:

Note paper, markers.

Facilitator's tasks:

Present an introduction on grant closure and its procedures to the participants .Facilitate the formation of participant discussion groups for a 20-minute group discussion on the conditions, nature, and challenges of grant closure. Facilitate the presentation and reflection of findings from the group

discussions by representatives of the participants. Conclude the session with key points.
Time Allocated: 1 hour and 30 minutes (30 minutes for the facilitator's explanation, 30 minutes for group discussion, and 30 minutes for presentation).

Discussion Point s: What is grant closure ? What are the major steps of the grant closure process? Which conditions are recognized during grant closure ? After the presentation
by the participants' representatives, the facilitator takes 20 minutes to summarize the key issues raised so far.

Technical Note:
Grant closure refers to the final phase of the project lifecycle in grant management. It involves finalizing and formally transferring deliverables, as well as signing off, approving, and archiving all documentation. The grant closure process ensures that all project work has been completed according to the plan and scope, all project management processes have been executed, and the grantee has received final sign-off and approval from all parties involved. It also provides an opportunity for the team to review and evaluate the project's performance for future projects' success.

The grant closure period typically begins six to nine months prior to the end of the implementation period. The grant's final funding decision is approved along with the close-out plan. After the last disbursement, the grant enters financial closure, and once all closure documentation is submitted, it enters final administrative closure.

Key Terms:

Program End Date: The date when the grant ends, marking the program's closure and the cessation of program activities

Grant Closure Date: Typically six to nine months after the program end date, this date signifies the fulfillment of all grant commitments to the Global Fund, including refunds, accounting for all assets, and meeting reporting requirements. Grant Closure Period: The period between the program end date and the grant closure date.

Operational Completion: The stage when all financed inputs have been recorded and related activities have been completed. Normally occurs during the grant closure period or by the grant closure date, and no further financial commitment can be made afterward.

Financial Completion: Occurs once any unspent balances have been refunded to the grant fund.

The Importance of Grant Closure:
A clear project closure plan ensures a smooth transition of the solution to the client or end-user. It provides stakeholders with the necessary information, resources, and training to effectively manage and utilize the product. The project closure process also signifies the formal completion of the project, allowing the organization to hand over the project's outputs to the appropriate team responsible for its management and maintenance. By officially closing a project, the organization minimizes risks, increases client satisfaction, and ensures alignment among all parties involved. Grant closure is an essential process that should not be overlooked.

Some grants allow for a 90-day closeout period, which may involve completing grant reports and evaluation activities to assess the grant's impact and adherence to outcome objectives. During this time, the costs associated with closing out the grant may be billed to the grant, while other project costs are no longer allocable. It is customary for funders to allow 30 days for invoicing and payment of costs incurred during the grant period. For example, a consultant may submit an invoice for services rendered during the grant period, and the organization would need to pay that invoice within the 30-day period.

Investing time in ensuring comprehensive documentation of all grant-related issues can prove beneficial if the grant undergoes review by the funder or is selected for audit during the organization's mandated single audit. Staff members are encouraged to ensure that all grant binders and record-keeping systems are complete before considering the grant as completed.

Sub session 2: Understand Closeout Procedures

Objective:

Enable participants to understand the expected procedures for closing a grant.

Activity:

Understanding the closeout procedures.

Method:

Small or large group discussions.

Tools:

Flip chart, note paper, markers.

Facilitator's tasks:
Present discussion points on grant closure procedures to the participants .Participants will form groups of 3 to 5 individuals and engage in a 20-minute group discussion to identify the conditions of grant closure, its nature, and the challenges involved. One representative from each group will present the discussion findings .Collect reflections from the participants on the presented ideas .Conclude the session.

Time:

2 hours and 30 minutes (The facilitator will spend 40 minutes providing a brief explanation of the topic).

Technical Note:
The following key issues will be addressed in this section:

Pre-closure output process:

The purpose of the 'grant closure' process is to ensure the orderly closure of the fund. Activities that are due in the closure phase should be planned early in the project. Many projects do not achieve all their deliverables or are prematurely closed by eliminating elements from the project scope.
Premature closure can occur due to cost considerations, strategic importance, or time constraints.

Post-closure output process:

The funder organization will notify the grant recipient organization about the upcoming grant closure, usually 2-3 months before the known closure date.Each notification will include pertinent information such as grant title, project code, project end date, and project closeout instructions. During project implementation, if an extension is necessary, the grant recipient will request a No-Cost Extension or Cost Extension from the granting agency. The funder agency will send an official letter, including a Closeout Checklist, to the grant recipient organization a few months after the grant ends. It is the responsibility of the grant recipient organization's manager to obtain the sign-off on the Closeout Checklist

.Preparation and Submission of Grant Close-Out Plan and Budget: Grant closure activities that are already included in the approved Work Plan and Budget for the final year of the grant do not need to be included again in the Grant Close-Out Plan and Budget.

Grant closure activities for anticipated closure include:

Submission of the Implementation Grant Close-Out Plan to relevant parties for review .External evaluation of implementation .Submission of draft final project reports .Validation of the Final Program Report .Submission of project final reports and a detailed list for the transfer of equipment to the relevant parties.

- Finalization of the audit
- .Transfer or disposal of program assets and related costs.
- Report on a complete and detailed inventory of project assets
- .Finalization of the transfer of assets.

Sub session 3: Practical Challenges Related to Grant Closure and Way-Out

Objective:

Create an understanding of the practical challenges that occur during grant closure.

Activity:

Discuss practical challenges in grant closure and the way out.

Method:

Share experiences on practical challenges in grant closure through small or large group discussions.

Tools:

Flip chart, markers.

Time:

1 hour and 30 minutes (30 minutes for group discussion, 30 minutes for presentation by the facilitator, and 30 minutes for discussion).

Facilitator's Tasks:

Ask participants to form pairs or small groups of 3-6 individuals and share their experiences with practical challenges in grant closure.Use a flip chart to list their experiences and proposed solutions for each challenge/problem.After the small group discussions, have the groups present their results to the entire group.Note down the points raised by the groups on the flip chart and correct or eliminate redundant points with the help of participants.Summarize the experiences and the way out for practical challenges in grant closure.Use prepared powerpoint slides to provide a clear understanding of practical challenges in grant closure.

Technical Note:

Closing a grant is a challenging task in the project life, where practical challenges often lead to substantial problems.These problems can be categorized into emotional and intellectual challenges. Emotional problems can be further divided into staff-related or client-related challenges. Staff-related challenges may include loss of team identity, loss of motivation, loss of interest in remaining tasks, and fear of no future work. Client-related challenges may involve loss of interest in the project, change in client's attitude towards the project, and non-availability of key personnel.

Additionally, intellectual problems can be internal or external. Internal problems may include screening of partially completed tasks, certification requirements, and disposal of unused materials. External

problems can arise from agreement with clients on deliverables and closing facilities.

Sub session 4: Concluding Each Training Day

Objective:

Reflect on sessions and training days and provide feedback to make the process a success.

Activity:

Practice how to close training sessions through evaluation.

Method:

Open discussion.

Tools:

Evaluation grid, evaluation questions, final evaluation form, pens, markers.

Time allocated:

10 minutes.

Facilitator's Tasks:

At the end of the day's last session, ask participants to gather in a circle.Express gratitude to participants for their contributions to the day's sessions and activities.Distribute any homework or papers if necessary (facilitator's discretion).Request the participants who will be next day's facilitators to come prepared.Hand over the responsibility to the designated evaluation supervisor.The evaluation supervisor will write the evaluation grid question on a large paper that the facilitator will put up on the wall.Participants will evaluate the day's session by answering the evaluation questions (confidential evaluation techniques may be used).Record all the answers on a flip chart and/or use the evaluation grid.Towards the end of the evaluation session, ask participants to provide questions for discussion in the revision session the following morning.Encourage participants to raise their own questions.
The next morning, participants are expected to share their opinions about the evaluation results and openly discuss them.Evaluation Grid to Evaluate a Training Day:
The evaluation grid allows participants to rate the content, delivery of training, and use of time for each training day.
Rating: 1 = Inadequate | 2 = Satisfactory | 3 = Good | 4 = Very Good | 5 = Excellent

Which measures were conducive to learning in today's session?Which activities assisted our learning today?What obstacles did we encounter in today's session?What should the facilitator do?What should organizers do?What should participants do?What needs improvement?

Which measures should be taken, by whom, when, and how?

Points to Note:

If participants assign two or fewer points, the facilitator will politely ask why they gave a low rating without blaming or criticizing participants.After evaluating the daily tasks, the facilitator will conclude the session of the day.During the evaluation session, the facilitator should refrain from making comments or justifying their point of view based on participants' criticism or opinions.This creates a sense of trust in the facilitator, allowing participants to freely express their opinions.The facilitator should remember that no one can realistically be expected to have 100% knowledge in all subject fields.

Sub session 5: Final Evaluation at the End of the Training and Follow Up

objective: To assess participants' overall satisfaction with the training program, address any remaining concerns or expectations, and gather feedback for future improvements.

Activities: Reflection on Initial Expectations: Ask participants to recall their expectations and concerns that were identified at the beginning of the training. Display the flip chart containing the initial expectations and concerns on the wall.

Group Discussion: Encourage participants to engage in a discussion and share their thoughts on the following questions:

a. What did we expect from the training?
b. Have our expectations been met?
c. Which expectations have not been met?
d. Were initial concerns addressed during the training?

Final Evaluation Form: Distribute a final evaluation form to each participant. The form should include questions related to the training content, delivery, facilitation, organization, and overall experience.

Completion of Final Evaluation Form: Allow participants sufficient time to complete the evaluation form, emphasizing the importance of honest and constructive feedback.

Collection of Evaluation Forms: Designate a person, such as the evaluation supervisor, to collect the evaluation forms from participants.

Methods: Group discussion, written evaluation

ools: Flip chart, final evaluation forms, pens/pencils

Time: Approximately 30 minutes for the reflection and group discussion, and 15 minutes for participants to complete the evaluation forms.

Facilitator's Tasks:

Hand over the stage to the evaluation supervisor, ensuring a smooth transition for the final evaluation session.

Encourage active participation and create a supportive and open environment for participants to express their thoughts and feedback.

Facilitate the group discussion by posing the questions related to participants' expectations, satisfaction, and concerns.

Ensure that each participant has access to a final evaluation form and provide clear instructions for its completion.

Support the evaluation supervisor in collecting the evaluation forms and maintaining confidentiality of participants' feedback.

Remind participants of the purpose and importance of their feedback in improving future training programs.

Express gratitude to the participants for their valuable contributions and commitment throughout the training.

Sub session 6: Closing Ceremony and Delivery of Certificates To Participants

Objective: To officially mark the successful completion of the training program, acknowledge participants' achievements, and provide closure to the training experience.

Activities:

Opening Speech: The facilitator or a representative of the organizing institution delivers a brief speech expressing appreciation for participants' active participation, dedication, and growth during the training. They can also provide insights on how participants can apply their newly acquired knowledge and skills.

Recognition and Certificate Awarding: Prepare training certificates in advance, including participants' names and appropriate stamps or seals. Present the certificates to each participant, recognizing their successful completion of the training program.

Closing Remarks: Offer closing remarks, summarizing key learnings and highlighting the importance of continued learning and application of skills in their professional lives.

Farewell and Networking: Allow participants to connect with one another, exchange contact information, and engage in networking opportunities.

Methods: Speech, certificate awarding, networking

Tools: Training certificates, stage/podium, microphone (if necessary)

Time: Approximately 30 minutes for the closing ceremony, depending on the number of participants and the duration of speeches.

Facilitator's Tasks:

Prepare the opening speech or delegate it to a designated representative.

Ensure that the training certificates are ready with participants' names and appropriate stamps or seals.

Create a warm and celebratory atmosphere during the closing ceremony.

Organize the order and logistics for certificate awarding, ensuring a smooth process.

Deliver the closing remarks, emphasizing the significance of the training and reinforcing the application of knowledge and skills gained.

6. Provide an opportunity for participants to express their gratitude and share their thoughts or experiences during the training, if desired.

Facilitate networking among participants, encouraging them to connect and exchange contact information for future collaborations or support.

Express appreciation to the participants for their active engagement, dedication, and contributions throughout the training program.

Close the ceremony on a positive note, leaving participants with a sense of accomplishment and encouragement to continue their professional development journey.

Note: The duration and specific activities of the closing ceremony may vary based on the training program's context, number of participants, and available resources. It is important to tailor the ceremony to create a memorable and meaningful conclusion to the training experience.

Pre-assessment Questions for Session 4: Grant Closure Procedures

1. Knowledge Level: On a scale of 1-5, rate your current knowledge level of grant closure procedures.
2. Grant Closure: What does grant closure refer to in the context of project management? Why is it important to follow proper procedures for grant closure?
3. Grant Reporting: Discuss the role of grant reporting in the grant closure process. What types of information are typically included in grant reports?
4. Financial Reporting: Describe the importance of financial reporting in grant closure. What financial documents or statements are commonly required in grant reports?
5. Narrative Reporting: Explain the concept of narrative reporting in the context of grant closure. How does narrative reporting complement financial reporting?

6. Practical Challenges: Identify two practical challenges that organizations may face during the grant closure process. Discuss why these challenges can arise and their potential impact on the closure process.
7. Problem-Solving: Share a specific example of a challenge related to grant closure that you have encountered or anticipate encountering. Describe a possible solution or way-out for addressing this challenge.
8. Final Evaluation: Why is conducting a final evaluation at the end of the training important? What are the benefits of gathering feedback from participants about their training experience?
9. Evaluation Form: What types of questions or information should be included in a final evaluation form for participants to provide feedback on the training?
10. Follow-Up Actions: Discuss the significance of follow-up actions after the training concludes. What are some examples of follow-up actions that can help ensure the application of learned skills and knowledge?

Post-assessment Questions for Session 4: Grant Closure Procedures

1. Knowledge Improvement: On a scale of 1-5, rate the extent to which your knowledge of grant closure procedures has improved after completing this session.
2. Grant Closure Understanding: Reflect on the session's teachings and provide a clear and concise definition of grant closure.
3. Grant Reporting Significance: Explain why grant reporting is an essential component of the grant closure process. How does it contribute to the overall closure procedures?
4. Financial Reporting Importance: Discuss the importance of financial reporting specifically in the context of grant closure. What financial information and statements should be included in grant reports during the closure phase?
5. Narrative Reporting Benefits: Elaborate on the benefits of narrative reporting in the grant closure process. How does narrative reporting complement and enhance the understanding of financial information?
6. Practical Challenges Resolution: Share how you would address one of the practical challenges related to grant closure discussed in the session. Explain the steps or strategies you would employ to overcome this challenge.
7. Final Evaluation Purpose: Reflect on the importance of conducting a final evaluation at the end of the training. Discuss how participant feedback can contribute to future improvements in training programs.
8. Evaluation Form Elements: List three key components or types of questions that should be included in a final evaluation form to gather comprehensive feedback from participants about their training experience.
9. Follow-Up Actions Significance: Explain why follow-up actions are important after the training concludes. Provide examples of follow-up actions that can help participants apply their newly acquired skills and knowledge effectively.
10. Continuous Improvement: Discuss how the information gathered from the final evaluation and follow-up actions can be utilized to improve future training programs on grant closure procedures.

Annex 1: Sample Link for Sample UN Trust Fund's Application Template and Guidelines

https://grants.untf.unwomen.org/Public/Home or UN Trust Fund's Application Guidelines.

Annex 2: Elements of a Grant Proposal

Elementsofa GrantProposal

Whilespecificrequirementsdependonthefundingsource,most grantproposalsrequirethefollowingelements:

1.TitlePageandCoverLetter

2.Introduction/Abstract/Summary

Abriefoverviewoftheproposalwithinformationaboutthe institution,itsabilitytocompletetheproject,need,methodsto beusedandhowthoseservedwillbenefit.Thisisthefirstthing thereadersees,butitiswrittenlast.

3.InstitutionalBackground

Describestheinstitutionintermsofitslocation,demographics, mission,relationshiptotheserviceareaandpastsuccessesin theprojectarea.Establishescredibility.

4.ProblemStatement/NeedsAssessment

Documentstheproblemorneedwithharddata,linkingittothe fundingsource'sgoalsandpriorities.Whatisthesituationthatis causingconcern?Whyisithappening?

5.ProgramGoalsandObjectives(Outcomes)

Identifiesanticipatedoutcomesandbenefitsinmeasurable terms.Howisthesituationexpectedtochangebecause ofthe grantprogram?

6.Methods/ImplementationPlan

Describestheactivitiesthatdirectlysupporttheachievementof theobjectives.Atimelinemaybeincludedinthissectionaswell asadescriptiononstaffingneeds.

7.EvaluationPlan

Presentsaplanfordeterminingthesuccessoftheprojectat interimpointsandattheendoftheproject.

8.FutureFunding/Sustainability

Describeshowexpensesnotsupportedbythegrantwillbe coveredandhowtheprojecteffortwillcontinueafterthegrant ends.

9.Budget

Identifiesthecoststobemetbythefundingsourceandthe methodsusedtodeterminecosts.

10.OtherComponents Mayincludeitemssuchas:

- Letters of support
- Personnel resumes

Annex 3: Sample Grant Preparation Format

Once the grant writing team are ready to begin, here are eight essential common sections that are expected to include in most types of grant proposals that you may write

Cover letter

Executive summary

Statement of need

Goals and objectives

Methods and strategies

Plan of evaluation

Budget information

Organizational background

Of course, there's no one-size-fits-all, fill-in-the-blank solution for nonprofit grant proposals but familiarizing your team with these core sections and their purposes can streamline the entire grant writing process for your organization.

Writing your application clearly and boldly is one of our top tips for getting started with grant writing, and now's the time to do just that. We created this guide to help nonprofits focus on the quality of their grant writing by taking care of the structure for them. Read on to learn more about what any effective grant proposal should include!

1. Cover letter

Like with any major application, it's important to introduce yourself and your grant proposal to whoever will be making the crucial decisions. The full explanations will come later.
Think college, postgrad, or job applications! As in those, you must use the cover letter of your grant proposal to make a great first impression. Here's what an effective cover letter should accomplish:

- Briefly describe your organization and its mission.
- Loosely explain your plans and how the grant will fit in.
- Connect the funder's interests and requirements with your plans.
- Clearly state the positive impact your program will have.
- Convey your passion for your proposed project.

One smart technique is to wait to write your cover letter until you've completed the entire grant proposal. This practice will allow you to reflect on your plans as a whole more accurately and creatively. Address your cover letter and grant proposal directly to the grant's program officer.

The biggest challenge of a cover letter is keeping it *very* brief. It's tempting to include too much information at this stage, but a cover letter should be no longer than one page. Here's an example of how you might begin:

[Date of proposal completion]

Dear _____,

The Non-government Organization respectfully requests a grant of [grant value] for our Non-government Organization Programming Project…

Serving a large community of constituents, the Non-government Organization works to fulfill its mission by…

Our proposed Non-government Organization Programming Project will allow us to:

- Achieve the specific mission of the project, and
- Create other positive impacts on the community.

2. Executive summary

For this next section, take a page from the business world. Executive summaries are useful tools for quickly explaining the key points and potential impact of a business decision.
Your executive summary is important because there's a chance a busy grant program officer will read it first and then choose whether to read the entire proposal. Foremost, your executive summary needs to convince the funder of three main points:
That your proposed program is necessary and important to your community.
That your organization has the background and expertise to accomplish your plans.
That your proposed plans are connected and relevant to the funder's interests and goals.
An executive summary can be particularly challenging to write because it must be extremely concise but informative. Here are the key points to focus on:

- Your *Non-government Organization*'s mission and the specific purpose of your programming
- The exact need or issue your project will address
- The impact and results of your programming
- How you'll measure your project's success
- Your organization's specific competencies
- Your proposal's projected cost and any other funding sources

An executive summary differs from a cover letter in both length and level of detail. Your executive summary should be 4 to 6 paragraphs long and contain specific details on your plans, structure, and budget. For maximum impact, compose your executive summary with formatted bullet points to reduce the appearance of large blocks of text. You can even use an infographic to illustrate the issue your project will address or its expected impact.

The Non-government Organization was established as a 501(c)(3) _____ years ago to directly confront the issue of _____ in our community. We work tirelessly to fulfill our mission of _____ by:

- Examples of your organization's outreach projects and strategies

Our proposed Non-government Organization Programming Project will directly contribute to our mission of addressing our community's needs. Its objectives include:

- Specific objectives of your proposed program

The total cost of implementation for our Programming Project is _____. Of this amount, _____ has already been committed from [other funding sources, community partners, or major donors]. Your investment of _____ will complete the necessary funding needed to implement our project.

3. Statement of need

In this section, you'll offer a much more detailed explanation of the issue your proposed programming will address. You've already used your cover letter and executive summary to give the funder a sense of your identity and your plans, so now's the time to pinpoint your program's purpose and urgency.

What is the problem in your community that your program will solve or address? If you can't answer this question in one straightforward sentence, you should rethink your proposal now before continuing with the grant writing process.

You must convince the grant program officer that your proposed program will solve a problem or positively impact your community in quantifiable ways. Otherwise, your project looks like an inferior investment. Focus on clearly explaining the issue that drives your programming, and follow these best practices for a statement of need:

- Convey a sense of urgency but not pessimism. The problem must be urgent but solvable.
- **Provide some community history.** The funder needs some context to understand the issue at hand fully.
- **Use some authoritative statistics.** Compile the statistics and research you use in your fundraising campaigns.
- **Include photos or infographics.** When appropriate and relevant, visual materials can be extremely effective.
- **Keep it brief.** A statement of need should be about one page long.

Remember, a clearly defined problem is a solvable problem. An unclear or vague problem is not.

The challenge of a statement of need is to strike the perfect balance. Convey the importance or necessity of your project and fill your funder with optimism that your program will solve a serious problem or address an urgent need.

The need for our Non-government Organization Programming Project is great.

Our community has struggled with _____ for several years, and its effects have been amplified by the ride of _____, changes in _____, and the loss of _____. Statistics show that this issue is on the rise in communities like ours:

- Properly cited statistics from an authoritative source

The Non-government Organization has confronted this issue in the past, and other local groups and governing bodies have addressed it, as well, but we believe a more coordinated effort with greater support will solve the issue.

4. Goals and objectives

Next, use this section of your grant proposal to more fully describe your proposed project's exact outcomes once it receives funding and can be implemented.

Be sure to reference your statement of need in order to properly explain your goals and objectives. This ensures continuity and relevance between these two sections. One smart strategy for this section is to break it down into subsections of individual goals, then think of each subsection as a funnel. Describe one of your proposed program's goals, which may be broad or abstract, then narrow it down into one or more specific, detailed objectives.

Structuring this section of your grant application in this way will communicate to your funder that your organization fully understands its goals and can create realistic, actionable plans. Here are some tips for ensuring your goals and objectives will reassure the grant program officer of your abilities:

- Directly tie your goals to your statement of need.
- Think of objectives as results of actions, not as actions themselves.
- Provide quantifiable goals or budgets for objectives when possible.
- Objectives should be realistic, specific, and time bound.
- Keep this section to one or two pages, depending on how you choose to format it.

An *objective* is a tangible result of the steps you take to reach your more intangible *goal*. **Let your goal illustrate your vision and use your objectives to explain what it looks like.** Here's a basic example:

Goal: Decrease the rate of _____, which is a major component of the wider issue, _____, afflicting our community.

Objective: In the first year, provide _____ constituents with _____, which will raise awareness, provide training, and connect individuals with crucial resources. This will cost approximately _____ and will involve the following public outreach events…

5. Methods and strategies

In the previous sections of your grant proposal, you've already addressed the who, what, and why of your plans. The methods and strategies section is where you'll more fully explain the how of your proposed programming.

This section is essentially the heart of your grant proposal. The earlier parts should have effectively gripped the reader's attention, so your methods and strategies can afford to be the longest section, usually several pages. Focus on offering a full explanation, not on keeping it brief.

You'll need to provide detailed information about your exact plans, steps, and strategies for each stage of your program and how you'll implement them. Follow these best practices to ensure your explanations are convincing:

- Fully model your program with explanations, visuals, and any other tools that might help.
- Who will be involved in each step of your plan? Explain their roles.
- Describe any partnerships that come into play during your programming plan.
- List and explain any digital tools or platforms you'll use during the program.
- Continually relate your methods, strategies, and steps back to your specific goals and objectives.
- Describe how you'll keep donors and stakeholders involved and up to date.
- Anticipate some possible problems and provide concrete alternate strategies for accomplishing your objectives. For instance, if you've already overcome the challenge of pivoting an event to take place virtually, explain that you're prepared to adapt for this new program, too.

Remember, this section of your proposal contains the tangible plan that you're asking the grant program officer to fund. It can be useful to think of your methods and strategies as a high-stakes sales pitch because that's effectively what it is. Depending on the exact nature of your proposal's goals, you might choose to format this section as either a chronological description of your program or as subsections for each of your objectives.

Your previous sections have introduced your ideas, explained their necessity, and hooked the reader's attention, so now is the time to show them that your organization has a fully realized, realistic, actionable plan ready to go! Here's a simplified example of methods that will support a specific objective:

Objective: In the first year, provide _____ constituents with _____, which will raise awareness, provide training, and connect individuals with crucial resources.

Methods:

Non-government Organization will hire a program assistant to facilitate training, outreach, and development.

The program assistant will coordinate with _____, _____, and _____ (or other local partners) to promote several public outreach events:

Event 1: [description]; [expected date]; [projected cost]

Event 2: [description]; [expected date]; [projected cost]

Staff and program assistants will hold weekly check-in meetings to report on progress and developments.

6. Plan of evaluation

Although it might not be the longest or most emotionally engaging section of your grant proposal, your evaluation plan is certainly one of the most important.

That's because this is the section in which you'll explicitly address the specific grant requirements that the funder has established for eligibility.

Your plan of evaluation should set some concrete, quantifiable goalposts for measuring your program's success. These should be established for the end objectives of your plan and at periodic points during its implementation. For instance, you can set some final engagement numbers and statistics to reach, but be sure to set specific engagement numbers and goals for every event you host during the entire length of the initiative, too.

Ask yourself, how will my team measure our progress? What will define *success* for our proposed programming?

A strong plan of evaluation section will accomplish several important tasks at once:

- Help your team establish a concrete plan and evaluation schedule if it hasn't yet done so.
- Provide the funding body a means by which to judge the success of your project.
- Assures good stewardship and efficient use of grant funds.

- Offers accountability as a sign of respect to the source of the grant.

Plus, a strong plan of evaluation will become a great guiding document for your team to follow once you begin to implement your funded program. If your plans fail to meet the concrete thresholds for success you've established, you can use your full evaluation plans to identify the problem areas and quickly adjust strategies.

Measuring the success of the Non-government Organization Programming Project

- Each outreach event will engage at least _____ constituents, and this engagement rate will grow by at least __% over the course of the program's first year.
    - [Chart of projected engagement increases]
- The rate of _____ in our community will [increase/decrease] by approximately __% by the time of the completion of the program, as measured by an independent researcher.
    - [Graph of anticipated changes in measurable trend]
- __% of constituents will respond favorably to the program and outreach events in monthly surveys.
- Weekly meetings between program assistant, staff, and executive director to share engagement data and concerns.

7. Budget information

This is another extremely important section for assuring the funder that your proposed program is both actionable and sustainable.

Read through your entire methods and strategies section again, noting each instance in which your organization will need to expend resources. These will likely include:

- Personnel and travel costs
- Fringe benefits for staff
- Equipment and supplies costs
- Indirect or overhead costs
- 'Market value' of in-kind contributions

(Be sure to research all the grant application's specific requirements before creating a detailed budget, since some grant programs require more information, like detailed overhead costs than others.)

Creating an organized and well-formatted budget will make it much easier for the grant program officer to judge your proposal's financial sustainability.

Be sure to provide descriptions, explanations, and hard numbers for any other funding sources, like other grants and major donations, that your organization will rely on to accomplish your program's objectives. It's often a good idea to include a brief overview or breakdown of your normal or operational funding sources, as well.

Create a prospective budget so that you can directly draw from your existing financial trends and donor data. Here's an example:

Budget	Amount	Subtotal
Personnel		
Program Assistant	$	
Staff	$	
	SUM=	$ TOTAL
Equipment		
Rentals For Events	$	
Printed Materials	$	
	SUM=	$ TOTAL

8. Organizational background

The final section of your grant proposal provides the reader with some more comprehensive information about your organization.

It's important to give the funder a fuller sense of your organization's identity and history that they might not have received across the rest of the grant proposal. Understanding how your proposed program fits into the broader context of your growth, mission, and past work could become a deciding factor in the grant program officer's final decision, especially if there are several highly relevant proposals in consideration.

Include the following information in this section:

- A brief history of the organization's founding and evolution
- A detailed list of your *Non-government Organization*'s past major projects and initiatives
- Short biographies of the organization's leaders and key staff
- More info on the figures who will be directly involved with the proposed program

Since the grant program officer has already committed to reading your entire proposal at this point, it can be useful to humanize your staff with some personal information and background. Plus, highlighting your team's competence can convince them to support your proposal.

Help the funder to think of your organization as a team of individuals coming together to accomplish an important project and better their community!

The Non-government Organization was founded in _____ by _____ to _____. The founding executive director was inspired to address issues like _____ and better the community by _____.

Our mission continues to be guided by our founding principles of _____, _____, _____, as evidenced in our past major projects:

Examples of successful past projects

Consider linking to the digital material if you're submitting the proposal electronically.

Never be intimidated by a grant proposal! Grant writing can be a challenge, but starting early, building a team, and working on a section at a time will go a long way to making the process flow more smoothly and result in a more cohesive and effective proposal.

With some careful planning and hard work, your *Non-government Organization* can find major funding to support your mission and reach more of your constituents than ever. Funders want to know you're prepared with a plan of action and a fundraising infrastructure, so be sure to provide them with the information and context they're looking for.

Annex 4: Sample Logical Framework from FETEH (USAID)

FETEH ACTIVITY LOGFRAME				
LEVEL OF RESULT	NAME OF RESULT	INDICATORS	FREQUENCY OF DATA COLLECTION	DATA SOURCE
Activity Goal	Citizen responsive governance enhanced	Ethiopia's score on World Justice Project (WJP) Rule of Law Index	Annually	WJP
		Number of legal instruments drafted, proposed or adopted with USG assistance designed to promote gender equality or nondiscrimination against women or girls at the national or sub- national level (GNDR-1)	Quarterly	All partners and *Feteh*
		Number of legal instruments drafted, proposed, or adopted with USG assistance designed to improve prevention of or response to sexual and gender-based violence at the national or sub-	Quarterly	All partners and *Feteh*

		national level (GNDR-5)		
IR 1	Host government democratic and governance reforms advanced	Ethiopia's score on Open Government (Factor 3) of WJP Rule of law Index	Annually	WJP
Sub IR 1.1	Ethiopian legal reform advanced consistent with international human rights norms and standards	Number of laws drafted and passed by the parliament with USG Assistance (*disaggregated by laws drafted, presented and passed*)	Quarterly	AGO (both federal and regional), HOPR and *Feteh*
Sub result/Output	Increased human capacity of Government of Ethiopia (GOE) institutions (primarily the AGO) to advance the legal reforms and investigate serious corruption cases	Number of personnel (government officials, AGO staff, HOPR staff) trained with USG assistance (*disaggregated by institutions, gender, age, disability, region/city, type of training)*	Quarterly	AGO (both federal and regional), HOPR and *Feteh*
Sub result/Output	Strengthened/enhanced capacity of government entities (AGO, HOPR, legislative committees, etc.) to draft legislation consistent with international standards to advance the legal reforms	Number of procedures, guidelines, checklists, and templates developed to support the drafting of laws consistent with international standards *(disaggregated by agencies)*	Quarterly	AGO (both federal and regional), HOPR and *Feteh*

Sub IR 1.2	Ethiopian judicial reform advanced	Number of USG-assisted courts with improved case management systems (DR.1.5-1) Score on index for court users' satisfaction	Annually Annually	Courts (both federal and regional) and *Feteh* Courts (both federal and regional) and *Feteh*
Sub result	Increased capacity of the judiciary to advance judicial reforms and better serve the public	Number of judicial personnel trained with USG assistance (DR.1.3-1)	Quarterly	Courts and *Feteh*
Sub result/Output	Increased Judicial independence, transparency, and accountability	Ethiopia's score on Civil Justice (Factor 7) of WJP Rule of Law Index.	Annually	WJP
IR 2	Civil Society Organizations (CSOs) and media strengthened	Number of media outlets receiving USG assistance with improved skills and ability to communicate judicial reforms to citizens Number of CSO, media,	Annually Quarterly	CSOs, media and *Feteh* CSOs, media and *Feteh*

		legal and academic institution members trained(disaggregated by type of organization, gender, age, disability, region/city, type of training)		
Sub IR2.1	Increased capacity of CSOs to advance citizens' freedoms and rights	Number of CSOs exhibiting improved advocacy skills Number of CSOs receiving USG assistance engaged in advocacy interventions (DR.4.2-2)	Bi-annually Annually	CSOs, media and *Feteh* CSOs, media and *Feteh*
Sub IR2.2	Improved watchdog role of CSOs and media	Number of CSOs and media organizations receiving assistance engaged in watchdog activities, public perception and awareness creation on legal issues and justice sector reform	Annually	CSOs, media and *Feteh*
Sub IR2.3	Increased capacity of legal and academic institutions to promote access to justice and justice reform advocacy	Number of beneficiaries from legal aid services provided to women, youth, PWD and the poor	Quarterly	Legal and academic institutions, *Feteh*
IR 3	Rule of law (ROL) and	Ethiopia's score on	Annually	WJP

	democratic institutions strengthened	Fundamental Rights (Factor 4) of WJP Rule of law Index Number of staff members from ROL institutions and affiliated organizations trained (disaggregated by institution, gender, age, disability, region/city, type of training)	Quarterly	Ethiopian Human Rights Commission (EHRC), Ethiopian Institution of the Ombudsman (EIO), Public Defender's Office (PDO)
Sub IR3.1	Improved policy and operational framework for ROL institutions to provide fair and equitable justice	Number of policy and operational frameworks designed/developed with project assistance	Annually	EHRC, EIO, PDO, and *Feteh*
Sub IR3.3	Enhanced independence, impartiality and capacity of democratic institutions.	Percentage of USG assisted organizations with improved performance (CBLD-9)	Annually	EHRC, EIO, PDO, Federal AGO, Federal Supreme Court of Ethiopia and *Feteh*

Annex 5: Common Grant Report Format

COMMONGRANT REPORTFORMAT

Introduction

The*Common GrantReportingFormat*consistsof three sections.(Inaddition, somefoundationswilladdaSectionIVinorderto addressquestionsthat arespecifictothe foundationor yourgrant.)

SectionI isa cover sheetthat asksfor generalgrant information.

SectionIIisanarrative.Itconsists ofaseriesof questionsthathavebeendesignedto promptyour reflectionandreportonyourexperiencesandlearningand to assistboth youandthefundingsourceinmonitoringandassessing yourgrantexperienceand outcomes.

SectionIIIisafinancial reportthat providesan accountingofyourexpenses.

The reportisto be signed byboththeexecutivedirector.

SECTIONI. COVER SHEETOFGENERALINFORMATION

Date___

A. OrganizationalInformation

Organization___

Address

Phone__Fax____

E-mailand/orWebsite(if appropriate)___

ExecutiveDirector_____

Contactperson(ifotherthanExecutiveDirector)___

B.GrantInformation

FoundationProgramOfficer/GrantAdministrator_

Amount ofGrant_____PeriodofGrant__

ProjectName___GrantReference#_____

(If appropriate)

PurposeofGrant

StatedGoals/Objectives/Outcomes_____

OrganizationalChanges(e.g.,administrativeorstaffchangessincegrantwasapproved)

Signatureof ExecutiveDirector

SECTIONII.OVERALL,GRANTREPORT

Pleaserespondreflectivelyto allofthefollowingquestions.Attempttolimityourtotal narrative to approximatelytwo– threepages.

1. Has thegrantexpandedor made adifferencein thequality oftheservicesthat you provideand/or in your organizationaleffectiveness?Ifso, inwhat way(s)?Ifnot,what circumstancesor obstaclesimpeded orlimitedyourwork?

2. Whatimpactdidthegranthaveonthepopulationyouserve?Yourstaff?The community?

3. During the courseof theproject,whattranspiredthat differedfromwhatyou anticipated?

4. Whatdid youlearnfromyour pursuitof theobjectivesthatyouestablished?

5. Basedupon currentconditions,aretherethingsthatyou wouldd odifferentlyinutilizing thegrantaward? Ifso,what?

6. What weretheprimarylessonsthat youandyourstafflearnedfromthis grantproject?

Howmighttheyimpactyourfuturethinking,performance,or services?

Ifappropriate:

7. Ifthegrantprojectis part ofalargercampaign,pleaseprovideastatusreportonthe campaign.

8. Iftheprojectinvolved collaborationwithotherorganizations,pleasecommentonits effectontheproject.

SECTIONIII.EXPENSEREPORT

A. Overall Report

Althoughyoumaydesignyourreportto suityourneeds,yourexpensereportshould:

1. Accountfor allprojectexpensesbyplacingtheminline itemcategories(See "B.")

2. Provideathree-columnfinancial reportthatrepresents:a)theprojectedbudgetof expenses(Thisshouldbetakenfromyour grantproposal.);b) theactualexpenses;and c)thedifferencebetweenthetwo.

3. Provideatotal foreach column.

B. ItemsToBeIncluded

Thefollowinginformationshould be included inyourexpensereport.

1. Heading:Specifythegrantperiod(e.g.,January1,2010 – December31,2010).

2. Expenses:Followingisalistofpossiblelineitemsfor yourgrantexpensereport.Yours mayincludesome orallof theseandothers.Addanyadditional itemsthat arerelevant to yourprogramor capitalproject.Your lineitemsshould be thesameasin theoriginalproposal.

PersonnelCosts

Salariesandwagesbyindividual position, specifying full- orpart-timepositions

Payrolltaxes

Fringebenefitsandrelatedfees

Consultantandprofessional fees(e.g.,accounting,legal,etc.)

SECTIONIII.EXPENSEREPORTCONTINUED

OperationalCosts

- Equipment
- Supplies
- Printing and copying
- Telephone and fax
- Postageanddelivery
- Rent
- Utilities
- Travel
- In-kindexpenses

Total

1. Explanation: Writeashort narrativeexplanationofoneparagraphorlessto answerthe question:Howwas this grantspent?(Example:The $10,000grantwasused to purchase a$3,000LaserPrinter.)

References

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7. FMOH (2017) Grant Development and Management Training Manual
8. Rotary Foundation (2012) Grant Management Manual
9. https://www.toladata.com/blog/types-of-monitoring-and-evaluation/
10. **https://www.govloop.com/the-challenges-of-grants-management/**
11. **https://snfwritingsolutions.com/2017/01/27/grant-management-is-not-a-finance-function-5-reasons-why/**