Reaching Agents of Change (RAC) Project

Engendered Orange-Fleshed Sweetpotato Project Planning Implementation Monitoring and Evaluation

Workshop Report

Arusha, Tanzania

21–27 March 2013

ZENETE FRANÇA AND ASSOCIATES

Workshop Report on

Engendered Orange-Fleshed Sweetpotato Project Planning, Implementation, Monitoring and Evaluation

Arusha, Tanzania
21-27 March 2013

Based on the learning module used during the 6 day workshop by the Reaching Agents of Change (RAC) Project Team of the International Potato Center, under the leadership of Dr Adiel Mbabu, March, 2013

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Workshop Participants

Arusha, Tanzania
21-27 March 2013

About Engendered OFSP Project Planning, Implementation, M&E Workshop
In the participants' own words…

Preface

In 2009, the International Potato Center (CIP) and its partners launched the Sweetpotato for Profit and Health Initiative (SPHI) aiming to improve the lives of 10 million African households in 10 years through effective production and expanded use of sweetpotato.

SPHI contributes to reducing child malnutrition and improving smallholder incomes.

The Reaching Agents of Change (RAC) Project advocates for increased investment in orange-fleshed sweetpotato (OFSP) to combat Vitamin A Deficiency (VAD) among young children and women of reproductive age.

This report records the results of the learning workshop which was carried out in Arusha, Tanzania, from 21-17 March, 2013 as part of RAC´s responsibility which is to build institutional capacity to design and implement gender-sensitive projects to ensure wide access and utilization of OFSP in several countries, including Tanzania.

The workshop targeted senior professionals who are engaged in community activities to prepare them to become learning facilitators to multiply the contents and processes, which were designed to facilitate learning among new groups of professionals in Tanzania.

The learning module presents a step-by-step plan to support the implementation of a six-day "hands-on" event to strengthen capacity of the workshop participants.

The learning module provided a thorough plan to undertake each phase of the project management cycle. It concentrated on Project Planning, Implementation, Monitoring and Evaluation to promote the development of knowledge, attitudes and skills on (a) identification of project areas and objectives, (b) preparation of project proposals, (c) review of project proposals, (d) project approval and commitment of resources, (e) project implementation, monitoring and evaluation.

This report is expected to be used by the prospective learning facilitators as a *reference document* in the future. This document could contribute to building self-confidence among the new learning facilitators who are aware of the contents and processes used in each session and the kind of possible answers emanating from the participants' group work. Samples of group exercise results are presented in the Annex Part II of this report.

This report is self-contained to facilitate understanding among readers, including those who did not participate in the learning event. It is composed of Part I: background and overview of workshop. Part II: summary of contents and processes of the workshop. Part III: major conclusions, participant action plan approach (PAPA) and workshop evaluation. Annex Part III present sample results of PAPA and feedback of day´s activities.

The learning workshop was carried out by the RAC team, under the leadership of Dr. Adiel Mbabu, RAC Project Manager and Dr. Zenete Peixoto França, specialist in Learning and Capacity Building,

Dr. Adiel Mbabu
Project Manager
Reaching Agents of Change Project (RAC)
CIP, Nairobi

Acknowledgments

We would like to acknowledge the generous support of Bill & Melinda Gates Foundation to the International Potato Center (CIP) and Helen Keller International, to create the Reaching Agents of Change (RAC): Catalyzing African Advocacy and Development Efforts to Achieve Broad Impact with Orange-Fleshed Sweetpotato; reaching out five African countries: Tanzania, Mozambique, Nigeria, Burkina Faso and Ghana.

Special thanks go to Dr. Jan Low, Program Leader for Sweetpotato for Profit and Health Initiative (SPHI), for the support and commitment to the RAC agenda.

We owe a very special thank you to the RAC Team, Mrs. Hilda Munyua, Mr. Godfrey Mulongo and Mr. Frank Ojwang, for playing the role of learning facilitators during the event in Arusha, Tanzania.

We also appreciate the support of our RAC colleagues, Dr. Jonathan Mkumbira and the HKI colleagues, Ms. Margaret Benjamin and Revelian S. Ngaiza for providing technical support during the implementation of the workshop. Your inputs were very much appreciated by the workshop participants.

We are grateful to Dr Zenete Peixoto França of Zenete França & Associates for leading the event, ensuring that the sessions of the leaning module were carried out as planned, based on methods of adult-education, responding to the needs of the participants and with professionalism and motivation.

In addition, our deep thanks go to Frank Ojwang, for the excellent administrative and logistical backstopping to the learning event. Mr. Ojwang's continuous attention to make the venue neat, to respond to the participants' needs, and interacting with ESAMI management to get the best assistance to satisfy the participants and facilitators, was highly appreciated by RAC leadership.

We are also grateful to Mr. Stephen Parker for his support in editing this report and for designing its cover.

Executive Summary

The Engendered OFSP Project Planning, Implementation, Monitoring and Evaluation learning workshop used a hands-on approach to create an opportunity to develop competences, attitudes and skills among managers and senior officers linked to several health, nutrition and agricultural organizations in Tanzania to implement OFSP projects in the country. The event was held at ESAMI, The *Eastern and Southern Africa Management Institute*, Arusha, Tanzania, from April 21-27 March, 2013.

The event was attended by 14 participants and was based on a learning module adapted from IFPRI/ISNAR/ARDSF to respond to the needs of the workshop participants. The goal of the 6-day event was to strengthen the competences (knowledge and skills) and attitudes of African change agents already committed to the health and well-being of needy people in the target countries of the RAC Project, including Tanzania, in OFSP project planning, implementation, monitoring and evaluation.

The participants formed interdisciplinary teams from diverse organizations to work on priority projects selected from the project ideas identified by the participants during a "pre-workshop assignment".

The facilitators coached the teams to develop drafts of real projects based on the concept notes brought into the workshop.

Item 2.1.3 of section 2, Overview of the learning workshop, lists the objectives set for the 14 sessions of this event. In summary, participants strengthened their overall capacity to define project planning, discuss the project management cycle, develop and review concept notes and full proposals, develop an engendered logical framework, develop budgets for projects, demonstrate how to implement, monitor, and evaluate projects, develop a Theory of Change, and design an M&E Matrix with M&E responsibilities and processes that include reporting systems, toolbox, and other important elements of an M&E system.

During the 6 days, the event provided an interactive learning environment where brief presentations by the facilitators were followed by hands-on exercises that contributed to sharing of experiences. Respective participants were able to identify their levels of competence, i.e. the strengths to be reinforced as well as the gaps to be improved in the area of project planning. This included writing convincing proposals for fund raising. The results of this approach were very encouraging and promoted high levels of communication and teamwork.

During the first day, the facilitators introduced the workshop background and rationale, goals, general objectives, and expected outputs. The participants were given the opportunity to get to know each other better and expressed their expectations on the "hands-on" event, which would enable them to share their levels of interest on the content of this workshop.

The participants worked on understanding definitions and terms used in the project management development cycle, worked on problem analysis, and cause and effect relationships using the problem tree design approach, and transformed these problems into objectives and strategies.

On Day 2, the participants worked on topics and exercises to improve writing skills and began planning the selected priority project and preparing a Concept Note. They were guided to use eight steps, which included the need to state clear objectives, identify beneficiaries and impacts of a project, and were given advice on how to write a good background section, which they put into practice. The participants practiced creative title writing as well.

Next, the participants had the opportunity to undertake a Concept Note Review. After a brief presentation by the facilitator, who explained the value of open reviews, the participants engaged in *role-playing* that enabled them to identify the purpose and possible outcomes of a concept note or proposal review, and to practice some skills required to explain and defend their proposals during a review.

During Day 3, the logical framework was introduced and an exercise provided to practice its use as a planning tool for project proposals. A logical framework was described as a tool that assists in planning, monitoring and evaluation of research programs and projects. It is an instrument for synthesis and verification. The major concern of this session was to attract the attention of the participants to the fact that research and development projects need to be always engendered to enjoy development equity. The objective of this session was to enable the participants to practice ***engendering the project logical framework*** that involves: (1) identifying and accounting for the gender issues implicit in the planning, monitoring, and evaluation of research and development projects; (2) the logframe and the project need to take gender roles and relations into account. Therefore, the project goal, objective and outputs, indicators and the means of verification must be viewed through a gender lens to avoid "gender blindness".

Next, the participants were invited to transform the Concept Note into a Full Proposal. This session was composed of two exercises which took into account the ten steps for writing a full proposal. The facilitators stated that a good concept note is the ideal basis for preparing a convincing proposal.

During Day 4, the facilitator made a presentation on how to prepare a budget for a project proposal and assisted the participants to discuss issues on preparing good proposal budgets for their selected projects. They identified formats that could facilitate the presentation of clear and transparent budgets. Then they worked with the same team members to evaluate a budget of a case study to process the information of Session 8. The facilitator provided a chance for the participants to discuss different budget guidelines. Next, the participants heard a presentation about packaging a Project Proposal. The facilitator explained the importance of writing a quality executive summary, covering letter, ways to monitor or follow up the proposal at the donors´ office and writing good reports. The exercise to practice these skills was undertaken in plenary. The facilitator invited the rapporteurs to use the templates provided to include the contents of their draft proposals to develop an executive summary and covering letter. The participants discussed the suggested outline to write reports. The sessions of Day 4 closed the contents of the project planning. The participants provided positive feedback on the activities.

During Day 5, participants worked on project implementation. The facilitator made a brief presentation on the importance of the project implementation phase, as part of the project management cycle. She emphasized that this is a critical phase as it determines how well the planned results will be operationalized. Project implementation is considered the main phase of project management. While the project plan provides the road map that provides guidance on how the project should progress, project implementation *turns the plan into reality*. The facilitator led the exercise, which was undertaken in small groups. This exercise provided an opportunity for the participants to identify project implementation requirements, weaknesses and strengths in a case study. Feedback from the participants indicated that they had learnt of the need to improve project implementation in their respective organizations. It was observed that this was an area of weakness in all the organizations represented in the workshop.

Next, the participants worked in small groups to discuss and write in their own words what they understood by: (1) The *concept of monitoring;* (2) The *concept of evaluation;* (3) *The*

functions/significance of M&E in project management; (4*) why M&E tends to fail in its objectives.* The facilitator pointed out that the terms *monitoring and evaluation* are used in many different ways and that it was important to stress that *monitoring and evaluation* (M&E) is part of a continuum of observation, information gathering, supervision and assessment. Thus M&E facilitates an efficient and effective project planning and implementation process.

Then the facilitator guided the participants, through a PowerPoint presentation, on the development of a Theory of Change, which is a visual depiction of the pathway of change (how the project anticipates change/results will occur) and is also a more comprehensive conceptual framework than the Logical Framework. The facilitator then invited participants to return to their respective objective trees which were displayed on the wall to: (1) *show the flow of results using arrows; (2) identify key interventions/activities to deliver the results;* (3) *identify and insert assumptions and risks they had made in developing the logical flow of the results.* Next, the facilitator invited participants to reflect about the process of this exercise and asked few volunteers to share some lessons learnt.

During Day 6, using the RAC M&E framework/Matrix, the facilitator presented to the participants what a good M&E framework looks like and invited the participants, in groups, to develop one. The facilitator later invited one group to show what they had done and the lessons they had learned through the exercise.

Thereafter, the facilitator and participants analyzed the importance of timely, reliable and credible data/information for evidence-based decision-making at the management and service delivery level, identified monitoring and reporting responsibilities, discussed toolbox components, discussed data management flow to provide feedback to project implementation and defined reporting systems, types of reports and reporting responsibilities. This session was evaluated highly by the participants. They said that, so far, in their own organizations, they had not dealt with the contents of this session in a systematic way as was presented. They were therefore confident that they had learned and would improve their performance in this regard. Finally, the facilitator invited the participants to share how they planned to support their organizations – stating clear actions – regarding how to improve the design of M&E systems for their projects.

Next, participants participated intensively in a session intended to increase their awareness of *what people need to learn to lead and manage project teams.*

The facilitator provided information which facilitated the identification of leadership and management skills. The participants also analyzed common characteristics of effective teams and were able to discuss issues which affect team performance while working on project implementation, monitoring and evaluation. The participants were inspired by the leadership model that develops strategies, not only to manage time and tasks, but also to create a friendly and pleasant atmosphere to reinforce team members' responsibility, interdependence, trust and mutual respect.

This event achieved its goal and major objectives. Participants felt that it had strengthened their overall capacity to engender OFSP planning, implementation, monitoring and evaluation. The results of the workshop evaluation are presented at the end of this report.

The participants also mentioned that they viewed the approach used, which promoted an opportunity for the professionals to work together as interdisciplinary teams, as a very important lesson learned during this event. They got to know each other better as they worked together on the selected priority projects. They gained knowledge, developed inter-personal

skills, and worked on real problems and project ideas they had brought from their organizations.

As part of this learning workshop, there was a plenary exercise designed to help the participants to apply what they had learned. The Participant Action Plan Approach (PAPA) is an easy-to-use method for determining how the participants changed their job behavior as a result of their attendance at a hands-on learning event. The workshop participants undertook the PAPA exercise in plenary. There are important action items to be implemented in their work environment as a result of this hands-on event. The lists of the PAPA items are presented in Annex M – Part III of this report.

RAC expects to have provided the participants with motivation and inspiration for the implementation of these Action Plans within a time frame of 6 to 12 months. RAC expects to follow-up this process closely. The participants will be reinforcing learning by implementing the newly developed skills in their work environment to improve the process of fund raising in their organizations and increase utilization of OFSP in Tanzania.

This learning workshop received daily feedback from the participants. This feedback was compiled and presented to the participants every morning as part of the "opening of the day's activities, a pre-session". Overall, the feedback was very positive and participants provided the facilitators with very good suggestions on how to improve some practices during and after the workshop.

Fourteen participants responded to the event evaluation form. In the final evaluation form, out of 14 participants who completed the questionnaire *12 participants* responded, "*excellent*" to the statement "*in general, I would rate the workshop".* The second statement "*on balance, would you say that the workshop objectives were achieved?* The total of *14 participants* said "*yes".*

Overall, the content, process, performance of the facilitators, facilities and the general organization of the event met the expectations and needs of the participants.

Looking ahead, participants stated that the learning module could be complemented by other learning modules on: *Human Resources (Talents) Management*; *Advocacy*; *Management Skills; Project Evaluation Skills; Research Methodology; Gender Issues; Data Cleaning and Analysis; Impact Report Writing; Effective Communication to Communities; Record Keeping Subjects: Financial Management; Seed Multiplication;* and *Finance Management (for Non-financial staff.*

Participants also emphasized the need for follow-up activities to implement the Participant Action Plan Approach (PAPA) exercise.

PART I

Background and Overview of the Workshop

1 Introduction

1.1 Report Outline

1.1.1 This report presents an overview of the workshop which was carried out at ESAMI, The Eastern and Southern Africa Management Institute, Arusha, Tanzania, from April 21-27 March, 2013, for senior officials from diverse organizations in the country. It covers background information on the Reaching Agents of Change (RAC) Project of the International Potato Center (CIP) and the efforts of Zenete França and Associates: Consultants in Learning and Capacity Building (ZFA) to support RAC in empowering its partners in several African countries to engender projects on Orange-Fleshed Sweetpotato Project Planning, Implementation, Monitoring and Evaluation. This event included how to write convincing proposals to raise funds to combat the vitamin A deficiency among a high proportion of children and pregnant women in those countries. The report summarizes the main elements of each day of the workshop.

1.1.2 The workshop days were divided into sessions on the basis of the steps of project management planning, monitoring and evaluation. Each session began with a brief presentation. A summary of the daily objectives and a sample of exercises, results of group work, participants' feedback and summary of the final evaluation are presented in the main part of the report. In addition, the welcome letter, the list of participants and resource persons, workshop schedule and exercise results, are included in Annexes I, II and III at the end of this report.

1.2 Reaching Change Agents (RAC) Project of the International Potato Center (CIP): A background

1.2.1 CIP is a non-profit international research organization within the Consultative Group for International Agricultural Research (CGIAR) and supported by various governments, donors and foundations.

1.2.2 CIP is the implementing agency for 'Reaching Agents of Change (RAC): Catalyzing African Advocacy and Development Efforts to Achieve Broad Impact with Orange-fleshed Sweetpotato' project funded by the Bill & Melinda Gates Foundation, under the terms of which CIP will invest in building African capacity to mobilize resources and implement wide-scale dissemination of orange-fleshed sweetpotato to combat vitamin A deficiency in Sub-Saharan Africa.

1.2.3 The project is implemented by CIP and Helen Keller International (HKI). The RAC Project seeks to generate new investments and policy change through development of strong advocacy efforts at country level, and through the Comprehensive Africa Agriculture Development Programme (CAADP) and the New Partnership for Africa's Development (NEPAD).

1.2.4 The RAC Project advocates for increased investment in orange-fleshed sweetpotato (OFSP) to combat vitamin A deficiency among young children and women of reproductive age.

1.2.5 RAC also builds institutional capacity to design and implement gender-sensitive projects to ensure wide access and utilization of OFSP in selected African countries. Its efforts contribute to the broader Sweetpotato for Profit and Health Initiative (SPHI), which aims to improve the lives of 10 million African families by 2020.

1.2.6 RAC is a 3-year project (2011-2014) that operates in Tanzania, Mozambique and Nigeria and in two secondary countries: Ghana and Burkina Faso.

1.2.7 RAC further hopes to build institutional capacity for OFSP programming by building the capacity of national implementing agencies to design and implement technically strong, gender-sensitive programs.

1.3 Zenete França and Associates: Consultants in Learning and Capacity Building (ZFA)

1.3.1 Zenete França and Associates (ZFA), based in Portugal, is a network of specialists from Africa, Latin America and Asia who have worked together on agricultural learning and capacity building programs in developing countries for the past two decades.

1.3.2 In response to individual clients' needs, ZFA builds an interdisciplinary team that works with client personnel to strengthen human and institutional capacities and changes in mindset to enable organizations to face the challenges of the new era of systemic innovation.

1.3.3 The Vision of ZFA is "a world in which effective learning and capacity building change people's lives and reduce poverty".

1.3.4 Its Mission is "to foster organizational cultures that support: planning, monitoring and evaluation of learning and capacity building activities and strengthening attitudes and behavior that facilitate interaction, trust and open communication among actors of innovation."

1.3.5 The ZFA Goal is "to empower people in developing countries to institutionalize strategies and methods to sustain continuous learning and capacity building in support of innovation systems".

2 Overview of the Learning Workshop

2.1 Goal, Objectives, Expected Outputs, Structure and Approach of the Workshop

2.1.1 The goal of the workshop was to strengthen the competence (knowledge and skills) and attitudes of African change agents already committed to the health and well-being of needy people in the target countries of the RAC Project in OFSP project planning, implementation, monitoring and evaluation. The workshop recommended the participants to form interdisciplinary teams within their own organizations to work on the identification of problems related to vitamin A deficiency among children and women of reproductive age, and to write convincing proposals aiming to raise funds to implement, monitor and evaluate projects to improve their lives.

2.1.2 The sessions of this workshop were carried out using a "hands-on" approach based on a 6 day learning module, which provided step-by-step instructions to the learning facilitators.

2.1.3 At the end of the workshop, the participants were expected to have identified a real problem and transformed it into objectives to develop a priority project at their parent institutions. As a team, they worked on the development of the first draft project proposal, following each step of a framework provided to enable the participants to be equipped with theoretical, practical knowledge to:

- Analyze project planning, principles, management cycle and partnerships.
- Apply writing skills.
- Prepare a Concept Note.
- Review Concept Notes.
- Write a Full Proposal.
- Formulate an engendered OFSP logical framework.
- Develop the logical framework for the project proposal.
- Develop a budget for a project proposal.
- Packge the project proposal with competence to send to prospective donors.
- Discuss the implementation requirements to make the project results successful.
- Develop a Theory of Change for the project proposal.
- Develop an M&E plan.
- Analyze and plan actions for leadership and management of the project implementation.
- Outline a Participant Action Plan Approach (PAPA) on "*where to go*" to use the skills developed during the workshop to complete and/or develop a Project Proposal to raise funds to maximize the utilization of OFSP in the country.

2.1.4 The learning plan provided several methodologies, which included formal presentations, discussions, small-group exercises, role-playing, and other types of group dynamics.

2.1.5 This enabled a variety of activities to be practiced each day. An informal approach was adopted, with participants being encouraged to communicate with each other and with the workshop facilitators. Every participant was involved in all the above activities. Selected participants also presented the daily review of the course. Each participant was awarded a certificate on completion of the course.

2.1.6 The learning module provided the facilitators with the information, specific activities, and materials needed to plan and deliver the learning event effectively. Because each workshop situation is unique, planning is critical to the success of any learning and capacity building event. The module encouraged participation and provided hands-on problem-solving experiences and exercises.

2.1.7 The workshop applied the experiential learning approach, which promotes active participation through the process of reviewing, reflecting on, and applying what has been learned through the workshop experience. Participatory methods kept the participants active in the learning process. The experiential and participatory approach was chosen to enhance effective skills transfer, to facilitate conceptual and attitudinal development, and to encourage appropriate changes in participants' behavior.

2.1.8 The role of the facilitators was to manage and guide the learning process. The participants shared the responsibility for their learning outcomes with the facilitators.

2.1.9 The participant action plan approach (PAPA) exercise was carried out during the workshop. This is an integral part of the learning process and contributes to motivate the participants to apply the knowledge, attitudes, and skills learned during the workshop in their work environment. This PAPA approach is the monitoring mechanism used to maintain the relationship between the workshop participants and the workshop leaders and facilitators.

2.1.10 In plenary, participants had the opportunity to share the list of actions in response to the question "*where do we go from now?"* The participants committed themselves to implement special actions as required by the completion and/or development of a Full Proposal. The lists of actions are part of Annex M of this report.

2.1.11 The results of this PAPA exercise undertaken in plenary will be followed up by the RAC team, who will maintain a communication mechanism to provide technical support to enable the participants to respond to the exercise. The RAC team will be happy to be informed how far each participant has implemented the identified actions and which other new activities they have attempted as a result of attending the workshop. They will also be asked what effect their new activities have had on their work environment, and what problems, if any, they have encountered in trying them.

2.1.12 Process Evaluation. At the end of each day, the participants were asked to write down the strengths and suggestions for improving the workshop. This process gave the participants the opportunity to share their individual assessments on the content and process of the event with the facilitators and the organizers. The individual assessments were compiled, analyzed, and reported to the participants the next day. This process contributed to the improvement of the workshop every day. A sample of the daily assessment is presented in the Annex N and is referred to in the relevant parts of this report.

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PART II

Contents of the Workshop

3 Summary of Activities of Day 1

3.1 Session 1. Welcome, Workshop Introduction, Overview

3.1.1 During the first day, the facilitators introduced the workshop background and rationale, goals, general objectives, and expected outputs. The participants were given an opportunity to get to know each other better and expressed their expectations on the "hands-on" event which would enable them to work on a selected priority project from the pre-workshop assignment. In addition, they shared the level of interest on the content of this workshop and their eagerness to prepare themselves to complete and/or develop project proposals to maximize the utilization of OFSP in the country.

3.1.2 Dr Adiel Mbabu welcomed the participants to the workshop and expressed his expectations towards improving awareness of the importance of OFSP to improve lives of women and children in Tanzania as result of the 6 day event. He introduced the RAC team who would be responsible for the implementation of the workshop and introduced Dr. Zenete França as the leader for the event.

3.1.3 Dr. Mbabu introduced the workshop goals, objectives and the process of its implementation. He introduced the program for the workshop and reiterated that this learning and capacity building event was to equip the participants to become facilitators in their own organizations. The resource materials they would take at the end of the workshop would facilitate the participants' roles as managers of the learning process on Engendered OFSP Project Planning, Implementation, Monitoring and Evaluation.

3.1.4 Dr. Zenete França introduced the Participant Action Plan Approach (PAPA) as a learning process that involves reflection by participants on their personal learning. The approach enables learning facilitators and participants to monitor what changes happened to their jobs as a result of the learning process, if the changes are the ones intended by the learning process and what might have interfered with applying what was learnt on the job.

3.1.5 PAPA was also presented as a mechanism that contributes to promoting innovation. Participants would implement newly developed skills in their work places and find that they can re-create and/or change the way they do things. These changes of practice are potential innovations.

3.1.6 Next, Dr. França used a ballot method to identify participants to record lessons learnt each day to be presented in the following morning. As result, pairs of participants were identified as the activity leaders. They should be prepared for the morning pre-session. They were as follows: (Day 1): Beatrice and Dickson; (Day 2): Benson Mturi and Lucy; (Day 3): Famian Magdalena, (Day 4): Ernest and Jasmine; (Day 5): Mary and Khatib) and (Day 6): Margaret and Jonathan.

3.1.7 Dr. França also explained the daily feedback process, which was compiled and presented by the facilitators in the following morning. These activities were part of the learning process, which helped increase the quality of the event.

3.1.8 Next, Dr. França led the Interactive Exercise which was undertaken during this event. The exercise provided an opportunity for the participants to get acquainted with one another and facilitated their participation during the 6 day learning event.

3.1.9 The exercise also encouraged the participants to (a) do self-analysis of feelings and emotions related to their attitudes and behavior with regard to the engendered OFSP

project planning, implementation, monitoring and evaluation and (b) express their expectations on the workshop which they were about to attend.

3.1.10 The participants were open and sincere during this exercise. The results were very encouraging and helped the participants to feel at ease to begin working on the participatory approaches which this workshop required and used during the 6 day event.

3.1.11 As a sample of this exercise, one participant completed a sentence which stated: In relation to this learning event, I feel that my organization is expecting me *to disseminate what I hear and transfer the skill of this workshop to them so the organization can be able to develop a project and acquire resources* Because *the organization does not have many people who have a skill for the project write up, concept development.*

3.1.12 The second part of the interactive exercise aimed at assessing the participants' expectations of the workshop. In general, the main expectations related to improving the ability to develop quality project proposals. For example, one participant's expectation was *"to gain as much as possible from the other participants and learn ways to develop project proposals to maximize the utilization of OFSP in Tanzania*."

3.1.13 The complete responses for this exercise are presented in Annex D – Part II.

3.2 Session 2. Overview of project management cycle. Major OFSP project requirements: principles, vocabulary and writing to persuade

3.2.1 At the end of this session, participants were expected to (1) discuss the nature of projects, (2) define project management cycle, (3) list the steps of the project cycle, (4) define the steps of the project cycle, (5) identify major OFSP project requirements: principles (gender mainstreaming, partnership, etc.), vocabulary, and writing to persuade.

3.2.2 This session began with a brief presentation by Dr. Adiel Mbabu on the content of the session. Dr. Mbabu summarized the nature of projects by saying that *projects* represent the commitment of human and physical resources to produce specific outputs in a given time and budget framework. Projects vary in scale, purpose and duration. They may be initiated within a community, requiring modest inputs and producing tangible outputs within a relatively short timeframe. At the other extreme, projects may require substantial financial resources and only generate benefits in the long term.

3.2.3 Dr. Mbabu clarified his statement by providing an example, the former could be an initiative to multiply and distribute OFSP planting materials in a given community; the latter may be an initiative to upscale distribution of OFSP planting materials to the whole nation, as well as facilitating agro-processing and marketing of OFSP to national and regional markets. While the former may require the support of agronomic specialists in a relatively short time, the latter may require multiple disciplines and organizations and a longer time frame.

3.2.4 Dr Mbabu also said that *projects* may stand-alone or *be integrated into a program, with several projects contributing to one overall goal*. Despite the difference in scale and nature of projects, there are aspects of sound project management that are universal.

3.2.5 Dr. Mbabu presented a project cycle, pointed out its goal, which is to identify moments in which the planning, monitoring and evaluation intervenes, and provided

the participants with his guidance on how to make sure that each step of the project cycle is well carried out. The project cycle is a frame that guides project planning steps, monitoring during project implementation, and evaluation of results. The 6 steps of the project cycle were presented by Dr. Mbabu as follows:

a. **Identification of project areas and objectives**: generation of the initial project idea, which should address the major constraints and opportunities.
b. **Preparation of project proposals**: detailed design of the project, addressing technical and operational aspects.
c. **Review or appraisal of project proposals**: analysis of the project from technical, financial, economic, gender, social, institutional and environmental perspectives.
d. **Project Proposal approval and financing**: writing the project proposal, securing approval for implementation and arranging sources of finance.
e. **Project Implementation and monitoring**: implementation of project activities, with on-going checks on progress and feedback.
f. **Project Evaluation**: periodic review of project with feedback for next project cycle.

3.2.6 Dr. Mbabu strengthened his presentation with special principles of project development which must be taken into account by the participants to become good project designers. He provided justification and examples to reinforce the importance of these principles, which were summarized as follows: (1) mainstreaming gender in project design; (2) project development is both an art and a science; (3) project design is a group exercise; (4) project design takes time; (5) partners are important; (6) recognize the trends towards holistic thinking; (7) demonstrating impact is essential and (8) packaging is what it is all about. In addition, during this presentation, the participants heard information on issues related to Pick the Right Topic, Standardization of Vocabulary and Writing Tips (including writing to inform and writing to persuade), which were part of their reading in the Pre-Workshop Assignment.

3.2.7 Next, Dr. Zenete Franca led the exercise. The participants were invited to *pair up* with their neighbours to respond to four questions assigned to each pair.

3.2.8 The questions were related to the objectives of Session 1, i.e. nature of projects, steps of the project management cycle, gender mainstreaming, partnership, etc., vocabulary and writing to persuade.

3.2.9 After the pairs reflected and discussed the contents of the questions, they responded and presented to the audience.

3.2.10 Among other questions, for example, the pairs were asked to summarize actions to support Gender Mainstreaming principles when they write their project proposal and why these principles are important for the proposal.

3.2.11 Most of the pairs responded to this question vaguely. They stated the importance of including gender mainstreaming in project proposal, but failed to identify actions which would be carried out by the project to make this gender principle part of the project implementation to generate positive results. These aspects were discussed after each pair's presentation, and it is expected that the pairs use the learning of this explanation when they write project proposals for their organizations.

3.2.12 For example, one pair responded: "*It is very important to involve both sexes due to the fact that it will enable all the people to feel involved in the process and give comments, hence having a sense of ownership of the project"*

3.2.13 Another pair stated: "*gender mainstreaming: Gender equity to avoid imbalance or overload of activities on one side".*

3.2.14 Another pair said "*gender mainstreaming takes care of holistic population with regard to gender; because it motivates both men and women to participate in the project while their needs are addressed, and to create sense of ownership of project between all members in the community (where men and women have equal chance".*

3.2.15 It is important to emphasize that one pair identified the need to "*include gender sensitive indicators and balancing the resources to ensure that men and women benefit"* as actions to be included in the project. These statements present a better answer to the question. However these statements need to further express what *methods, approaches and methodologies* which will be used to measure if the indicators are gender sensitive and if there is balance in the use of resources regarding benefiting men and women. The identification of methods, approaches and methodologies would have provided the action to be carried out, which is what this exercise is looking for.

3.2.16 The complete responses for this exercise are presented in Annex E, Part II.

3.3 Session 3. Project identification: stakeholder analysis and analysis of problems, objectives and strategy. Picking the right topic

3.3.1 At the end of this session, participants were expected to (1) define project identification, (2) discuss the importance of stakeholders´ participation in project identification, (3) assess stakeholder influence and importance, (4) outline a stakeholder participation strategy, (5) explain the importance of analyzing problems and opportunities with stakeholders, (6) practice stakeholder analysis and analysis of problems, objectives and strategy, and (7) discuss selected topics that were identified by the participants during the Pre-Workshop Assignment.

3.3.2 This session began with a brief presentation by Mrs. Hilda Munyua on the content of the session. She began her presentation by emphasizing that the first stage in the project cycle is the identification of projects, which explains where project ideas come from and how they reflect the needs of a community/target group.

3.3.3 Ms. Munyua proceeded by saying that, in concert with stakeholders, the organization is tasked with formulating projects that have the best likelihood of contributing to development objectives, while being realistic about what is possible in a given amount of time with the available resources.

3.3.4 She explained that this is a complex task which requires the consideration of many aspects, including : (a) relationship of the project to national development objectives; (b) relationship of the project to a larger program (related projects within or outside the organization); (c) understanding of donor policies and priorities for resource mobilization and partnerships; (d) understanding of direct and indirect beneficiaries/stakeholders; (e) determination of institutional capacity to plan and implement the project; (f) determination of how project outcomes can be sustained: socio-economic, institutional, environmental.

3.3.5 In any event, she assured the participants that deciding what to do is the most important step in the project cycle, and requires an analysis of stakeholders, problems, objectives and strategies to clearly identify the project. A properly planned project addresses the important needs of beneficiaries, whose views may diverge and need to be brought into the discussion. A key question for those trying to identify projects is, *how can a project be identified in a participatory manner?*

3.3.6 Mrs. Munyua went through stakeholder analysis, and pointed out its four step process, which includes: step 1: Identify stakeholders; step 2: Assess stakeholder interests and potential project impact on their interests; step 3: Assess stakeholder influence and importance; and step 4: Outline a stakeholder participation strategy.

3.3.7 She also presented the types of communication with stakeholders in the project cycle, which explain who should be involved in project identification, who should be involved in detailed project planning, who should be involved in project implementation and monitoring, and who should be involved in project evaluation.

3.3.8 Next, Mrs. Munyua pointed out that, following stakeholder analysis, a four-step process is often undertaken to identify and begin to define a project: problem analysis, the analysis of opportunities, the analysis of objectives, and strategy analysis.

3.3.9 *Problem analysis* identifies the problems of an existing situation and analyses the cause-and-effect relationships between them. It involves two steps: (1) identification of the major problems faced by beneficiaries; (2) development of a problem tree to establish cause and effect.

3.3.10 She recommended techniques such as brainstorming or SWOT analysis to identify key problems and explained that problems are stated in a negative state describing the existing situation and **not as a "lack of a specific resource or solution"** to solve the problem. She also advised the participants to avoid wording such as "lack of credit", "no seeds" or "no tractor", as it can lead to premature statements blocking the view for other, perhaps more adequate intervention strategies.

3.3.11 Mrs. Munyua has also pointed out the importance of undertaking *opportunity analysis*, and said that the desire to solve a problem is not exclusively the driving force behind change; potentials and arising opportunities are equally important.

3.3.12 She also affirmed that a problem analysis states negative aspects of an existing situation. The *analysis of objectives* presents the positive side of a future situation. In other words, the problems are transformed and restated as objectives, analysis of objectives and strategy analysis. She provided examples of problem and objective trees to demonstrated her presentation.

3.3.13 Mrs. Munyua then introduced the final stage in project identification, which involves the selection of a *strategy* to achieve the desired results. The strategy comprises the clusters of objectives to be included in the project.

3.3.14 At the end of this presentation, Mrs. Munyua stated that "*the process of project identification is concluded with stakeholders identifying ways in which they can contribute to the project – in terms of knowledge, skills, cash, labour and other resources – and areas in which external assistance is required. Stakeholder contributions to support the implementation of a project will strengthen their commitment to the project and their association with the benefits generated.*

3.3.15 Next, Mr. Frank Ojwang led the exercise for Session 3, which was carried out through Exercises 3a and 3b. The Exercise 3a titled "*stakeholder analysis*" was undertaken in four phases. During phase 1, the participants were invited to read the Kenyan case study. Then, Mr. Ojwang led a brainstorming session and the group made a list of possible stakeholders from the case study. He recorded the group ideas on a flipchart. Then, assisted by the participants, he consolidated a list of stakeholders.

3.3.16 During phase 2, Mr. Ojwang invited the participants to form four groups and each group elected a rapporteur and a time-keeper. Each group then discussed the

following questions as they relate to the list of potential stakeholders in the Kenyan case study. The rapporteurs recorded group ideas on a handout (worksheet a). The questions asked the participants to (a) identify stakeholders; (b) describe stakeholders: (c) who are the primary, secondary and/or key stakeholders; (d) assess influence/importance: how influential and important are the primary stakeholders? the key stakeholders? what stakeholders are important, but lack influence? discuss between yourselves why this is so.

3.3.17 During phase 3, the same groups outlined a stakeholder participation *strategy.* Each group considered at what stage in the project cycle (project identification, detailed project planning, implementation and monitoring, evaluation) different stakeholders would be involved and with what intensity, etc. The groups used a handout (worksheet b) to record the summary of the group discussion/decisions.

3.3.18 During phase 4 Mr. Ojwang invited the rapporteurs to present the results to the audience. Mr. Ojwang and Mrs. Munyua, assisted by Dr. Mbabu, managed a discussion on the results of group work. The discussion was useful and helped the participants to review the types of stakeholders in the Kenyan case study and analyze their level of influence and power and in which phase of the project design they could or should (and/or should not participate) to maximize their contributions and level of responsibilities towards the implementation, monitoring and evaluation of the project.

3.3.19 A sample results of this exercise is presented in Annex F in Part II of this report.

3.3.20 The Exercise 3b titled "*analysis of problems, opportunities, objectives and strategies for the project design* " was undertaken in three phases and was led by both facilitators, Mr. Ojwang and Mrs. Munyua.

3.3.21 The participants were invited to work in the same previous groups. To prepare themselves to undertake this *Exercise 3b,* the groups were asked to refer to the Kenyan case study and imagine that their group were a core team planning to address a problem in Kenya.

3.3.22 They had to *analyse problems and opportunities, develop objectives and propose a strategy for the project* by developing a problem tree and an objective tree as guided by Mrs. Munyua during her presentation.

3.3.23 During phase 1, as a group, they brainstormed the problems relevant to the Kenyan case study project. The rapporteurs distributed cards to the group members (as many as they needed) and invited them to write these problems as negative statements on the cards. At the end the rapporteurs arranged the cards into a problem tree, using tape to attach them to a wall in the following sequence:

- **Identify the core or focal problem**: what you are trying to resolve with your project, equivalent to the purpose or immediate objective.
- **Place direct causes of the core problem parallel to each other under the core problem;** cluster or consolidate similar problems.
- **Place direct effects of the core problem parallel to each other above the core problem;** cluster or consolidate similar problems.
- **Continue to develop causes and effects into multilevel "branches" and "roots"**.
- Problem analysis was concluded when the planning team was convinced that the essential information had been portrayed**.**

3.3.24 The groups also brainstormed, discussed and recorded potential opportunities and positive areas that might be supported (e.g. capable institutions, effective community groups, other donor support).

3.3.25 Afterwards, the groups worked on the project objectives analysis. The rapporteurs distributed additional cards, and, working from the top downwards, reworded *all of the problems to turn them into positive objectives*.

3.3.26 Before beginning to work on the project strategy analysis, the rapporteur placed three cards inscribed "*outputs*", "*immediate objective*(s)" and "*development objective*" near the objective tree.

3.3.27 The facilitators attracted the participants´ attention to ensure that the focal objective, equivalent to the project purpose or immediate objective, was realistic in terms of the resources that were expected to be available. If more than one focal objective had been identified, they discussed whether more than one project would be more feasible than one project with multiple objectives.

3.3.28 The groups considered what was the development objective and what were the outputs (deliverables) of project management to align the three cards accordingly: outputs, immediate objective(s), and development objective.

3.3.29 A sample of the results of this exercise is presented in Annex F, Part II of this report.

3.3.40 The sample of a group result is presented through a photo which shows the cards which were displayed on the wall. The photo shows the problem and objective tree, along with the strategy.

4 Summary of Activities of Day 2

4.1 Pre-Session Overview

4.1.1 During the pre-session, a participant presented a recap of the previous day's activities, and the facilitator presented the results of the participants' feedback on Day 1.

4.1.2 First, the participant introduced the recap presentation by saying that the major lesson of this exercise was "*Everyone has an equal chance to tell us what s/he remembers"* about the learning of yesterday.

4.1.3 Secondly, based on the compilation of the individual evaluations, the facilitator stated that participants were very satisfied with the usefulness and relevance of the workshop contents of Day 1 and with the importance of the process and organization of the event. One special remark by a participant stated that "*the strength of the workshop is its organization and sequence of contents based on the learning module, the learning plan. It is an amazing learning event".*

4.1.4 Participants also provided suggestions to improve the daily workshop. One aspect that they suggested to be improved was related to time management, since the participants felt that there was too much content to be processed within a short time.

4.1.5 The pre-session was welcomed by the participants.

4.2. Session 4. How to prepare a Concept Note

4.2.1 At the end of this session, participants were expected to (1) discuss the eight steps involved in preparing a concept note, (2) identify the key parts of a concept note, (3) prepare objectives for a concept note, (4) Identify the beneficiaries and impacts of a project, and (5) write a good background section.

4.2.2 This session began with a brief presentation by Dr. Adiel Mbabu. The main focus of this session was the importance of preparing a *project concept note* in an interdisciplinary team. The eight steps for the production of a concept note were presented, and through interactive exercises the participants had an opportunity to practice writing the different components of the concept note, including *SMART* objectives.

4.2.3 During this session, the participants discussed and selected a problem and/or issue identified previously during the Pre-Workshop Assignment to use the eight steps involved in preparing a concept note. They identified the key parts of a concept note; prepared objectives and outputs for a concept note; identified the beneficiaries and impacts of a project; and were given advice on how to write a good background section, which they put into practice. The participants practiced creative title writing as well.

4.2.4 Three exercises enabled the participants to practice the eight steps involved in preparing a concept note and to identify its key parts. *The important aspect of this exercise was* ***to start a process to enable the participants to work on the real priority projects identified previously***.

4.2.5 Dr. Zenete França, as facilitator, led the session exercises. She invited the participants to form an interdisciplinary team to discuss the *project ideas* brought to the workshop by the participants. They were expected to analyze the principles used to identify a project idea as the most important one for the organization and, after each team

members presented his/her project idea, they should select one (through team consensus) to be used during the workshop to enable the participants to practice all phases of the development of a project proposal.

4.2.6 The problem analysis of the selected project idea should be done to transform the *problem into objectives* through the development of *a problem and objective trees* in the way the participants had practiced during Session 3 of Day 1.

4.2.7 Next the participants were advised to focus on the list of priority project objectives and prepare a list of criteria to select the project objective which the team would work on as their choice to undertake the step-by-step exercise. The participants were also advised to be aware that translating this objective into an important topic was the first step in designing a project.

4.2.8 A list of project criteria was provided as suggestions for the participants to develop their own to facilitate the completion of this exercise. The suggested criteria were : (a) that the project be sufficiently important to be worth doing; (b) be internally approved by their organizations; (c) be useful and be seen as a priority by the project beneficiaries; (d) be "manageable," i.e. have a reasonable chance of achieving results within a limited amount of time, with a reasonable quantity of available inputs; (e) have the right balance of risk and return and (f) attract partners that have a comparative advantage to carry out the project.

4.2.9 Next, after the team identified the Project Objective along with its Project Topic that became the core content of a Project Proposal, they began working on the development of a CONCEPT NOTE, as presented by the facilitator.

4.2.10 The participants were reminded to focus on the objective of a concept note as *a short version of a proposal*. Each team read briefly the guidance on the three types of Draft Concept Notes available in the Summary of Presentation (Session 4) of the learning module and *focused on the steps of the Third Draft* to work on this exercise session – which presented the 8 steps to prepare a Concept Note.

4.2.11 The facilitator invited the rapporteurs to present the results of the first steps of the Concept Note and encouraged discussion among the audience. At the end the facilitator invited the team to proceed to Part b of this session which was composed of two parts. The first one involved (a) identification of the beneficiaries; (b) list of anticipated impacts (related to program objective); and (c) how this impact would be measured; and the second part involved preparing background information under two headings : (i) the problem and why it is urgent and (ii) what has already been done?

4.2.12 Next, in the third exercise of this session, participants were asked to work on the *best title for their proposals.*

4.2.13 It was noted that the title should be something that reflects the main intention and objective of the project. The participants should remember that the colon (:) trick might help them to write a title that is both catchy (first part, before the colon) and scientific (second part, after the colon).

4.2.14 To complete this exercise, the participants were invited to reflect on the entire information recorded so far on the project components which they were developing and discuss "*how they would like to hear colleagues and partners referring to the project?"*

4.2.15 Team members brainstormed on possible titles for their project, and arrived at a consensus on the title. While identifying the best title, they were advised to take into

consideration the audience of their project to find out how they would like to hear the name of the project.

4.2.16 The rapporteurs compiled the groups' responses and presented them to the audience. The results of these reports were discussed thoroughly by the participants and by the facilitators. At the end, a few volunteers presented lessons learned, followed by very positive feedback on the intense and profound learning which took place during this session. Results of this session are presented in Annex G in Part II of this report.

4.2.17 At the end of the day, the participants received the forms to provide *feedback on the day's activities and write down actions for their PAPA exercise.* The facilitators then closed the Day 2 activities.

4.3 Session 5. Reviewing Concept Notes and Proposals

4.3.1 At the end of this session, participants were expected to (1) discuss the features of a concept or proposal review, (2) identify the purpose and possible outcomes of a concept or proposal review, (3) explain the value of open reviews and (4) conduct an open concept review.

4.3.2 After a brief presentation by Dr. Zenete França, who explained the value of open reviews, the participants engaged in role-playing that enabled them to identify the purpose and possible outcomes of a concept note or proposal review and to practice some skills required to explain and defend their proposals during a review.

4.3.3 *The three Concept Notes from the previous session* were the source for review during this session. The Concept Notes were presented by the rapporteur of each group.

4.3.4 The exercise consisted of a mock Concept Review of the type recommended for all organizations. The exercise demonstrated how much a project design can benefit from an open review and discussion among colleagues. The Concept Note was reviewed for issues of substance, scope, budget and presentation. The purpose was to strengthen the development of future projects.

4.3.5 The issues of substance responded to questions such as: Does the Project Concept Note contribute to the respective Thematic Area objectives at the NARS Institute? Is the topic important? Have the beneficiaries been consulted? Are they interested in the project? Is the science of good quality? Is the scientific method valid? Can the methodology be improved?

4.3.6 The issues of scope responded to the following questions: Is the project the right size? Does it have the right number of sites? Are the sites the best ones? Is the project properly staffed? Would it be improved with more or different people? Will the equipment be adequate? Is the proposed project management going to be adequate? Would a workshop enhance the value of the project? How can the scope of the project be improved?

4.3.7 The issues of budget responded to the following questions**:** Has a budget been prepared? Does the bottom line look greedy? Is the budget adequate to achieve the objectives? Have the designers left out anything? What should the authors be sure to do when preparing the full proposal budget?

4.3.8 The issues of presentation/attractiveness to the Institute's overall thematic areas, funders, partners and stakeholders responded to the following questions: Does the project have a catchy title? Is the objective clear and measurable? Have the authors clearly stated what the project objective contributes to the accomplishment of the

thematic area objective which contributes to the organizational goal? Is the problem urgent? Have the authors said what has already been done? Are there problems of duplication—might someone already have done this work? What will be the impact of the project? How soon will the impact be felt? Do the authors say how they propose to measure impact? How can the presentation be improved?

4.3.9 The results of this exercise were very encouraging. Participants took the "role playing" very seriously and, at the end of the session, they provided very positive feedback in terms of discovering how much a proposal review contributes to refining and improving the quality of a Concept Note, in addition to contributing to strengthening their knowledge and skills to write it.

4.3.10 The next day, during the pre-session, the lessons learned were presented in the following way: *role playing the open review process* (a) was very important: (b) was a wonderful day where we form 3 groups playing specific and important roles; (c) group composition and arrangement for review the CN were an excellent piece of work; (d) helpful CN discussion; the process of approving a CN; (e) I liked the panelist and the way it was operated; the presenters were very interactive; (f) appreciate the internal review meeting; (g) constructive criticism; (h) positive criticism was perfect eye opener; (i) facilitation approach was very good; (j) team participation was good; (k) entertaining learning event; (l) encouraging and stimulations lessons; (m) we learn how to be cooperative in our organization, and others.

4.3.11 The format of the role playing for this exercise is presented in Annex H, Part II of this report.

5 Summary of Activities of Day 3

5.1 Pre-Session Overview

5.1.1 During the pre-session, a participant presented a recap of the previous day's activities, and a facilitator presented the results of the participants' feedback on Day 2.

5.1.2 These presentations were briefly discussed and some lessons were learned as a result of this session. Among them, the recap team stated that "*the entire group was alive, debating freely and felt the participants were ready to meet the challenges of the exercise. This approach met the principle of adult learning."*

5.1.3 The compilation of the daily evaluation provided very useful information to the facilitators. The participants said "*facilitation was perfect; facilitators were supportive to facilitate learning; in addition the sequence of learning materials was excellent and concept note writing example was appreciated".*

5.1.4 Participants also provided suggestions. Among them, they said "*we wish there was more time to do the learning by doing – so that we do it well; we would need more time to think through; more time needed during brainstorming session while working in groups on concept writeup".*

5.2 Session 6. Formulation of an Engendered Logical Framework

5.2.1 The objectives of this session were to (1) use the logical framework approach to break down the project hierarchy of objectives: goal, purpose, outputs and activities; (b) practice to use the logical framework in the project planning process and (c) ensure that the logical framework is engendered.

5.2.2 Dr. Adiel Mbabu made a brief presentation and drew the attention of the participants to the fact that research and development projects must always be engendered. The objective of this session was to enable the participants to practice ***engendering the project logical framework*** that involves***:*** (1) identifying and accounting for the gender issues implicit in the planning, monitoring, and evaluation of research and development projects; (2) the logframe and the project need to take gender roles and relations into account. Therefore, the project goal, objective and outputs and indicators must be viewed through a gender lens to avoid "gender blindness".

5.2.3 A logical framework was described as a tool that assists in planning, monitoring and evaluation of research and development programs and projects. It is an instrument for synthesis and verification and as such prepares the ground for project implementation, monitoring and evaluation.

5.2.4 The logical framework matrix was used to highlight the *IF, THEN* properties. The key elements of a logical framework – summary description of objectives (goal, purpose, outputs and activities), assumptions, means of verification and objectively verifiable indicators, as well as the main steps in developing a logical framework, were discussed.

5.2.5 The logical framework was described as an ideal project summary that highlights a hierarchy of objectives and permits an assessment of the fit of an individual project to wider development goals.

5.2.6 It was noted that the assumptions are a way of dealing with risks. Assumptions are a positive way of dealing with risks. A risk is a negative event that "may" occur. It is out of the control of the project or program. The probability of a risk occurring can range from just above 0% (low) to just below 100% (high). Depending on the probability, the risk can be converted into an assumption. Only risks with low-moderate probability of occurring and potential critical impact are included as important assumptions. The risks with very high probability and potentially high impact can be considered as killer assumptions and should be handled though additional activities or outputs to internalize them and bring them under the control of the project.

5.2.7 Next, Dr. Zenete França invited the participants to form the same interdisciplinary teams to undertake Exercise 6, which required each group to develop an engendered project logframe for the identified project.

5.2.8 At the end, the teams' rapporteurs presented the results of this exercise in plenary. There were discussions and comments which increased the level of learning in the development of engendered logical frameworks.

5.2.9 The results of this exercise are presented in Annex I, Part II.

5.3 Session 7. Writing a Full Proposal

5.3.1 The objectives of this session were to (1) explain when to proceed to a full proposal, (2) identify a possible basic proposal format for organization, (3) discuss the qualities of a convincing proposal, (4) discuss the ten steps involved in writing a proposal, (5) identify ways of reviewing and improving key sections, such as the objectives and activities sections, (6) discuss the concepts of impact evaluation and milestones and (7) identify milestones for a specific project.

5.3.2. Dr. Adiel Mbabu made a brief presentation. He pointed out that once your institute, partners and funders have indicated some interest in a project idea, further elaboration of the idea will be needed.

5.3.3 If the project has multiple partners, ensure that the proposal is prepared in a collegial and collaborative fashion by involving representatives from all groups in all design decisions. Once finished, the proposal should be discussed at a proposal review meeting.

5.3.4 Dr. Mbabu also emphasized that it is important to make sure that the *proposal is convincing* and convey that (a) something important needs doing right away; (b) if we implement it, many currently underprivileged people will be much better off; if we do not, these people are going to suffer. (c) we have a sensible and cost-effective way of doing this project; we (with our partners) are staffed, equipped, and eager to do the job and (d**)** all we need is your support.

5.3.5 Your organization will need a basic proposal format for internal projects and for when the donor does not provide a preferred format. Dr. Mbabu presented the following basic format you might find useful.

Basic Proposal Format

I. **Summary** (What is this proposal all about?)

II. **Background** (Why should this proposal be implemented?)

III. **Objective** (What do you hope to achieve?)

IV. **Outputs** (What will the project deliver?)

V. **Activities** (What will you do?)

VI. **Work Plan** (How will you achieve your objectives?)

VII. **Impacts** (What outputs will the project deliver and who will be better-off at the end of the project, and why?)

VIII. **Monitoring and Evaluation** (How can you test if the project is working?)

IX. **Budget** (How much will it cost?)

5.3.6 Dr. Mbabu also pointed out that this is the order in which you would send the proposal. But when writing a proposal, the following order is recommended.

Prepare proposals in the following order:

1. Objective
2. Activities
3. Work plan
4. Outputs and impacts
5. Budget
6. Background
7. Evaluation and milestones
8. Summary
9. Review and editing
10. Cover letter

5.3.7 Next, Dr. Zenete França invited the participants to undertake Exercise 7, which was composed of two parts. The aim of these exercises was to invite teams to "exercise" *transforming the Concept Notes into Full Proposals* taking into account the ten steps for writing a full proposal. The facilitators stated that a good concept note is the ideal basis for preparing a convincing proposal.

5.3.8 First, the teams were invited to read the explanations in the handouts and practice skills on writing objectives, activities and work plans. After discussing these issues with their team members, they decided how they could refine these components of the concept note to make them more effective as part of a full project proposal.

5.3.9 Next, the participants were asked to practice skills on writing outputs, impacts and milestones.

5.3.10 At this point, the Full Proposal was drafted. The participants understood that this was a first exercise in writing the proposal and that a great refinement of all aspects of the proposal should be done when they went back to their institutes.

5.3.11 The results of each team's work were presented in plenary. Comments and feedback were made for the teams to analyze and incorporate the relevant ones to improve their full proposals.

5.3.12 The facilitator invited lessons learned and feedback from the participants. The results of this session were very well assessed and considered of great relevance.

5.3.13 At the end, the participants were reminded that this exercise was the beginning of many others which they would carry out in the near future in their institutes to make the organizations more efficient and effective in write convincing proposals to attract funds to implement OFSP projects in Tanzania.

5.3.14 The draft full proposals delivered by the participants are presented in Annex J, Part II.

5.3.15 At the end of the day, the participants received the forms to provide *feedback on the day's activities and write down actions for their PAPA exercise.* The facilitators then closed the Day 3 activities.

6 Summary of Activities of Day 4

6.1 Pre-Session Overview

6.1.1 During the pre-session, a participant presented a recap of the previous day's activities, and a facilitator presented the results of the participants' feedback on Day 3. These presentations were briefly discussed and some lessons were learned as a result of this session.

6.1.2 Among them, the recap team stated that "*We learnt how to judge and provide a positive criticism; we must say two nice things and make the point. And also we must be hard on the issues, but soft on the people. In summary, we must have professionalism to judge, amend and comment"*.

6.1.3 The compilation of the daily evaluation also provided very useful lessons to the facilitators. One participant summarized the lesson learnt through the following statement: "*Really selfishness cannot build but participation can build an organization".*

6.1.4 Others said: "*The logical framework is very important and hope we have understood it well mainly preparing the engendered log frame; I appreciated the engendered topic; appreciated the arrangement and presentation of the topics; good presentations. I enjoyed the days´ sessions, they were very educative and stimulating; I appreciate all of you, facilitators, and hope to reach your level one day We are blessed to have you as our trainers".*

6.1.5 Participants also provided suggestions. Among them, they said "*We suggest that you get us involved and exposed to new experience outside Tanzania.* The participants also requested *"more clarification on engendered log frame".*

6.2 Session 8. How to write proposal budgets

6.2.1 At the end of this session, participants were expected to (1) discuss tips on preparing good proposal budgets; (2) identify budget formats (3) discuss budget guidelines and (4) describe the qualities of a good budget.

6.2.2 This session began with a brief presentation by Mr. Frank Ojwang on the contents of the session. Mr. Ojwang pointed out that *preparing the budget section of the proposal is probably the single biggest job in moving from the concept note to the proposal stage.*

6.2.3 The proposal budget is one of its most important sections. Many readers will look only at the summary, the objectives, and the budget, and *may base their accept-or-reject decision on only those sections.* So it is very important to get your proposal budget right.

6.2.4 Then Mr. Ojwang presented some tips on preparing good proposal budgets; budget formats; budget guidelines; qualities of a good budget; and provided some advice on how to write footnotes (for every line) and rounding to the nearest 000s; the "ethics" of budgets; bay windows; indirect costs; minimum budget requirements, and attracted the attention of participants to a *good summary proposal budget* which the learning module presented as an example to facilitate learning.

6.2.5 Next, Mr. Ojwang led the exercise which invited the participants to form the same groups to undertake the tasks which were listed in the script of Exercise 8.

Beforehand, the group members should discuss the importance of minimum budget requirements. The message was that every proposal, no matter how small the project, should have at least one summary budget. This should include the following elements: a title; currency denomination; degree of rounding; totals for each year and each line item; a grand total; footnotes for each line item; all costs that will not be requested from the donor – including partners' costs and all contributions (even in-kind contributions).

6.2.6 Then the group should undertake the tasks required by the exercise, which in summary asked the participants to *analyze and improve a Proposal Budget* for a fictitious proposal *titled " Pink Land Proposal". They should list its strengths and weaknesses and additional improvements that will be needed to make it a good proposal budget.* (See Annex J, Part II)

6.2.7 At the end of this exercise, the rapporteurs presented the results of this exercise. The groups identified more weaknesses than strengths. The *strengths* were mentioned as follows; (a) it has budget totals for each year and covers important budget aspects; (b) the budget is transparent and clearly understood; (c) all the heads of budgets are there.

6.2.8 The *weaknesses* were listed as follows: (a) there are no budget notes to clarify; (b) does not give details on number of personnel needed – it just summed the amount; (c) it presents high overhead cost (c) it presents personnel amount plus incentive too high – over half the total budget; (d) it presents unnecessary incentives; (e) little goes to the project.

6.2.9 The results of this exercise were very positive. The participants felt empowered with knowledge and skills to develop the budgets of their respective projects after they returned to their institutes to complete the Full Proposal Exercise. A few participants began listing the information to be part of a budget for their proposal. However, development of a budget must be part of the institutional team, including financial manager, accountant, and others officers responsible for partners and donors coordination.

6.3 Session 9. Preparing executive summary, submitting and following up on project proposal and maintaining good donor relations

6.3.1 At the end of this session, the participants were expected to be able to (1) prepare the executive summary of a proposal; (2) prepare a good covering letter; (3) design mechanisms to track the proposal; (4) discuss how and when to start the project; explain the value of a donor relation office; (5) discuss the importance of negotiating with donors; (6) explain the importance of monitoring and evaluations projects and (7) identify the elements of a good report to donors.

6.3.2 Dr. Zenete França made a brief presentation of the issues of Session 9. She focused on the ***Preparing the Executive Summary*** issue and said that this outlines what the proposal is all about. It is a vital selling tool for the project, since it comes first in the presentation. It may also be the only part that some people ever read.

6.3.3 She also emphasized that, although it comes first, it cannot be written until all the other sections of the proposal are complete.

6.3.4 After Dr. France's presentation, she asked the three group rapporteurs to follow the "template" which the learning module provided to develop (as an exercise) loudly how the Executive Summary of their project could be. This was done in plenary and the entire group participated in the Exercise 9a. (See Annex J, Part II)

6.3.5 During the discussion that followed, the participants learnt that they should take great care with the wording of an Executive Summary. They should refer to all other sections of the proposal, and be very brief. A maximum length of two pages was laid down with the participants being told that one page would be even better.

6.3.6 Next, Dr. França invited the participants to focus on ***Submitting and Following up Project Proposals.*** This issue allowed participants to practice preparing a good covering letter.

6.3.7 Dr. França gave some pointers about writing a good covering letter. The most important one was to write the letter with the reader in mind.

6.3.8 Additional tips given by the trainers were: The participants should (1) refer to the donor's interests and related projects; (2) if possible, show how the proposed project builds on work that has been funded by the donor; (3) refer to any previous interaction with the person to whom the letter is addressed; (4) highlight the importance and urgency of the problem; (5) explain how eager the scientists, their partners, and the beneficiaries are to have the project start soon.

6.3.9 The participants should conclude with a sentence that would leave the door open for them to follow up the proposal later, for example: "If we have not heard from you by next month, we propose to contact you by phone to get your impressions and suggestions on how the proposal could be improved."

6.3.10 This exercise was undertaken orally in the plenary. The learning module provided an example of a good covering letter which facilitated the learning process during Exercise 9b.

6.3.11 Another important bit of advice was that once the proposal had been submitted, the researchers should be patient because the reply would normally take weeks, if not months.

6.3.12 The value of a donor relations office in sustaining this process was discussed. The process of tracking, negotiating and revising proposals is time consuming. If the participants' institutes are going to be heavily involved in seeking external funding through proposals, it makes sense to have a specially constituted office to coordinate the effort. The tasks of such an office would include seeking, recording, and disseminating donor intelligence, tracking all projects through the development cycle, keeping files on each project under development, recording the outcomes of concept and proposal reviews, and advising scientists and administrators of donor opportunities, changes, and information.

6.3.13 Next, Dr. França invited the participants to focus on **How to maintain good donor relations** to discuss in plenary**.** This issue was composed of three themes: (1) *negotiating with donors, (2) the importance of monitoring and evaluation, and (3) how to write a good report.*

6.3.14 One of the important points made was that the relationship with the donor should be viewed as a long-term one in which the donor learns more and more about the researchers' work and becomes a steady, long-term supporter, providing multiple grants over a period of time. Achieving this requires constant attention to the relationship. It requires time, effort, and imagination.

6.3.15 The most important thing is to recognize that the relationship does not end with the submission of the proposal. This in fact, is where the relationship really begins! The first step comes with the negotiation process. It is important to conduct negotiations in

a friendly and open manner, recognizing the limitations under which the donor is operating and trying to see matters from both points of view. A satisfactory negotiation over the first proposal to a donor is a fine basis for building a long-term relationship.

6.3.16 Some suggestions for successful negotiations with donors were made and discussed thoroughly. These included ensuring that the organization always speaks with one voice. If a donor is likely to meet with several people in an organization on different occasions, all those people need to know the "party line" on each project. A team should be designated for each project negotiation and care should be taken to ensure that each person plays his/her role.

6.3.17 The participants discussed some useful tips for monitoring and evaluating their own projects. They decided that openness, transparency, and sharing of results, even if they are other than expected, are most important for this.

6.3.18 At the end of the day, the participants received the forms to provide *feedback on the day's activities and write down actions for their PAPA exercise.* The facilitators then closed the Day 4 activities.

7 Summary of Activities of Day 5

7.1 Pre-Session Overview

7.1.1 During the pre-session, a participant presented a recap of the previous day's activities, and a facilitator presented the results of the participants' feedback on Day 4. These presentations were briefly discussed and some lessons were learned as a result of this session.

7.1.2 Among them, the recap team stated that "*A good concept note is a basis for producing a full proposal; It is important to make people understand the message of your proposal; therefore it requires others attention: It is very important to have an innovative way and passion, a good example is one having the mind and heart."*

7.1.3 The compilation of the daily evaluation provided very useful lessons to the facilitators. The participants said "*preparation of project budget which must be clear and transparent was very well explained and understood: nice clarification by Mr. Frank Ojwang on budgeting while explaining the "bay window concept"; writing good covering letter to donors is essential. It must have persuasive sentences; practice on letter covering was clearly done".*

7.1.4 Participants also provided suggestions. Among them, they said "*Period of the (training) learning event to be increased for the next groups, week schedule is too tight and affects the participants´ learning".*

7.2 Session 10. Project Implementation Requirements: scheduling, work plans, activities, etc

7.2.1 At the end of this session, participants were expected to (1) analyze the project implementation requirements; (2) list project implementation requirements; (3) identify key project implementation requirements in a case study; (4) discuss lessons learnt; (5) describe implications to implement key requirements of project implementation in the work environment.

7.2.2 Dr. Zenete França made a brief presentation on the importance of the project implementation phase as part of the project management cycle. She emphasized that this is a critical phase as it determines how well the planned results will be operationalized.

7.2.3 Project implementation is considered the main phase of project management. While the project plan provides the road map that provides guidance on how the project should progress, project implementation *turns the plan into reality*.

7.2.4 Projects need to have a well-designed implementation schedule to help clarify and describe what the project needs to deliver over the various phases of the project within a given timeframe.

7.2.5 The project team thus needs to plan and anticipate challenges during implementation to avoid surprises. This session focused on project scope planning, activity sequencing, schedule development, resource planning, cost estimating, cost budgeting, performance reporting and quality control in project implementation.

7.2.6 At the end of the presentation, Dr. França invited the participants to form three groups to undertake a group exercise. The exercise was composed of two parts: Part A and Part B.

7.2.7 During Part A, the participants were requested to read the case study "Research and development of an orange-fleshed sweetpotato in Kenya" to identify the *major implementation requirements* which were presented by the facilitator in the following way: (a) to list of the requirements to implement a project effectively, after approval of resources; (b) identify 2 *key requirements* which the case study clearly reported and (c) describe with your own words, *why these requirements were important* for the case study.

7.2.8 During Part B, after completing the items (a), (b) and (c) above, participants should proceed to (d) describe *two most important lessons learnt* which your team identified during this exercise and discuss (e) how would you anticipate the implementation of these practices in your organizations. List *2 actions* that you would take to implement these practices, (f) list 2 *implications* related to the implementation of your actions cited above; and *how you would deal with them.*

7.2.9 As a result of Part A, one group of participants listed the following requirements: *transport; vines; personnel; agreement with stake holder; work plan; training; personnel(experts); budget; beneficiaries; project activities.* They cited *agreements and work plan* as key requirement and justified "*because implanters partner with other stakeholders to agree on how to implant e.g. KARI, CIP and NGO. This shows the whole project activities, responsible personnel and time needed*".

7.2.10 As a result of Part B, the same group of participants agreed that the most important lesson learnt was "*in partnership, the work plans should to be shared by partners to make sure that every partner knows what are their roles and obligations to achieve".*

7.2.11 The sample responses for Exercise 10 is presented in Annex K, Part II.

7.3 Session 11. What are Monitoring and Evaluation? Design a project's theory of change (ToC) & M&E framework matrix for a project proposal

7.3.1 At the end of this session, participants were expected to (1) discuss concepts of monitoring and evaluation; (2) describe the major uses of M&E; (3) distinguish between monitoring and evaluation; (4) list activities related to process monitoring; (5) analyze the approaches to performance monitoring and evaluation; (6) develop a theory of change (ToC) and M&E framework matrix illustrated by RAC M&E Plan.

7.3.2 Mr. Godfrey Mulongo led Session 11. Before making his presentation, Mr. Mulongo invited the participants to form small groups to discuss and write (1) a *concept of monitoring* (2) a *concept of evaluation* (3) *what are the functions of M&E;* (4*) why M&E tends to fail in its objectives?*

7.3.3 When the participants completed this first "warm-up" exercise, Mr. Mulongo invited the groups to share the responses in plenary, and he wrote the group results on the flipchart. The results of this exercise were as follows:

7.3.4 ***Monitoring:*** (1) ongoing process; (2) focuses on activities; (3) always internal; (4) focuses on process and resources; (5) routine, day to day tracking of activities: (6) responds to 'how?' (7) data collection, interpretation and use.

7.3.5 ***Evaluation*** (1) once in a while; (2) focuses on outputs and outcomes; (3) both internal and external; (4) assess whether you are achieving results (on a good track); (5) post test behavioural change checklists.

7.3.6 ***Functions of M&E*** (1) helps to determine if the project is deviating or going in line with the plan; (2) measures if the objectives are attained; (3) determines and/or measures project impact; (4) controls the resources.

7.3.7 ***Why M&E fails (1)*** failure to follow work plan properly; (2) the person who does M&E is not the one who implemented; (3) failure to involve team from the beginning.

7.3.8 Next, Mr. Mulongo pointed out that the terms *monitoring and evaluation* are used in many different ways. He reminded the participants that these concepts have already been discussed under Session 2 (project cycle management).

7.3.9 However, he said that it was important to stress that *monitoring and evaluation* (M&E) is part of a continuum of observation, information gathering, supervision and assessment. Thus M&E facilitates efficient and effective project planning and implementation process.

7.3.10 More importantly, *M&E* is essentially an integral part of project implementation, reporting, learning from experience and demonstrating project results and benefits to those who fund and support agricultural projects.

7.3.11 Mr. Mulongo also emphasized the concepts of M&E, major uses of M&E; M&E in a management cycle, the relationship of monitoring to evaluation, etc.

7.3.12 After finishing his presentation, Mr. Mulongo invited the groups to work on Exercise 11, which was composed of two parts: A and B. During part A, the groups responded to the following questions: (a) explain the difference between monitoring and evaluation in your own words; (b) identify the types of evaluation; (c) identify the different levels of results (logical model); (d) what is the significance of monitoring and evaluation in project management.

7.3.13 The rapporteurs presented the results of the group exercise. Mr. Mulongo managed an active discussion in plenary to facilitate learning.

7.3.14 However the participants were interested in deepening the logical model. Mr. Mulongo introduced the concepts of impact, outcomes, outputs and activities and related them to the logical framework which they had worked on during Session 6.

7.3.15 Mr. Mulongo provided some examples on the flipchart to facilitate the participants´ understanding. ´He gave example of *Activities* such as: (1) producing the OFSP vines; (2) prepare and distribute the vines*; Outputs* (1) production promoted; (2) learning event conducted; *Outcomes* (1) yield increased; (2) capacity built; *Impact* (1) increased community utilization of OFSP.

7.3.16 He also explained how to identify "*indicators" in relation to the above logical model components: Activities, Outputs, Outcomes and Impact.*

7.3.17 He identified the *indicators* in the following way: *Activities* such as: (1) number of vines produced; number of farmers who acquired vines; *Outputs* (1) number of farmers growing crops; number of learning events conducted*; Outcomes* (1) percentage of yield increased (2) number of farmers with capacity built; *Impact* (1) number of community members utilizing OFSP.

7.3.18. Mr. Mulongo also invited the participants to work on the *concepts of assumption* and *risks.*

7.3.19 A sample result for Exercise 11 is presented in Annex L, Part II.

7.3.20 Next, Mr. Mulongo invited the participants to work on Exercise 11, part B. He made a brief PowerPoint presentation on the development of Theory of Change which is a visual depiction of the pathway of change(how the project anticipates change/results will occur) and is also a more comprehensive conceptual framework than the Logical Framework. The facilitator then invited participants to return to their respective objective trees which were displayed on the wall to (1) *Show the flow of results using arrows* (2) *Identify key interventions/activities to deliver results 3. (3) Identify and Identify and insert assumptions and risks they had made in developing the logical flow of the results*

7.3.21 Then the rapporteurs presented the results in plenary. The facilitator made a brief presentation to reinforce the learning on the Theory of Change.

7.3.22 Next, the facilitator invited participants to reflect about the process of this exercise and asked a few volunteers to share lessons learnt.

7.3.23 The facilitator also invited the participants to share how they planned to support their organizations – stating clear actions – in improving the design of an M&E Plan for the projects in their organizations.

7.3.24 A photo presents a sample result of Exercise 11 in Annex L, Part II.

8 Summary of Activities of Day 6

8.1 Pre-Session Overview

8.1.1 During the pre-session, a participant presented a recap of the previous day's activities. There was no report on the evaluation of the Day 5.

8.1.2 The recap presentation was briefly discussed and some lessons learned were shared by the recap team of Day 5.

8.1.3 Among them, the recap team stated that "*the Day 5 activities were very positive to the behavior change of an individual especially for the implementation of a project. The workshop should be conducted yearly to improve the participants´ commitment and skills; sample of cover letter and summary of the project were very useful; logical and organized materials were very useful to the participants; sessions well planned and professional!"*

8.1.4 The summary of Day 5 evaluation was not carried out, since the participants would receive the full Evaluation Form to complete overnight to deliver next day, i.e. Day 6.

8.2 Session 12. Implementing the M&E System: Responsibilities and Processes

8.2.1 At the end of this session, participants were expected to (1) analyze the importance of timely, reliable and credible data/information for evidence-based decision-making at the management and service delivery level; (2) identify monitoring responsibilities; (3) discuss toolbox components; (4) discuss data management flow to provide feedback to project implementation; and (5) define reporting system and reporting responsibilities.

8.2.2 Mr. Godfrey Mulongo led Session 12. He made a brief presentation on the objectives of the session. Then, in plenary, he invited the participants to undertake Part A of Exercise 12. He asked the participants to focus on the log-frames developed during Session 6 (Exercise 6) to appreciate the number of indicators for each of the projects (from the output upwards).

8.2.3 Then, using the RAC M&E framework/Matrix presented to the participants how a good M&E framework looks like and invited the participants, in groups, to exercise developing one. The facilitator later invited one group to show what they had done and the lessons they had learned through the exercise.

8.2.4 Thereafter, the facilitator and participants analyzed the importance of timely, reliable & credible data/information for evidence-based decision-making and the management and service delivery level; identified monitoring and reporting responsibilities; discussed toolbox components; discussed data management flow to provide feedback to project implementation and defined reporting system, types of reports and reporting responsibilities.

8.2.5 Next, Mr. Mulongo introduced Monitoring Responsibilities. He said that M&E professionals must be aware of (1) day to day monitoring/process; (2) output monitoring (quarterly); and (3) outcome monitoring (annually).

8.2.6 Then, Mr. Mulongo discussed with the participants the implications of monitoring responsibilities and emphasized the importance of maintaining a *toolbox of materials* to make easier the work of professionals involved in M&E responsibilities.

8.2.7 The presentation of the 'toolbox' materials provided the participants with a clear idea about what an M&E professional should have to ensure that his/her responsibilities are carried out with quality and professionalism.

8.2.8 Mr. Mulongo listed and explained the forms needed to undertake monitoring duties. He began presenting (A) the *day to day monitoring/process.* He drew the participants´ attention to the need to collect information through: (i) attendance registers; (ii) activity reports; (iii) field reports.

8.2.9 Next, he presented (B) *output monitoring (quarterly*). He listed the tools as (1) quarterly narrative reports; (2) case studies; (3) factsheets (monitoring of targets and achievements).

8.2.10 He then introduced (C) *outcome monitoring (annually).* He listed the related tools as (1) factsheets; (2) financial report; (3) annual report; and (4) survey reports.

8.2.11 Mr. Mulongo presented a chart to show data management flow. Questions were asked and at the end the participants understood the reason to keep a data management flow chart to improve quality of M&E.

8.2.12 Mr. Mulongo also shared with the participants why reporting and reporting responsibilities are important to be kept in mind by M&E professionals. He shared the significant involvement of (a) objective leaders; (b) M&E specialists; (c) project managers.

8.2.13 Next, Mr. Mulongo listed the *kind of reports* that should be produced and who must be responsible for: (1) *Activity reports* (monthly/weekly) – Activity Leaders/project officers are responsible; (2) *Outputs reports* (quarterly) – Objective Leaders are responsible; (3) *Outcome reports* (annual) – M&E specialists are responsible; (4) *Impact reports* (mid-term, end-term reports) – project managers are responsible.

8.2.14 In plenary, the facilitator invited the participants to share their experience in relation to reporting and reporting responsibilities in their organizations. He recorded the results electronically and projected them on the screen.

8.2.15 This plenary interaction generated positive discussion and learning. The participants got awareness about the weakness of the processes of reporting and reporting responsibilities in their own organizations. At the end the facilitator invited the participants to reflect about this exercise and asked a few volunteers to share lessons learnt and what and how they could improve these activities in their own organizations.

8.2 Session 13. What do we need to learn to lead and manage project teams?

8.2.1 At the end of this session, participants were expected to (1) describe what people need to learn to lead and manage project teams; (2) discuss domains of learning to identify leadership and management skills; (3) analyze common characteristics of effective teams; (4) develop strategies to manage time and tasks.

8.2.2 Dr. Zenete França led Session 13. She presented the objectives of the session and made a brief presentation on how human beings learn in life. She presented the domains of learning to facilitate understanding among the participants.

8.2.3 The concepts of domains of learning explained how the levels of competences and attitudes of a manager are assessed by taking into account his or her level of development in the three domains of human learning:

- the cognitive, theoretical or intellectual domain
- the affective or humanistic domain
- the psychomotor, manipulative or skill development domain.

8.2.4 Most professionals from technical areas, such as agricultural science, have not been exposed to the development of the affective domain at all. This exercise helped to raise the participants' awareness about this domain, and to develop their positive attitudes, motivation, self-confidence, and so on, in addition to the managerial competences and manipulative skills that are necessary for improving their job performance.

8.2.5 The concepts of management and leadership were also presented by the facilitator, who emphasized that the process of institutional development requires competent and committed *managers-leaders* with vision at the top levels.

8.2.6 *Managers* focus primarily on the objectives that have to be achieved and the processes that have to be maintained. They put much greater emphasis on getting the key results achieved through people. *Leaders* conceive a vision, provide a sense of direction, enable the group or organization to fulfill its mission, and hold the group together as a working team. A leader is a person with the appropriate competence, attitudes, and skills to lead a group to achieve its ends willingly.

8.2.7 The participants were invited to a brief discussion in plenary after this presentation. The concepts of leadership and management were clarified and the participants got awareness about the importance of these skills to project leaders to transform the institute into a learning organization.

8.2.8 Next Dr. França attracted the participants' attention towards the project manager responsibilities after the project is approved. She emphasized that – after the detailed and participatory project planning processes described earlier – the participants should have a reasonably clear idea about the activities that they will undertake, their time frames and their costs. She also pointed out the importance of the project team from this point onwards. It is rare in the project management environments of today to go it alone. We depend upon people to provide managerial, administrative, technical and support roles. It is well understood that we get the best out of people when there is a sense of teamwork and of sharing a common goal. To understand and promote teamwork is fundamental for the success of a project.

8.2.5 Exercise 13 was undertaken in plenary discussion. Dr. França invited the participants to share positive and challenging experiences about managing and leading projects. Then the audience discussed how to maintain effective teams. There was opportunity of learning some fundamental principles behind teams and team effectiveness.

8.2.6 Among others, the participants reflected on common characteristics of effective teams, team leadership (including clearly define responsibilities; define and communicate the project process and code of conduct; delegate wherever possible, and others); managing tasks and time, etc. This discussion was very fruitful.

8.2.7 At the end, based on the lessons learned by the participants and their feedback on the content of Session 13, there was consensus among them about the importance of equipping managers-leaders with both managerial competences and leadership skills. Otherwise the projects would fail. This was a great result to close the workshop.

PART III

Major Conclusions and Workshop Evaluation

9. Conclusions, Participant Action Plan Approach (PAPA) and Workshop Evaluation

9.1 Major Conclusions

9.1.1 The goal of the 6 day workshop was to strengthen the competence (knowledge and skills) and attitudes of African change agents already committed to the health and well-being of needy people in the target countries of the RAC Project in OFSP project planning, implementation, monitoring and evaluation.

9.1.2 The 6 day event used a hands-on approach and achieved its goals and major objectives. Participants worked on project ideas which they had previously identified within their organizations (as part of the pre-workshop assignment) and strengthened their overall capacity to define project planning, discuss the project management cycle; develop a concept note and full proposal; review concept note and proposal, develop an engendered logical framework; develop budgets for projects, demonstrate how to implement, monitor and evaluate projects in addition to how to manage and lead project implementation and its impact.

9.1.3 Participants provided daily feedback which was compiled and delivered by the facilitators every morning. This process created opportunities to follow up the learning development and make changes in the content and implementation process if needed. Results of this daily evaluation were discussed and negotiated with the participants to respond to their needs.

9.1.4 In the final evaluation form, out of 14 participants who completed the questionnaire 12 participants responded "*excellent*" to the statement "*in general, I would rate the workshop".* In response to the second statement "*on balance, would you say that the workshop objectives were achieved?",* all *14 participants* said "*Yes".*

9.1.5 The participants also mentioned that they found the participatory approaches and methods used, which promoted an opportunity for participants from diverse organizations to work together as interdisciplinary teams, as a very important result. They got to know each other better and worked on the priority project – selected by themselves – among the project ideas which they were asked to bring to the workshop, identified by their institutional criteria. They gained knowledge, developed inter-personal skills, and worked on a real project idea and together undertook problem analysis, and so on.

9.1.6 The daily and final evaluations collected positive feedback from the participants. This reinforces the conclusion presented in this report.

9.1.7 Among others, one participant said "*The learning event was very useful for my career. The learning activities were good planned in a way that every participant had the opportunity to participate actively. I like and love this event ever!"*

9.1.8 Another said "*the learning event was very positive and nice to the behavior change as an individual and specially to how to implement a project and be a good leader. The material was clear and easy to learn. I am motivated and I will use this knowledge to pursue my career of being a consultant. Thank you!"*

9.2 Participant Action Plan Approach (PAPA)

9.2.1 As part of this learning workshop, there was a plenary exercise designed to help the participants to apply what they had learned.

9.2.2 The Participant Action Plan Approach (PAPA) is an easy-to-use method for determining how the participants changed their job behavior as a result of their attendance at a course or program. The method generates data that enables the facilitators to answer questions such as the following: (1) what happened on the job as a result of the capacity building? (2) are there changes that occurred compared to the ones intended by those providing the capacity building? (3) what may have interfered with participants trying to use on the job what they had learned in the capacity building?

9.2.3 With the information from PAPA, facilitators (as evaluators) can also decide if the learning event should be modified, and in what ways. Managers can use the information to determine the value of the L&CB and make informed decisions about its future.

9.2.4 The workshop participants undertook the PAPA exercise individually – as representatives of individual institutes. There are important action items to be implemented in their work environments as a result of this hands-on event. Participants shared and received feedback from colleagues on their PAPA items. This was undertook in plenary.

9.2.5 The lists of PAPA items are presented in Annex M, Part III of this report.

9.2.6 RAC expects that the participants' organizations will provide some motivation for the implementation of their Action Plans within a time frame of 6 to 12 months.

9.2.7 It is recommended that follow-up activities be coordinated by the RAC Team. It is expected that the RAC Team will not lose the momentum needed to follow up PAPA, to prevent the participants from feeling disillusioned at being alone in the application of the newly developed competences and skills in the area of project management.

9.2.8 This could be seen by RAC as an important action which shows the RAC's interest and commitment to assist the participant organizations to raise funds and to implement, monitor and evaluate projects with quality and effective performance. The participants will be reinforcing learning by implementing the newly developed skills in their work environment to increase the utilization of OFSP in the country.

9.3 Workshop Evaluation

9.3.1 This learning workshop used a form to collect feedback every day as a monitoring method to facilitate immediate improvement of the event. This feedback was compiled and presented to the participants every morning as part of the "opening of the day's activities, a pre-session". Overall, the feedback was very positive and participants provided the facilitators with very good suggestions on how to improve some practices of the workshop. The facilitators responded to their suggestions as much as possible. Samples of these daily summary feedbacks are presented in Annex N, Part III.

9.3.2 In addition, at the end of the workshop, 14 participants completed a general workshop evaluation. The results show that 100 percent of the participants said that the objectives of the workshop were *well achieved*.

9.3.3 The evaluation also showed the participants' views on individual aspects of the event. These were related to the content, process, performance of facilitators, methods and methodologies used, and whether or not they responded to the participants' expectations and needs. A few *strong points are recorded at the opening of this report and others are presented below*.

9.3.4 Regarding the positive aspects of the event contents, participants said: "*The content of the training material was excellent, very practical to implement; content very relevant with detailed information and opportunity to practice; the contents of the materials were strong and the provision of the binders".*

9.3.5 Regarding methods and methodologies, participants stated: "*participatory approach used for both facilitators and participants needs to be congratulated*; *very participatory and educative group work. It has all qualities of adult learning skills; excellent exercises both physical and intellectual (for learning)".*

9.3.6 In general, the participants were very satisfied with the learning materials. They stated "*full and organized learning document; materials are very practical and useful; excellent training materials: well organized and informative; logical and organized materials; preparation (prior) of materials were well done, plus in the binder".*

9.3.7 Among other comments on the facilitators' performance, participants said "*well organized facilitators*; *well planned and professional; the facilitators are very good; the organization was superb; the participants and the facilitators were very much committed; good facilitators well informed and knowledgeable; planned timetable; facilitators organization: each session was well explained with clarity and facilitators guided where to find information; what can I say? maintain this standard".*

9.3.8 Regarding aspects to improve the workshop, the majority of the participants´ comments were related to time. They requested to increase the event time frame: "*time does not match with the amount of course content – more time is required to avoid rushing through such important workshop. Due to time constraint some exercises were not hands-on; the number of days is not enough, it has to increase at least for 10 days; long hours in classroom (8:30 am-6:30 pm); if resources are not scarce then time could be extended to cover the training module comfortable and confidentially",* etc.

9.3.9 The participants have also made general requests. Among others, they asked "*please try to expose us outside of Tanzania experience, since the RAC project covers 5 countries; M&E should be taught as separate workshop; number of participants from NGOs should be increased and special to Zanzibar NGOs. The training manual should be distributes electronically. One week before the outset of the workshop. The workshop should be conducted yearly to improve the participants' skills; The workshop seating allowing should be improved from 12 to 20. RAC should conduct M&E to participants to know if they practiced the knowledge obtained in this workshop".*

9.3.10 Looking ahead, participants stated that the learning module could be enriched by adding complete modules on: *Human Resources (Talents) Management*; *Advocacy*; *Management Skills; Project Evaluation Skills; Research Methodology; Gender issues; Data Cleaning and Analyzing; Impact Report Writing; Effective Communication to Communities; Record Keeping Subjects: Financial Management; Seed Multiplication; Finance Management (for Non-financial staff).*

9.3.11 In addition, two participants said "*no additional but put more time on the topics presented; at least to repeat the topics twice or three times. The participants would become more competent and become ToT. This would be excellent."*

9.3.12 Finally, this section also records very special statements from a few participants who openly expressed their feelings towards this event: "*Zenete, Adiel and whole team was wonderful. I love the way you were organized and flexible (when the time was being a major problem); You are very persuasive, constructive and informative"; "Many thanks go to CIP, RAC HKI, facilitators and all participants"; Hope to take all seeds planted to our mind and heart to help our people. Hope to see you all next time. God bless you!"; "The facilitators were excellent and very friendly to each participant. I appreciate it."; "The participants were very cooperative and friendly also helping each other"; "I love you all and it sad to finish the training: strong interaction made a strong family".*

Engendered OFSP Project Planning, Implementation, M&E

Evaluation

Summary (Totals only)

General Objectives

Overall the participants rated the achievement of the workshop objectives very highly, much above the average. The overall average result was: **4.21** in a Likert scale from 1 (not achieved) to 5 (very well achieved). This means that the level of satisfaction proved to be high.

Specific Objectives: Summary of Results

Specific Objectives	Average per objective achieved	Respondents per objective
1. Define project management cycle	**4.79**	**14**
2. Differentiate programs, projects and activities	**4.64**	**14**
3. Practice stakeholders analysis and set objectives and strategies	**4.38**	**13**
4. Distinguish between writing to inform and writing to persuade	**4.62**	**13**
5. Identify and practice writing the key parts of a concept note	**4.46**	**13**
6. Conduct an open concept review	**4.29**	**14**
7. Develop an engendered logical framework	**4.43**	**14**
8. Write major parts of a full proposal	**4.00**	**14**
9. Identify budget formats	**4.14**	**14**
10. Prepare an executive summary for a proposal	**4.00**	**14**
11. Analyze the use of project implementation requirements (case study)	**3.86**	**14**
12. Describe the major uses of M&E	**4.21**	**14**
13. Develop the project's theory of change (TOC) and M&E	**3.71**	**14**
14. List factors which could affect the development of a project M&E Plan	**3.79**	**14**
15. Discuss domains of learning leadership and management skills	**4.23**	**13**
16. Define three domains of learning: cognitive, affective and psychomotor	**4.21**	**14**
17. Identify self-leadership skills	**4.21**	**14**
18. Develop strategies to manage team members' tasks and time	**3.86**	**14**
19. Identify activities to finalize the draft of full proposal upon returning to the work environment	**4.21**	**14**
20. Develop PAPA to follow-up implementation of competence and skills at your work environment	**4.21**	**14**
Mean	**4.21**	**-**

ANNEXES PART I

ANNEX **A. Welcome Letter**

B. Workshop Prospectus & Tentative Schedule

C. List of Participants

Annex A: Welcome Letter

Dear Participant,

Welcome to the "hands-on" Workshop on Engendered OFSP Project Planning, Implementation, Monitoring and Evaluation to build capacity among participants to access resources for OFSP.

We are delighted to have you in the workshop, as an African advocate already committed to the health and well-being of needy people in the target countries of RAC Project.

We believe that, during this week, we will provide you with an opportunity to develop your knowledge, skills and attitudes in OFSP project planning, implementation, monitoring and evaluation as part of effective project management cycle, emphasizing how to mobilize resources.

During this workshop we also expect to discuss thoroughly and openly the experiences and/or observations that you have related to writing project proposals, dealing with partners and donors, in addition to developing and managing projects in your institute.

You will be asked to address the opportunities and constraints you face in your work environment that affect the effective development, implementation, monitoring and evaluation of projects.

We look forward to learning with and about you.

Thank you very much for joining us.

We wish you a very pleasant and productive workshop.

Best regards

Dr. Adiel Mbabu
RAC Project Manager
Nairobi, Kenya

Annex B

Engendered OFSP Project Planning, Implementation, M&E

Workshop Prospectus

Introduction

This learning module on Engendered OFSP Project Planning, Implementation, M&E supports RAC efforts to promote opportunity to improve capacity among African advocates already committed to the health and well being of needy people in countries under the scope of the Project. These professionals are seen as change agents.

RAC believes that through this learning event, participants will get acquainted with special features of writing proposals that attract partner interest to increase utilization of OFSP to promote effective impact on young children and women of reproductive age. As result, the participants will be guided to design draft projects to influence decision makers and donors to support the initiatives of their organizations to provide impact through increasing vitamin A intake at the household level, reduce food insecurity and reduce child malnutrition.

Through this learning module, RAC will also be guiding selected participants to identify priority projects along the value chain, i.e. from production to consumption (e.g. secondary seed multiplication and distribution), which is expected to be supported by the respective organizations.

This learning module concentrates on how to write project proposals to access resources for OFSP projects (4 first days) and how to undertake project M&E with competence (2 last days). It aims to provide the participants with a thorough plan to support implementation of the 6 day "hands-on" event and further implementation of similar events led by the participants in their respective countries.

RAC has designed this module following adult education principles and approaches to promote a multiplier effect through strengthening quality of learning facilitation for writing project proposals to mobilize resources to ensure OFSP utilization and for undertaking project M&E properly.

Learning Approach

This learning module provides the facilitators with the information, specific activities, and materials they need to effectively plan and deliver a Project Planning, Implementation, M&E workshop. Because each facilitator and each project and situation is unique, planning is critical to the success of any project. This module encourages participation and provides hands-on, problem solving experiences and exercises.

Applying the Experiential Learning Cycle

This learning approach is based on experiential learning theory (Kolb and Fry 1975; McCaffery 1986) and is participatory by design. It is a learner-centered approach involving active experience followed by a process of reviewing, reflecting, and applying what has been learned through the experience. Participatory methods keep learners active in the learning process. They are involving and interactive. They encourage communication and group work, and they are action oriented and experience based.

This experiential and participatory approach was chosen to enhance effective skills transfer, to facilitate conceptual and attitudinal development, and to encourage appropriate changes in participants' behaviour. The experiential learning cycle is especially useful for skill development because most of its techniques are active and designed to involve the participants in practicing the skill.

The experiential model helps people assume responsibility for their own learning because it asks them to reflect on their experience, draw conclusions, and identify applications. Participants ground the lessons in their actual work environment by considering the question "What can or should I do differently as a result of this L&CB experience?" In order for this model to be effective, it must be applied in both the design and delivery stages of learning. The sessions, activities, and notes in this module present learning facilitators with guidelines for reaching learning objectives by applying the experiential learning methodology. An understanding of the adult learner, the role of the resource person as a facilitator, and the experiential learning cycle are important to this approach.

The Adult Learner

Understanding the adult learner is critical to the success of this learning approach. The adult learner has particular needs (Knowles 1978; McCaffery 1986; Zemke and Zemke 1981). Adult learners need continual opportunities to identify their needs and recognize the relevance of their learning in terms of their own lives. Adult learners need self-directed learning opportunities in which they can actively participate. They need to actively think, do, and reflect on experiences, discuss with others, and practice and learn new skills. The adult learner needs interactive communication with both the learning facilitator and fellow learners, which is different from one-way teacher-to-student communication. The learner needs to continually reassess the question, "Where am I now and where do I want to go?"

The Learning Facilitator

The role of a learning facilitator is to manage or guide the learning process rather than to manage the content of learning. Adult learners can share the responsibility for their learning with the facilitator. The experience of adult learners should be viewed and used as a rich resource in the learning environment and they should be encouraged to contribute to the learning environment whenever possible.

The Experiential Learning Cycle[1]

Experiential learning is a phrase often heard in the educational world. The strength of the approach is in the completeness of its cycle, which consists of four stages, each as important as the one that comes before or after. The four stages are (1) experience, (2) process, (3) generalization, and (4) application.

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[1] This section on the experiential learning cycle is adapted from USDA/OICD/ITD. (no date). Agricultural trainer development: Training of trainers. Instructors manual, and McCaffery, J.A. 1986. Interdependent effectiveness: A reconsideration of cross-cultural orientation and training *International Journal of Intercultural Relations*

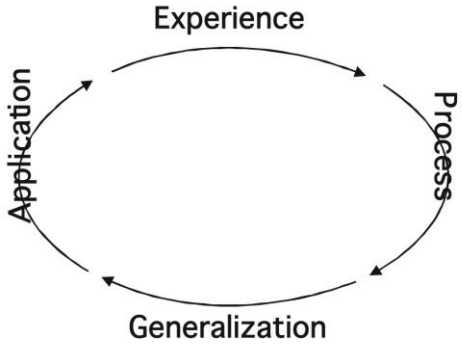

Figure 1. Experiential Learning Cycle
Source: McCaffery (1986) and adapted from Kolb and Fry (1975)

The term experiential is often misused in practice. Experiential learning processes seem to mean letting people participate in a presentation, having a question and answer session after a lecture, or a role play or case study without the subsequent steps of the model. The final stages are often left out of the design of the program. As a result, the power of experiential learning is significantly diminished or negated altogether. The stages of the experiential learning cycle are outlined in Figure 1.

Experience. The experience stage is the initial activity and data-producing part of the cycle. This phase is structured to enable participants to "do" something. "Doing" includes a range of activities, such as participating in a case study, role play, simulation, or game, or listening to a lecture, watching a film or slide show, practicing a skill, or completing an exercise.

Process. In this stage, participants reflect on the activity undertaken during the experience stage. They share their reactions in a structured way with other members of the group. They may speak individually, in small groups, or as a full learning group. They discuss both their intellectual and attitudinal (cognitive and affective) reactions to the activities in which they have engaged. The facilitator helps the participants think critically about the experience and verbalize their feelings and perceptions as well as draws attention to any recurrent themes or patterns that appear in the participants' reactions. The facilitators must also help the participants conceptualize their reflections so they can move towards drawing conclusions.

Generalization. In the generalization stage, the participants form conclusions and generalizations that might be derived from, or stimulated by, the first two phases of the cycle. The facilitator helps participants think critically in order to draw conclusions that might generally or theoretically apply to "real life." This stage is best symbolized by the following questions: "What did you learn from all this?" and "What more general meaning does this have for you?"

Application. After participants have formed some generalizations, the facilitator must guide the participants into the application stage. Drawing upon the insights and conclusions reached during the generalization stage (and previous stages), participants can begin to incorporate what they have learned into their lives by developing plans for more effective behaviour in the future. Techniques used to facilitate the application stage can include action plans, reviewing each other's action plans, formulating ideas for action, sharing action plans with the whole group, and

identifying additional learning needs. The facilitator assists during this process by helping participants to be as specific as possible.

Participant Action Plan Approach

An integral aspect of the workshop is the ultimate application of the skills and the participants in the work environment. The participant action plan approach (PAPA) was developed by the United States Office of Personnel Management to help participants consider specific applications of lessons learned during learning programs to their job sites. Participants commit themselves to action through a written plan developed at the end of the workshop. PAPA can help participants transfer to their jobs what they learned in the workshop, thus reaching the application stage of the experiential learning cycle.

Workshop Goal

Is to strengthen the competence (knowledge and skills) and attitudes of African change agents already committed to the health and well-being of needed people in the target countries of RAC Project in OFSP project planning, implementation, monitoring and evaluation.

Major Workshop Objectives

At the end of the workshop, the participants will be able to do the following:

1. Discuss the background and rationale for the workshop: goals, general objectives, and expected outputs.
2. Define project management cycle.
3. Differentiate programs and projects and activities.
4. Practice stakeholders' analysis, etc.
5. Discuss selected project ideas.
6. Identify the key parts of a concept note.
7. Conduct an open concept note review.
8. Use Logical Framework approach to break down the project objectives into specific objectives, objective and the goal.
9. Write a draft full proposal.
10. Identify budget formats.
11. Prepare an executive summary of a proposal.
12. Prepare a covering letter.
13. Explain the value of a donor relation office.
14. Identify the importance of project monitoring and evaluation.
15. Analyze the project implementation requirements (through a case study).
16. Describe the major uses of M&E.
17. Develop a theory of change (ToC) and M&E framework matrix.
18. Use the results of the exercise on the theory of change (ToC) and M&E framework matrix to identify strengths and challenges of writing project proposals.
19. List factor which could affect the development of a project M&E plan and describe actions to overcome them.

20. Discuss domains of learning to identify leadership and management skills.
21. Develop strategies to manage project team time and tasks.
22. Develop PAPA (participant action plan) to follow-up implementation of competence and attitudes to design, implement, monitor and evaluate project within the work environment.

Duration

The workshop is planned for 6 days. The scheduled time for each session and exercise is clearly indicated in the module.

Target audience for this Module

The target audience for this module includes African change agents already committed to the health and well-being of needed people in the target countries of RAC Project. They are expected to be senior professionals working in both public and private organizations.

Facilitating the Project Planning, Implementation, M&E "Hands-on" Event

This workshop requires at least two facilitators and one assistant. One of these facilitators must be a scientist with sound knowledge in OFSP and experience in strategic planning, program and project planning, monitoring and evaluation of projects. The other facilitator must be an education specialist with experience in learning and capacity building (L&CB) strategies within agricultural and/or health/nutrition organizations.

Expected Outputs

At the end of the workshops, participants are expected to *have developed knowledge, attitudes and skills to:*

a) design engendered OFSP project proposals effectively to access resources to implement it;
b) develop main parts of a draft OFSP project proposals including theory of change and M&E framework matrix;
c) identify approaches and methods to monitor and evaluate OFSP project proposals appropriately.

References

Knowles, M.S. 1978. The adult learner: A neglected species. Houston, TX, USA: Gulf Publishing Co.

Knowles, M.S. 1970. The modern practice of adult education. New York, NY, USA: Association Press.

Kolb, D.A. and R. Fry. 1975. Toward an applied theory of experiential learning. In Theories of group processes, edited by Cary Cooper. London, UK: John Wiley & Sons.

McCaffery, J.A. 1986. Independent effectiveness: A reconsideration of cross-cultural orientation and training. International Journal of Intercultural Relations 10:159-178.

Day One	Day Two	Day Three	Day Four	Day Five	Day 6
8:00 – 08:30 Welcome **08:30 – 10:00** **Session 1**. Introduction to the Workshop (Exercise 1)	**8:00 –08:30** Opening of the Day's Activities **08:30 – 10:00** **Session 4.** How to prepare concept note (Presentation & Exercise 4)	**8:00 –08:30** Opening of the Day's Activities **08:30 – 10:00** **Session 6.** Formulation of an engendered Log frame (Presentation & Exercise 6)	**8:00 –08:30** Opening of the Day's Activities **08:30 – 10:00** **Session 8.** How to write proposal budget (Presentation & Exercise 8)	**8:00 –08:30** Opening of the Day's Activities **08:30 – 10:00** **Session 10** Project implementation requirements, etc. (Presentation & Exercise 10)	**8:00 –08:30** Opening of the Day's Activities **08:30 – 10:00** **Session 12** Strengthening M&E Project Plan (Presentation & Exercise 12)
Tea/Coffee Break	**Tea/Coffee Break**	**Tea/Coffee Break**	**Tea/Coffee Break**	**Tea/Coffee Break**	**Tea/Coffee Break**
10:15 – 12:00 **Session 2.** Overview Project Management Cycle (Presentation & Exercise 2) **12:00 – 13.00.** **Session 3.** Project identification, etc. (Presentation & Exercise 3)	**10:15 – 13:00** **Session 4.** (cont´d) (Exercise 4)	**10:15 – 13:00** **Session 6.** (cont´d) (Exercise 6)	**10:15 – 11:15** **Session 8** (cont´d) (Exercise 8) **11:15 – 13.00** **Session 9 Preparing** executive summary, etc. (Presentation & Exercise 9)	**10:15 – 13:00** **Session 10** (cont´d) (Exercise 10)	**10:15 – 13:00** **Session 13.** What do we need to know to lead and manage projects? (Presentation & exercise)
Lunch	**Lunch**	**Lunch**	**Lunch**	**Lunch**	**Lunch**
14:00 – 15:30 **Session 3**. (cont´d) (Exercise 3)	**14:00 – 15:30** **Session 5.** Reviewing concept notes (Presentation & exercise 5)	**14:00 – 15:30** **Session 7** Writing full proposal (Presentation & exercise 7)	**14:00 – 15:30** **Session 9** (cont´d)**:** (Exercise 9)	**14:00 – 15:30** **Session 11** What are M&E, etc. (Presentation & exercise 11)	**14:00: 15:00** **Session .14.** PAPA & final Evaluation **15:00-15:30** **Delivery of Certificates and Workshop Closure**
Tea/Coffee Break	**Tea/Coffee Break**	**Tea/Coffee Break**	**Tea/Coffee Break**	**Tea/Coffee Break**	**Tea/Coffee Break**
15:45 – 16:45 **Session 3** (cont´d) (Exercise 3) **16:45 – 17:00** ***Feedback on the Day's Activities and PAPA***	**15:45 – 16:45** **Session 5** (cont´d) (Exercise 5) **16:45 - 17:00** ***Feedback on the Day's Activities and PAPA***	**15:45 – 16:45** **Session 7** (cont´d) (Exercise 7) **16:45 – 17:00** ***Feedback on the Day's Activities and PAPA***	**15:45 – 1645** **Session 9** (cont´d) (Exercise 9) **16:45 – 17:00** ***Feedback on the Day's Activities and PAPA***	**15:45 – 16:45** **Session 11** (cont´d) (Exercise 11)) **16:45 – 17:00** ***Feedback on the Day's Activities and PAPA***	

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ANNEXES PART II

SAMPLE Exercise Results and/or Lessons Learned

Annex D – Interactive Exercise 1

Annex E – Exercise 2. Reflecting on project Cycle and analyzing major IFSP project requirements

Annex F – Exercise 3a. Stakeholder analysis.
Exercise 3b. Analysis of problems and strategies for project design

Annex G – Exercise 4. Draft Concept Note

Annex H – Exercise 5. Concept Note Review (lessons learned)

Annex I – Exercise 6. Constructing Engendered Logframe

Annex J – Combined results of:

Exercise 7. Transforming a Concept Note into a Full Proposal & Engendered Logframe

Exercise 8. Developing a Budget for the project

Exercise 9 Executive Summary, etc

Annex K – Exercise 10. Requirements to Project Implementation

Annex L – Exercise 11a Logical Model
Exercise 11b Theory of Change (photo)

Annex D. Interactive Exercise 1

A. Questions to be complemented with spontaneous responses by the participants. This exercise promoted reflection and facilitated the participants to get to know each other better.

Introductions: Participant from:

1. Institution: World Education Inc. / Batwana Initiative _____
Area of Work: Horticulture for livelihood / Economic strengthening _____
My organization depends on the skills of its staff to writ relevant efficient and effective project proposals because: **It is the only way of acquiring funds for implementation of activities** _____
My contribution is: **Provision of background information and beneficiaries needs assessment results.** _____
My major expectation of this workshop is **to learn on how to write winning proposal for OFSP projects for our partners** _____

2. Institution: Regional Administrative Secretary - Dodoma _____
Area of Work: Nutrition and agriculture_____
Most of my colleagues who work with me in Project Planning feel that my skills related to this activity are **not enough in relation to OFSP, planning, management, M&E** _____
_____
I think this is true because **I need to learn more on OFSP project proposal** _____
My major expectation of this workshop is **to share ideas relating to OFSP with learning facilitators and participants and participants**_____
_____

3. Institution: TAHA – Tanzania Horticulture Association _____
Area of Work: Agriculture (Agronomist) Northern zone _____
I feel that Project Planning to access resources is **valuable to me and the organization**_____
because: **From this workshop, we might come up with OFSP project in Tanzania.** _____
My major expectation of this workshop is **be able to develop proposal for project, and later implement it**_____

4. Institution: CIP-RAC _____
Area of Work: Administration and research support_____
I like discussing issues related to Project Planning specifically to OFSP when: **managing resources**
Because: **It should translate to results / objectives.** _____
My major expectation of this workshop is **to be equipped with strong proposal writing skills and strengthen M&E knowledge** _____

5. Institution: TAHEA Mwanza _____
Area of Work: **Accountant**_____
In relation to this learning event, I feel that my organization is expecting me **To disseminate what I hear and transfer the skill of this workshop to them so the organization can be able to develop a project and acquire resources** _____
Because **the organization does not have many people who have a skill for the project write up, concept development** _____
My major expectation of this workshop is **to be acquainted and be confident in writing concept paper, logframe work and proposal write up and implement it** _____
_____

6. Institution: SUGECO
Area of Work: Management, entrepreneurship and self-employment among graduates
The aspect of Project Planning that I need most to improve in my work is **to engage more youth. The knowledge intensive entrepreneurs on OFSP to become agents of change**
Because **we want to do the changes and stop planning**
My major expectation of this workshop is **to increase knowledge on project monitoring and evaluation**

7. Institution: Bunda District Council
Area of Work: Agriculture Office / Seed Inspector
Most of my colleagues who work with me in project planning feel that my skills related to this activity are **seed multiplication, food preparation especially soft porridge for children**
I think this is true because **it can reduce vitamin A deficiency by establishing garden and sweetpotato**
My major expectation of this workshop is **How to identify major clinical sign of vitamin A deficiency at early stage; share knowledge from other partners.**

8. Institution: CIP-RAC
Area of Work: Seed systems – production - agriculture
When I design project proposals in a group, I tend to be **either a project team or leader or member**
This is why I expect my team members to be **active project proposal designers**
My major expectation of this workshop is **to update my knowledge in project planning, implementation and monitoring and evaluation to help partners in the same areas effectively**

9. Institution: CIP
Area of Work: **RAC Project Manager**
People who really get to know me as a member of a project proposal development team say **I am**
Very consultative and participatory
Because **I believe all team members have valuable insights to share**
My major expectation of this workshop is **We shall arrive at a shared understanding on how to design, implement, monitor and evaluate OFSP projects for impact.**

10. Institution: ZF Associates
Area of Work: Education in organization
The aspect of Project Planning that I need most to improve in my work is **to be able to convince colleagues to participate actively**
Because **they feel shy, they are reserved to expose their views**
My major expectation of this workshop is **everybody feels at ease to share their views and experience to enrich our learning event**

21. Institution: HKI
Area of Work: Nutrition
I feel that that Project Planning to access resources **is a vital process**
Because **it provides guidance on the overall project undertaking**
My major expectation of this workshop is **to sharpen my knowledge or project implementation as to realize the best outcome of it**

22. Institution: DAT – IMARISAH PROJECT
Area of Work: Nutrition and agriculture
I expect to be among new Project Planning peers and diverse partners and I feel **To share my knowledge on OFSP to combat VAD**
because **We save the vulnerable community which is affected with HIV/AIDS**
My major expectation of this workshop is: **To know how to write a project proposal and seek fund**

23. Institution: HKI-RAC
Area of Work: **Advocacy / agricultural economics**
At present, after going through the planning process which OFS requires, I feel that **RAC project is going to be successful**
Because **of information sharing from other experts**
My major expectation of this workshop is **to improve my knowledge in project planning and implementation**

24. Institution: CIP - RAK
Area of Work: Training and communication
In relation to this learning event, I feel that my organization is expecting me **to equip participants with skills on project planning, implementation, monitoring and evaluation and learn as much from them**
Because **we need to generate resources to address VAD in Tanzania**.
My major expectation of this workshop is **we shall come up with successful project proposals and learning facilitators who will strengthen the capacity of their organizations to develop, implement, monitor and evaluate projects more effectively and efficiently.**

25. Institution: Africare
Area of Work: Economic strengthening - Strengthening the well-being of MVC care giver
During this most important learning event which will guide me through our Project Planning steps, I feel **Excited to really mainstream OFSP in the current programmes and design new projects**
because **it has a great contribution to health and economy**
My major expectation of this workshop is **to have skills and be able to plan, implement and monitor OFSP interventions**

Annex E: SAMPLE Results of Exercise 2

Reflecting on Project Cycle and analyzing major IFSP project requirements

Pair A:

1) Based on the facilitator's presentation and on the text above on Project Management Cycle, define nature of projects. What does this mean? Use your own words to respond to these questions. Remember to browse the text above on Project Management Cycle.

RE: *Small inputs to produce outputs within a given time frame normally short term*

Substantial financial resources and generate results in a long term

2) Summarize your actions to support the Gender Mainstreaming and Partnership principles when you write your project proposal. Why are these principles important for your proposal?

RE: *Takes care of holistic population with regard to gender*

3) The sample sentence below was extracted and adapted from a project proposal as an example to write to persuade using emotive words. Then (a) read the sentence, (b) identify and underline the emotive words

"The effect of the unavailability of ready market and storage limitation that cultivators, mostly in Northern Ghana, face is catastrophic. Despite sweetpotato value for its short growing period of 90 to 120 days, very high nutritional content and its pleasant sweetness, Ghanaians have failed to influence their poor needy population to accept a minimal integration into their average diet!

(c) re-write the sentence to inform

"The effect of the unavailability of ready market and storage limitation that cultivators, mostly in Northern Ghana, are some problems they face. Despite sweetpotato value for its short growing period of 90 to 120 days, nutritional content and its sweetness, Ghanaians have failed to influence their population to accept integration into their average diet!

(d) write one major lesson learned from this exercise.

RE: How to write a persuasive proposal

Pair B

1) Based on the facilitator's presentation and on the text above on Project Management Cycle, list the steps of a Project Cycle and summarize its goal. Use your own words to prepare this response.

RE: *The steps are (i) Identification of Project area and objectives (ii) Preparation of project proposal or project design. (iii)Review all appraisal of project proposal (iv) Project proposal approval and finance (v) Project implementation and monitoring (vi) Evaluation. The aim of the first stage in project circle is to have the focus on the project boundary and the objective.*

But also the general aim of all the stages is to make sure that the project proposal is well prepared to suit and accomplish the objectives of the project.

2) Summarize your actions to support the Gender Mainstreaming and Partnership principles when you write your project proposal. Why are these principles important for your proposal?

RE: -*Call for FGD that is involve both women and men*

It is very important to involve both sexes due to the fact that, it will enable all the people to feel involved in the process and give comments hence having a sense of ownership of the project.

3) The sample sentence below is fictitious and was created to illustrate an example to write to persuade using emotive words. Then (a) read the sentence, (b) identify and underline the emotive words:

"In many societies, sweetpotato growers are the poorest of the poor—the landless who must live and make their meager livelihood on the small, dry and unproductive land. Today, humble sweetpotato grower families are even worse off than before. Commercial growers, blind to all but immediate profits, are leaving virtually nothing for the small growers. Even more alarming, there is no hope to produce sweetpotato to combat vitamin A deficiency among young children and women of reproductive age for the future.

(c) re-write the sentence to inform

Farmers have a great potential and therefore should be empowered in terms of information and technical aspects so that they perform at their best to improve their and community's well being for health and wealth.

(d) write one major lesson learned from this exercise

Farmers can if enabled.

Pair D:

1) Based on the facilitator's presentation and on the text above on Project Management Cycle, discuss with your colleague the steps of a Project Management Cycle. Then, together identify the most challenging step to implement and respond to the question, why is this phase very challenging? How could you make it easier?

Prepare Proposal: While the objectives may align with the organizational goals, if there is no strong background knowledge of proposal development, the organization will never receive funds and thus the rest of the cycle segments are void.

How to make it easier:

- Capacity building for the organizations' staff (especially the proposal development team)
- Proposal development team to be instituted in every organization

2) Summarize your actions to support the Gender Mainstreaming and Partnership principles when you write your project proposal. Why are these principles important for your proposal?

- Gender Mainstreaming: Gender equity to avoid imbalance or overload of activities on one side
- Partnership:
    - Similar interest

- Capacity
- Policy (harmonized institutional policies)
- Previous partnership experiences with other organizations

3) The sample sentence below was extracted and adapted from a project proposal as an example to write to persuade using emotive words. Then (a) read the sentence, (b) identify and underline the emotive words

> "Reaching Agents of Change (RAC) Project works with local organizations in five underprivileged countries to prevent suffering and hunger and reduce deaths among children and women of reproductive age. By active promotion to strengthen competent advocacy and appropriate technical capacity for successful nutrition investments RAC strongly recommends the utilization of OFSP as a very important food security crop."

(c) re-write the sentence to inform

Reaching Agents of Change (RAC) Project partners with local organizations in five underprivileged countries to contribute towards alleviating suffering and hunger and reduce child mortality rate and death among women of reproductive age. RAC strongly recommends the utilization of OFSP as a very important food security crop by active promotion to strengthen competent advocacy and appropriate technical capacity for successful nutrition investments

(d) write one major lesson learned from this exercise.

We need to be well equipped with strong writing skills that are persuasive and well packaged to address challenges being combated by an organization.

Annex F – SAMPLE Results

Exercise 3a. Worksheet A. Stakeholder analysis

Type of stakeholder	Influence/power (high, medium, low)
Primary	
Group A	
1. KARI (seed multiplication)	Medium
2. CIP	Medium
3. Farmers	High
Group B	
1. Farmers	High
2. Seed multipliers	High
Group C	
1. Farmers	They are closely involved
2. Traders	They are first beneficiaries
3. Processors	They are part of change agent
Group D	
1. Farmers	High
2. Governments	High
Secondary	
Group A	
1. KI	High
2. Harvest Plus	High
Group B	
1. CBOs	Medium
2. NGOs	Medium
3. Research Institutes	Medium
4. Government	Medium
5. Extension Agents	Medium
6. Media	High
Group C	
1. Extension	Change agents
2. Creditors	Providers
3. Media	Services providers
Group D	
1. Farmers	Low
2. Government	Low
KEY	
Group A. MOA&GOK	High
Group B. GOK, Farmers, Seed multipliers, FARA, KARI	(no answer)
Group C. Researchers, NGOs, CBD, Farmers, Consumers, MoA	(N/A)
Group D. Farmers, Government	((no answer)

* in some cases, key stakeholders are also primary stakeholders

3a. Worksheet B. Sample. Analysis of problems and strategies for project design

Group A

Stages of the project cycle	Type of stakeholder participation			
	Providing information (one-way flow)	**Consultation (two-way information flow)**	**Collaboration (joint control over decisions = partnership)**	**Empowerment (primary control over decisions)**
Project identification	MOA	KARI CIP	CIP GOK	Farmers & GOK
Detailed project planning		KT KARI	GOK	Framers GOK
Implementation and monitoring		KT KARI	GOK	Farmers GOK
Evaluation		Harvest Plus		Farmers & GOK

SAMPLE Results

Exercise 3 b. Problem and Objective Tree and Strategies for project design

Annex G. Sample of Exercise 4 Results:

1. Draft Concept Note: *TAHEA Mwanza*

PROJECT TITLE: OFSP Production for reducing vitamin A deficiency
EXPECTED BUDGET: 560,000,000.00
DURATION: 3 Years
PARTNERS: TAHEA Mwanza
OBJECTIVES;
To create awareness on OFSP consumption by the community
To promote production of OFSP

OUTPUT

1.0 Awareness of OFSP benefits created to male and female community members.

2.0 OFSP production promoted to male and female community members.

3.0 Learning events on OFSP utilization to male and female community members conducted.

ACTIVITIES

1.1 Conduct community sensitization meetings

1.2 Prepare and distribute leaflets and flies,
1.3 Use of media (newsletters, radio magazines and TV

1.4 Conducting stakeholders meetings for project introduction

2.1 Strengthening and activating of farmers groups (leadership, memberships and rules).

2.2 Procuring of irrigation facilities for demonstration plots

2.3 Establishing 8 demonstration plots in each zone (Lake and central Zones).

2.4 Conducting learning events to farmer groups on vines multiplications, production, pests and diseases control, harvesting and storage, marketing and processing (based on cropping calendar).

2.5 Linking farmers to credit facilities for acquiring irrigation facilities and inputs.

3.1 Demonstrating the preparation of various OFSP dishes (leaves and roots)

2. Draft Concept Note: Benson Mturi

Project title

Orange Fleshed Sweet potato Utilization to combat Vitamin A Deficiency

Background (why should this proposal be implemented)

Bunda District Council is the among Districts of Tanzania where more than 24% of 49500 preschool age children are estimated to be vitamin A deficient. Recent WHO estimates indicate that vitamin A deficiency is a clinical problem in 45 countries, and a sub clinical problem in 122 countries. The major problem addressed in the area is high Vitamin A deficiency prevalence among under five ,lactating mothers ,men and pregnant women .In Bunda District there two type of vitamin A deficiency that is severe Vitamin A deficiency and moderate Vitamin A deficiency is mainly caused by food deficits ,and unbalance diet especially don't use OFSP, ,Vegetables fruit like orange .carrot and green leaf milk eggs. Vitamin A deficiency occur in situation of poor family planning ,diseases

such as HIV/AIDS Malaria causes losses of appetite hence poor feeding and in some case vitamin A deficiency can occurs. The treatment /prevention of vitamin A deficiency is technically quite is simple requiring only the administration of supplementation every 4 to 6 months, people encouraging to utilization Orange fleshed sweet potato ,to use fruits green leaf daily.

Gender roles is characterized by gender imbalance where there is high workload than men. due to high workload women cannot feed their children and themselves properly. Bunda District council intervention in collaboration with other partners and the implementation of this project of OFSP our target is 12 wards for first phase.

Objective (what do you hope to achieve)

Stakeholders' mobilization and awareness creation on orange flesh sweet potato utilization to combat Vitamin A Deficiency

Output (What output will the project deriver)

To reduce Vitamin A Deficiency in community in 30 villages of

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Multiplier vine effects of the technology in the District achieved. The technology adopted by critical mass of smallholder farmer in the District thus allowing its autonomous beyond the target area.

Awareness, interest and ownership created among key stakeholder will established suitable condition for dissemination of the technology to smallholder in the target area.

Activities(What will you do)

Contact key stakeholder workshop in each ward to identify collaborators on the ground

Identified in the village through series meeting and visit in the village

Conduct training program on preparation seedbed transplanting ,management vines (extension and multiplier)

To purchase one motor cycle for district supervisor.

To establish 26 multiplier site for vine production

Transport vine from LZARDI primary seed multiplication to Bunda District and distribution

Work plan (How will you achieve your objective)

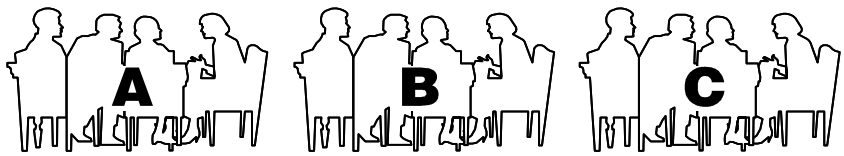
	Activities	monthly
	Identify villages beneficiaries	Oct
	Conduct training session	Nov
	Purchases 60 bicycles for villages	June
	Purchase one motorcycle for District supervisor	July
	Secondary seed multiplication and distribution	Nov
	Distribution of OFSP to beneficiaries	Jan /Feb.
	Conduct follow up village	March/

Annex H. Exercise 5. Concept Note Review: script for the role playing and lessons learned

Introduction: *One Concept Note from the previous session* has been selected by the Institute's Teams to be the source of review during this session. The Concept Note is going to be reviewed in this exercise. The exercise consists of a mock Concept Review of the type recommended for your organizations. The exercise should demonstrate how much a project design can benefit from an open review and discussion among colleagues. The Concept Note will be reviewed for issues of substance, budget, and presentation. The purpose is to strengthen the future development of the project.

Phase 1. Defining roles (10 minutes)

1. Form three groups of participants.



Group A will be composed of the "parents" or authors and partners responsible for designing the concept note. They will be responsible for making a presentation to the Review meeting, and for ensuring they understand all the comments made by other groups.

Group B will be composed of other staff, from various disciplines. Their job is to critically review the concept note and make suggestions on how it can be improved.

Group C will be made up of other members who will play the role of senior management. They will elect a mock DG who will act as the chair of the Review. Other members of this group may take the roles of Finance Office representative, Thematic Program Leader, Funder Representative, Visiting Program Leader, DDG, etc.

Phase 2. Preparation for the event: considering issues and approaches (20 minutes)

Members of each of the three groups get together to plan what they will say during the concept review. They know that the Review will have four components, each to last about 15 minutes. Under those components, some of the following questions may be asked:

Issues of Substance: Does the Project Concept Note contribute to an important development objective? Is the topic important? Is it also logically linked to the respective program objectives at your organization? Have the beneficiaries been consulted? Are they interested in the project? Is the science of good quality? Is the scientific method valid? Can the methodology be improved?

Issues of Scope: Is the project the right size? Does it have the right number of sites to meet expected results? Are the sites the best ones? Is the project properly staffed? Would it be improved with more or different people? Will the equipment be adequate? Is the proposed project management going to be adequate? Would a workshop enhance the value of the project? How can the scope of the project be improved?

Issues of Budget: Has a budget been prepared? Does the bottom line look greedy? Is the budget adequate to achieve the objectives? Have the designers left out anything? What should the authors be sure to do when preparing the full proposal budget?

Issues of Presentation/Attractiveness to the organization overall program areas funders, partners, and stakeholders: Does the project have a catchy title? Is the objective clear and measurable? Have the authors clearly stated what the project objective contributes to the accomplishment of the thematic area objective which contributes to the organizational goal? Is the problem urgent? Have the authors said what has already been done? Are there problems of duplication—might someone already have done this work? What will be the impact of the project? How soon will the impact be felt? Do the authors say how they propose to measure impact? How can the presentation be improved?

Phase 3. Conducting the review (1 hour 25 minutes)

In preparation, the seating is arranged in a U-shape to accommodate Group C sitting as Management at the top of the U, with the other two groups on either side.

Role Playing:

1. Group A are invited by the Chair to make a short (10 minutes maximum) presentation of their project Concept Note.
2. The Chair allows comments from Group B on any aspects of the Concept Note for a maximum of 10 minutes.
3. The Chair then announces that the Review will now consider different aspects of the Concept Note, hopefully with a view to being able to approve its submission to become part of the portfolio of projects for the specific thematic area in a given period, and also to become a potential project to be presented to a funding agency, most likely with many suggestions for improvement.
4. The Chair then opens discussion on the ***substance*** of the concept. Discussion is allowed to last only 20 minutes. The facilitator keeps the time. All participants are allowed to take part in the discussion.
5. The Chair then moves the discussion to the ***scope*** of the concept. Discussion is allowed to last only 20 minutes. The facilitator keeps the time. All participants are allowed to take part in the discussion.
6. The Chair then moves the discussion to the concept ***budget***. The discussion is opened by the Group C person pretending to be the Finance Office representative. Group A are allowed to respond to his questions, then the floor is open to anyone. Discussion is only allowed to last 10 minutes. The facilitator keeps the time.
7. The Chair then moves the discussion to the ***presentation*** of the concept note. The Group C person pretending to be the Funding Agency Representative may lead this discussion. Group A are allowed to respond, then the floor is open to the whole group. Discussion is limited to 10 minutes. The facilitator keeps the time.
8. At this point, Group C may wish to confer briefly to consider their recommendation, but given the previous discussion, that decision may already be quite obvious. The chair sums up the discussion and announces the management's decision. A few minutes are allowed for comments on the decision from the floor, if necessary. This phase is allowed to last for (10 minutes.)

Phase 4. Lessons learned (20 minutes)

9. Each group is asked to participate in turn in a discussion of the lessons learned from the exercise. Was the open review a success? Would they want such a review process in their organization? What were the strengths and weaknesses of the approach and the exercise? (15 minutes)
10. The facilitators and subject-matter specialists closed the session with special remarks and feedback on the usefulness of the exercise. (5 minutes)

Annex I. Sample of Exercise 6 Results:

1. Draft Engendered Framework: Dickson Nyakitinga Mbita

The Logical Frame Work

	Narrative summary	Objectively verifiable indicators	Means of verification	Important assumptions
Goal	Improved livelihood of male and female community members in Central and Southern Highland Zones of Tanzania.	The % male and female households with improved livelihoods	Baseline report with disaggregated male and female data. The end of the project report with disaggregated male and female data.	
Purpose	Increase income and reduce Vitamin A deficiency by 20% for male and female community members by 2015	% of male and female households with increased income and reduced Vitamin A deficiency	Project reports with disaggregated data of males and females	
Outputs	1 Awareness on OFSP benefits created to male and female community members 2 OFSP production promoted to male and female community members. 3 Market of OFSP promoted among male and female community members	% of male and female community members who are aware on OFSP benefits. % of male and female farmers with increased OFSP production		
Activities	1.4 Conducting community sensitization meetings on the benefits of OFSP utilization to male and female community members. 1.5 Prepare and distribution of leaflets and fliers with a massage of OFSP benefits to male and female community members.	**Inputs**		

	1.6 Use of media to spread massage on OFSP benefits to male and female community members (TV, magazines, newsletters) 1.7 Conducting stakeholders meetings for project introduction 2.1 Strengthening and activating farmers groups with male and female members 2.2 Procurement of irrigation facilities for demonstration plots 2.3 Establishment of 8 demonstration plots for each zones (Central and Southern Highlands) 2.4 Conducting learning events to farmer groups on vines multiplications, production, diseases and pest control, harvesting and storage, processing and marketing (based on crop calendar) 2.5 Linking male and Female farmers to credit facilities for accessing irrigation facilities.			

ANNEX I

2. Draft Engendered Framework: Lucy Mbambe Maziku

	Narrative summary	**Objectively verifiable indicators**	**Means of verification**	**Important assumptions**
Goal	Improve food &nutrition security and economic empowerment among male and women in three region	-Increase income by 5% among men and women by 2016. -improve food and nutrition by 10% among men and women.	Baseline survey Evaluation report with gender disaggregated data	*No economic crises* *Men and women accept the project* *No inflation*
Purpose	To increase VIT A intake by consuming OFSP To increase income through production of OFSP,	15% of the men and women H/H consuming OFSP Increase income of the men an women by 10% through production of OFSP.	Monitoring and Evaluation Report with gender disaggregated data UNICEF and WFP report with gender disaggregated data	*Purchasing power, savings and investments will increase within households, affected with HIV/AIDS* *Acceptability of OFSP* *Men will accept OFSP as food*
Outputs	- Agronomic practices improved - Benefit of OFSP is known - Market and market information accessed	-The yield of OFSP increased by 5% among women and men -Proportion of men and women producing and consuming of OFSP increased by 7% 10% among women and men access market and market information	-Monitoring and evaluation report with gender disaggregated data -MMIS data base on number of men and women accessing market	*Good climatic condition* OFSP producers remain competitive in the market *Men and Women entrepreneurs can access market information and linkages* *Acceptability of OFSP in market.* Education, health, dietary intake will continue to improve

Activities	**1.0 Vit A intake** 1.1 Sensitization on the nutritional importance of OFSP 1.2 Training on the processing of OFSP 1.3 Training on post harvest & storage techniques **2.0 Increase income and production of OFSP** 2.1 Multiplication and dissemination of vines 2.2 Training on Agronomic practices 2.3 Training on disease and pest control 2.4 Training on market linkage, market access and market information. **3. Mentoring and monitoring visit to see the behavior change to beneficiaries'.**	**Inputs** - Human resources - Vines - Training material - Vehicle available… (Fuel and maintenance)		

Annex J. Combined Results of Exercises 7, 8 and 9.Transforming the concept notes into

First Draft Full project proposals

Team 1. *LUCY MBAMBE MAZIKU* (To take back as an example of your learning process)

1.0 Project title: Empowerment through OFSP: Producing OFSP for economic strengthening and combating Vit A deficient to H/H affected with HIV/AIDS

2. Background

Households affected with HIV/AID are among vulnerable community in Tanzania, suffering with food insecurity, nutrition, health and low income. There is poor dietary diversity of the household affected with HIV/AIDS, where consumption of porridges and starchy foods is high while consumption of vitamin A rich foods, protein and diary are low. The Households assessment done by IMARISHA in Seven region of Tanzania (Mwanza, Shinyanga,, Dodoma, Mbeya, Iringa, Morogoro and DSM) Showed that severe household hunger is 17.3% among the HIV/AIDS affected household in Morogoro, Iringa is 13% while in Dodoma is 37%. HIV/AIDS typically affect the household's most productive members (Mother, Father) first. When these people become ill, there is an immediate damage on the family's ability to work/produce and become full dependant (malnutrition began).

USAID in Tanzania have fight against HIV/AIDS by expanding prevention, treatment, and care to communities affected with HIV/AIDS, also USAID build capacity to institutional and the Government of Tanzania to actively engage in the fight against AIDS as the epidemic spread, treatment and care expanded, and people started to live longer. But the treatment and care go hand on hand with nutritional food intake and economic empowered to people affected with HIV/AIDS community.

OFSP can be a used as an entry point for change behaviours that lead to large increases in Vit A intakes as among household affected with HIV/AIDS, children and mothers. In addition, OFSP contribute significant amounts of vitamin C, E, K and several B vitamins. Leaves also have good micronutrients and adequate protein (4%) for use as food and animal feed. The project will empower the household affected with HIV/AIDS to be resilient to food insecurity in their household by producing OFSP in surplus. This will give the room to consume and the remaining to sell it in the market or processed and be consumed during the dry season. As the importance of Vit A intakes C, E, K and other micro nutrients that helps young children to grow, enhance their resistance to disease, reduces mortality and supports normal development and good health. The household will improve economically by selling the processed OFSP root and leaves, which will raise the income per household, by selling the different product of OFSP root. Due to its relatively low cost of production and the higher productivity of many OFSP varieties, women can grow surplus OFSP and sell both root and processed product. The oranges color attracts consumers; women can get significant profits from selling sweet potato products. Higher female income typically translates into better household nutrition and welfare. If the income per household will increase also the vulnerable children will have access to education and will empower the vulnerable community at large.

3. Objectives

Overall objective

The overall objective is to improve food &nutrition security and economic empowerment among male and women in three regions

Specific objective

- To Increase Vit A intake by consuming OFSP to household affected with HIV/AIDS
- To increase income through production of OFSP per household

4. Outputs (What outputs will the project deliver?)

- Agronomic practices improved
- Benefit of OFSP is known
- Market and market information accessed

5. Activities

Sensitization on the nutritional importance of OFSP

This will begin by providing a learning event on the nutrition of OFSP, which is very important for the health and life of under five children, pregnant women and people affected with HIV/AIDS. According to WHO over half of these deaths are attributed to under nutrition. The community has to know the importance of Vit A intakes Vit C, E, K and other micro nutrients that helps young children to grow, enhance their resistance to disease, reduces mortality and supports normal development and good health.

Learning event on the processing of OFSP

This will give the producers to know the nutritional advantages of OFSP offer a unique opportunity to promote increased marketing and processing of sweet potato, which will boost demand and ultimately producer income. They will learn on different products of OFSP like making a flower, chips and bakery product, which will enhance the market of OFSP.

Training on post harvest & storage techniques

The participants will learn on harvesting OFSP so to increase shelf life of OFSP and conserving, storing by using a Triple S methods, curing which will help to reduce damage add value and increase shelf life of OFSP when is in the market.

Multiplication and dissemination of vines

This will give the chance to learn on two major dissemination approach of OFSP, they will learn on 1)mass multiplication of dissemination to a larger number of household on a given day in a given location. 2) establishing trained quality vines multipliers at the community level from whom farmers pick up vines when they are ready to plant. It is important to learn to reach lager number of house hold at lower per unit cost faster to avoid high loss of material.

Training on Agronomic practices and disease control

This activity will give the chance to beneficiaries to learn on the new vines and its characteristics, on how to remove the vines from virus, will learn on adopting cultural practices for weevil control, and on preparation of ridges and planting. This will help to increase production and supply will increase in the market.

Training on market linkage, market access and market information.

This is also an important area for economic strengthening; the participants will get an opportunity to learn on how to access market, and how they can link with processors and traders. Will able to know each other along the chain and access market information to tertiary market.

Mentoring and monitoring visit to see the behavior change to beneficiaries'.

This will visit to beneficiaries to see the behavior change by developing the behavior checklist that will help us to monitor the behaviors change. Farmers will learn on simple record keeping, which will help them to monitor themselves on the OFSP production.

5. Work Plan (How will you achieve your objectives?)
(To be done after returning to the institute)

6. Impacts (Who will be better-off at the end of the project, and why?)
The Household affected with HIV/AIDS to be resilient to food insecurity in their household by producing OFSP in surplus. This will give the room to consume and the remaining to sell it in the market or processed and be consumed during the dry season. As the importance of Vit A intakes C, E, K and other micro nutrients that helps young children to grow, enhance their resistance to disease, reduces mortality and supports normal development and good health. The household will improve economically by selling the processed OFSP root and leaves, which will raise the income per household, by selling the different product of OFSP root. Due to its relatively low cost of production and the higher productivity of many OFSP varieties, women can grow surplus OFSP and sell both root and processed product. The oranges color attracts consumers; women can get significant profits from selling sweet potato products. Higher female income typically translates into better household nutrition and welfare. If the income per household will increase also the vulnerable children will have access to education and will empower the vulnerable community at large.

7. Monitoring and Evaluation
Monitoring and evaluation (M&E) is an essential activity of the IMARISHA project to track ongoing performance and measure progress towards OFSP proposed targets. M&E will Include monitoring of all project activities, including project inputs, processes, and outputs; Documenting achievements and identifying any problems in implementation of activities, evaluating project outcomes and impact through periodic collection of data and reports on key project outcome indicators; disseminating M&E results and providing feedback on M&E data to IMARISHA staff and partners to improve program planning through evidence-based decision-making;

7.1 log frame

	Narrative summary	**Objectively verifiable indicators**	**Means of verification**	**Important assumptions**
Goal	Improve food &nutrition security and economic empowerment among male and women in three region	-Increase income by 5% among men and women by 2016. -improve food and nutrition by 10% among men and women.	Baseline survey Evaluation report with gender disaggregated data	*No economic crises* *Men and women accept the project* *No inflation*
Purpose	To increase VIT A intake by consuming OFSP To increase income through production of OFSP,	15% of the men and women H/H consuming OFSP Increase income of the men an women by 10% through production of OFSP.	Monitoring and Evaluation Report with gender disaggregated data UNICEF and WFP report with gender disaggregated data	*Purchasing power, savings and investments will increase within households, affected with HIV/AIDS* *Acceptability of OFSP* *Men will accept OFSP as food*
Outputs	- Agronomic practices improved - Benefit of OFSP is known - Market and market information accessed	-The yield of OFSP increased by 5% among women and men -Proportion of men and women producing and consuming of OFSP increased by 7% 10% among women and men access market and market information	-Monitoring and evaluation report with gender disaggregated data -MMIS data base on number of men and women accessing market	*Good climatic condition* OFSP producers remain competitive in the market *Men and Women entrepreneurs can access market information and linkages* *Acceptability of OFSP in market.* Education, health, dietary intake will continue to improve
Activities	**1.0 Vit A intake** 1.4 Sensitization on the nutritional importance of OFSP 1.5 Training on the processing of OFSP	**<u>Inputs</u>** - Human resources - Vines - Training material - Vehicle available… (Fuel and maintenance)		

	1.6 Training on post harvest & storage techniques **2.0 Increase income and production of OFSP** 2.1 Multiplication and dissemination of vines 2.2 Training on Agronomic practices 2.3 Training on disease and pest control 2.4 Training on market linkage, market access and market information. **3. Mentoring and monitoring visit to see the behavior change to beneficiaries'.**			

8. Budget (How much will it cost?) ***Note that you will learn to develop <u>Budget</u> during <u>Session 8</u> of this workshop-***

(To finalize after returning to the Institute).

First Draft Full project proposal

Team 2. Dickson Nyakitinga Mbita (To take back as an example of your learning process)

1.0. Project Title: ***The OFSP for Livelihood Improvement: Improving income and reducing Vitamin A deficiency***

2.0 Background (Why should this proposal be implemented)

The Tanzania male and female community members are very much affected by low income and insufficient health status. The Vitamin A deficiency which is an important component of human being health has caused many consequences including men and women. The effects which results due to VAD includes.

Studies have shown that education level, the size of the household labor force, land use, gender and the ownership of the non-farm activities determine the household income. The increase of these factors and empowering women will increase income of community members. Furthermore the government of Tanzania made a Household Budget Survey in 2009 and identified the sources of household income in the rural areas being employment in cash, employment paid in kind, non-farm self-employment, agriculture income, producer's cooperatives, interest and dividends, rent received and transfers. Among all income sources, agriculture income was the highest contributing to 60% of the household income.

A combination of these factors alone cannot increase income unless a good product is made and well marketed. The production of OFSP and well market establishment will very much contribute to significant increase of income to both men and women in the central and Southern highlands of Tanzania. The income increase from the use of OFSP marketing will be used to meet other household needs including education to children, health, and shelter improvement.

1.0 Objective (What do you hope to achieve)

1.1 **.** Increase male and female community members demand on Orange Fleshed Sweet Potatoes

1.2 Male and female farmers increase production of Orange Fleshed Sweet Potatoes.

2.0 Outputs

In order to achieve the results, this project promises to achieve the following outputs

2.1 Increased demand and consumptions of OFSP by the community members

2.2 Increased production of OFSP by male and female community members i

4.0 Activities

The project intents to accomplish the following activities; which will lead to achieving the results. The activities are written against s the outputs they will contribute. The activities include the following

4.1 Increased Consumption of Orange Fleshed Sweet Potatoes

4.1.1 Conducting community sensitization meetings

4.1.2 Prepare and distribution of leaflets and fliers

4.1.3 Use of media (newsletters, radio magazines and TV).

4.1.4 Conducting stakeholders meeting for project introduction.

4.2 Community demand on Orange Fleshed Sweet Potatoes

4.2.1 Strengthening and activating farmers groups (leadership, constitutions)

4.1.2 Procuring of irrigation facilities for demonstration plots

4.1.3 Establishing of 8 demonstration plots for each zone (Central and Southern Highlands)

4.1.4 Conducting learning events to farmer groups on vines multiplications, production, diseases and pest control, harvesting and storage, processing and marketing (based on crop calendar)

4.1.5 Linking Male and female farmers to credit facilities for accessing irrigation facilities

5.0 Work plan

6.0 Impacts

After 3 years of the project period, the project will have impacted the following to the community

6.1 Reduction of VAD

Through implementation of the activities which are clearly defined in this proposal, the children and lactating mothers in the central and Southern Highlands will be reduced by 20%. This will contribute to reduction of under-five mortality rate.

6.2 Income increase

The project will at the end contribute to male and female household income increase through selling of the OFSP surplus. The demand created will raise demand of OFSP within the community which will lead to increased marketing activities. The increased income will help to meet male and female households' needs including improving shelter, medical insurances, education, cloths and others.

7.0 Monitoring and Evaluation

In order to make sure the expected results are achieved, the monitoring system will be strongly coordinated and implemented. Monitoring will be conducted by the project staff.

The Logical Frame Work

	Narrative summary	**Objectively verifiable indicators**	**Means of verification**	**Important assumptions**
Goal	Improved livelihood of male and female community members in Central and Southern Highland Zones of Tanzania.	The % male and female households with improved livelihoods	Baseline report with disaggregated male and female data. The end of the project report with disaggregated male and female data.	
Purpose	Increase income and reduce Vitamin A deficiency by 20% for male and female community members by 2015	% of male and female households with increased income and reduced Vitamin A deficiency	Project reports with disaggregated data of males and females	
Outputs	4 Awareness on OFSP benefits created to male and female community members 5 OFSP production promoted to male and female community members. 6 Market of OFSP promoted among male and female community members	% of male and female community members who are aware on OFSP benefits. % of male and female farmers with increased OFSP production		
Activities	1.8 Conducting community sensitization meetings on the benefits of OFSP utilization to male and female community members. 1.9 Prepare and distribution of leaflets and fliers with a massage of OFSP benefits to male and female community members. 1.10 Use of media to spread massage on OFSP benefits to male and female community members (TV, magazines, newsletters)	**Inputs**		

	1.11 Conducting stakeholders meetings for project introduction 2.1 Strengthening and activating farmers groups with male and female members 2.2 Procurement of irrigation facilities for demonstration plots 2.3 Establishment of 8 demonstration plots for each zones (Central and Southern Highlands) 2.4 Conducting learning events to farmer groups on vines multiplications, production, diseases and pest control, harvesting and storage, processing and marketing (based on crop calendar)2.5 Linking male and Female farmers to credit facilities for accessing irrigation facilities.			

ANNEX J. First Draft Full project proposal

Team 3. Damian James, SULUMO Proposal

PROJECT TITLE;

OFSP for sustainable development
Sustainable production and Market access for nutritional and economic development for small scale farmers

2014-2017

By
MVIWATA ARUSHA

Project duration; **Three year**
Submitted to;
Total grant; **600,000**
Prepared by; **MVIWATA Arusha**

1. PROJECT TITLE;

OFSP for sustainable development
Sustainable production and Market access of OFSP for nutritional and economic development for small scale farmers.

Project duration 3 years
Thematic area; Agricultural sector
Budget; 600,000 US Dollars

2. EXECUTIVE SUMMARY

This proposal request ……(Donor) to provide 600,000 $ to MVIWATA Arusha to improve production OFSP as source of Vitamin "A" and incomes for women, men and youth by 15% through proper OFSP production and access to market in Arusha region. The proposed project will three (3) years and involves 6 persons for project years and four partners.

The Project will be carried out in Karatu, Monduli, Longido, Meru, Arusha districts focusing small holder farmers and organized producer groups. MVIWATA members and non MVIWATA members will be included in the project interventions. The Project objective is to contribute to improve production OFSP as source of Vitamin "A" and incomes for women, men and youth by 15% through proper OFSP production and access to market by 2017

The Project will address the following major problems: Low OFSP production and low income among small holder farmers of the project area.

The need of the project is pressing due to the fact that small scale farmers in Arusha region are suffering with hidden hunger (deficiency of vit A) and are living under one US dollar. Small scale farmers have in adequate knowledge of OFSP production and are not aware that OFSP is providing Vitamin A for their help and wealth in general.

If possible refer to Swedish Cooperative Centre (SCC) and TRIAS Tanzania supported one of our interventions to strengthen small scale farmers' sustainable agricultural development.

The interested parties (SARI, and HORTI) are desired to archive these output and impacts. The partners (SARI) will help to give researched information about soil, and sweat able varieties in Arusha region. HORTI will provide technical part of agronomic practices to MVIWATA Arusha ToTs.

This product builds on previous work by MVIWATA Monduli and TAF that SAPAMAP project implemented addressing general agricultural production and Market access in Arusha and Moshi region, in this project OFSP production was not addressed. MVIWATA Arusha and the partners are ideally suited to conduct this project to improve production OFSP as source of Vitamin "A" and incomes for women, men and youth, because small scale farmers are impacted with hidden hunger (Vitamin A) as well as poverty.

2.1 Information about the Implementing Partners

	MVIWATA ARUSHA
Full Legal name	Mtandao wa Vikundi vya Wakulima Arusha
Contact details	Coordinator, Mr. Richard C. Masandika P O Box 47, Monduli. Tanzania. Tel: +255272538029 Fax: +255272538338 E-mail: mviwata-monduli@satconet.net Web: http://envaya.org/MVIWAMO
Organizational Structure and members (men and women)	‣ Membership Organization ‣ Structure: Refer Annex 1.3 ‣ Membership: ...women, ...men
Origin and identity	
Establishment	‣ 2011
Registration Date	‣ .
Registration Number	‣ SO. .
Vision, mission, values, and strategies	
Vision	A strong organization that unites and capacitates small scale farmers in Arusha.
Mission	MVIWATA Arusha is committed to mobilize, build and strengthen a network of farmer groups in order to enhance communication, participation and representation through programs and activities that improve livelihood of small scale farmers.
Values	‣ Gender Equity, ‣ Participatory actions, ‣ Complimentarity and Strategic alliances, ‣ Innovation and Creativity, ‣ Commitment and Accountability, ‣ A learning organization.
Strategies	‣ Advocating economical engagement by empowering people living in rural areas ‣ Mobilizing farmers to formulate their own economic groups ‣ Lobbying and advocacy for development issues for small holder farmers ‣ Training for both Agriculture and Livestock ‣ Engaging in Cross cutting issues

	‣ Market and financial linkage for producer groups ‣ Collaboration and cooperation with other institutions
Financial situation and main sources of income	‣ Annual subscription fees from members ‣ Funding contributions from other funded projects (e.g. TRIAS Belgium) ‣ Soliciting funding from national and international collaborators
Strategic networks and partnerships	‣ The National Network of Farmer Groups in Tanzania (MVIWATA) ‣ District Councils in Arusha and Kilimanjaro Regions ‣ Northern Zone Agricultural Research Institute based in Selian, Arusha (SARI) ‣ National Foundation Seed Farm ‣ Tanzania Association of Foresters (TAF) Executive Office, Moshi ‣ Livestock Training Institute (LITI) ‣ Horticultural Research and Training Institute (HORTI) ‣ Faida Market Linkage Co. Ltd (FAIDA MaLi) ‣ TRIAS: A Belgian development NGO based in Arusha is funding part of MVIWAMO's program in Manyara and Kisongo divisions of Monduli district.
History of cooperation with SCC	‣ Cooperation between MVIWAMO and SCC started in year 2005 through dialogues and meetings with various stakeholders. ‣ After the organizational capacity assessment of MVIWAMO and Needs Assessment were carried out in October 2006 to establish areas of cooperation, the formal cooperation in the form of Partnership was realized in 2007 where MVIWAMO implemented the SCC funded project on Agro-Pastoralist Productivity Improvement Project (APPIP) for period 2007 - 2009. ‣ MVIWAMO established its relationship with TAF through SCC
Actions of advocacy and successful achievements	‣ Lobbying agro dealers for seeds supply (maize, sunflower etc) and fertilizers for the farmers. ‣ Lobbying in international issues (EPA and GMO)

3. BACKGROUND

3.1 Contextual Analysis-Tanzania

3.1.1 Political and Social Economic situation.

Since its independence 1961, Tanzania has often attracted attention as an exemplary African nation because of its peacefulness and stability. In part, this can be attributed to the gentle leadership and charisma of the late President Julius Nyerere. In the project area (Arusha Region) the political situation is conducive such that it allows people to live in peace and harmony regardless of existence of multiparty and different ethnic groups.

The 80% of inhabitants of Arusha Regions realize their livelihood from peasant agriculture and pastoralism with some of them utilizing a few employment opportunities such as mining and tourism.

There is a difference in economic status of the people of the project area whereby those who are living in urban areas are better than those living in rural areas, all in all most of them are earning less than a dollar a day.

3.1.2 Policy Environment

Tanzania has established various policies with aim creating an environment whereby its people can use to strive for their development; such policies are Tanzania National Forestry Policy, Agricultural Policy (1997), Land Policy (1999), National Strategy for Growth and Reduction of Poverty, Tanzania National Policy of NGOs, Community Development Policy.

Generally objectives of almost all Policies mentioned above falls on poverty reduction to the communities, ensure majority land ownership, ensure majority access to natural resources, majority ownership for productive land for Agriculture, allows the Non Governmental Organizations to provide services to the communities and allow individuals to join into groups and increase of their commitment to self development.

In this regard the existing policies allow the implementation of **OFSP for sustainable development project** to be conducted by MVIWATA in the Northern part of Tanzania (i.e. Arusha Region).

3.1.3 Poverty Analysis

Since independence 1961 the Government of Tanzania has been preoccupied with three development problems (i.e. Poverty, Ignorance and Diseases) National efforts to tackle these problems were initially channelled through centrally directed, medium term and long term development plans and resulted in a significant improvement in per capita income and access to education, health and other social services until the 1970s. Thereafter the gains could not be sustained because of various domestic and external shocks and policy weaknesses. Indeed, despite sustained efforts since the mid 1980s, to address the country's economic and social problems, one half of all Tanzanians today are considered to be basically poor and approximately one third live in abject poverty.

The people of Arusha like most of Tanzanians are generally poor with an average income of less than a dollar. It is obvious that most of them are peasants and pastoralists performing their activities in a traditional way therefore the production literacy is important to them, thus to make the availability of this project viable.

3.2 Inputs

Individual Partner Organizations will ensure smooth operation of the Project by: engaging professional staff members where there exists an expertise out of comparative advantage one PO there will seek for an exchange of knowledge from the other and if the knowledge is not available within themselves outsourcing from some of the Organizations mentioned in section 2.1 of this document will be carried out. Procurement of relevant equipment required for the Project after identifying the requirements and materials needed for effective trainings, mobilization, distribution and Demonstrations.

3.3. Project management

4. OBJECTIVES

4.1 Development objective (long-term goal)

The overall broader objective of the Project is to contribute to improved livelihood of women, men and youth in northern Tanzania by 2017.

4.2 Project objective

To improve production OFSP as source of Vitamin "A" and incomes for women, men and youth by 15% through proper OFSP production and access to market by 2017.

The project intends to improve health and incomes of women, men and youth of the project area by imparting knowledge and skill to small farmers and pastoralists of the project area; in the long run they will gain higher productivity hence increased income making them capable of paying relevant taxes to their respective District Councils: that will enable them to provide sustainable social services.

These objectives are relevant to the Programme objective for Rural Development programme which states that: "Empowered farmers organizations addressing the rights and the needs of their male and female members in a sustainable way"

5. PROBLEM STATEMENT

6. OUTPUTS

6.1 Adequate knowledge on OFSP agronomic practices

6.2 OFSP is well known in farming community

6.3 Market of OFSP available and accessible

6.4 Awareness of OFSP provide vitamin "A"

7. ACTIVITIES

7.1 Adequate knowledge on OFSP agronomic practices

i. Training agronomic practices

ii. Facilitating demonstration in agronomic practices of OFSP

iii. Facilitate seedling selecting and preparation

iv. Facilitate disease and pest management

7.2 OFSP is well known in farming community

v. Awareness rising on the OFSP

vi. Campaign and mobilization farmers to engaged in OFSP production

vii. Organizing and facilitating Farm Field School

7.3 Market of OFSP available and accessible

i. Facilitation of the market access training

ii. Facilitation of the market information access

iii. Facilitating value chain development of the OFSP

iv. Facilitating farmers & buyers FORUM for OFSP market

7.4 Awareness of OFSP provides vitamin "A"

i. Awareness rising on the OFSP as vitamin "A" suppliers

ii. Awareness rising on the importance of the Vitamin 'A'

8. **Work Plan** (How will you achieve your objectives?)
9. **Impacts** (Who will be better-off at the end of the project, and why?)
10. **Monitoring and Evaluation** (How can you test if the project is working?)
11. **Budget** (How much will it cost?) ***Note that you will learn to develop Budget during Session 8 of this workshop.***

ANNEX

Figure 1. Problem tree

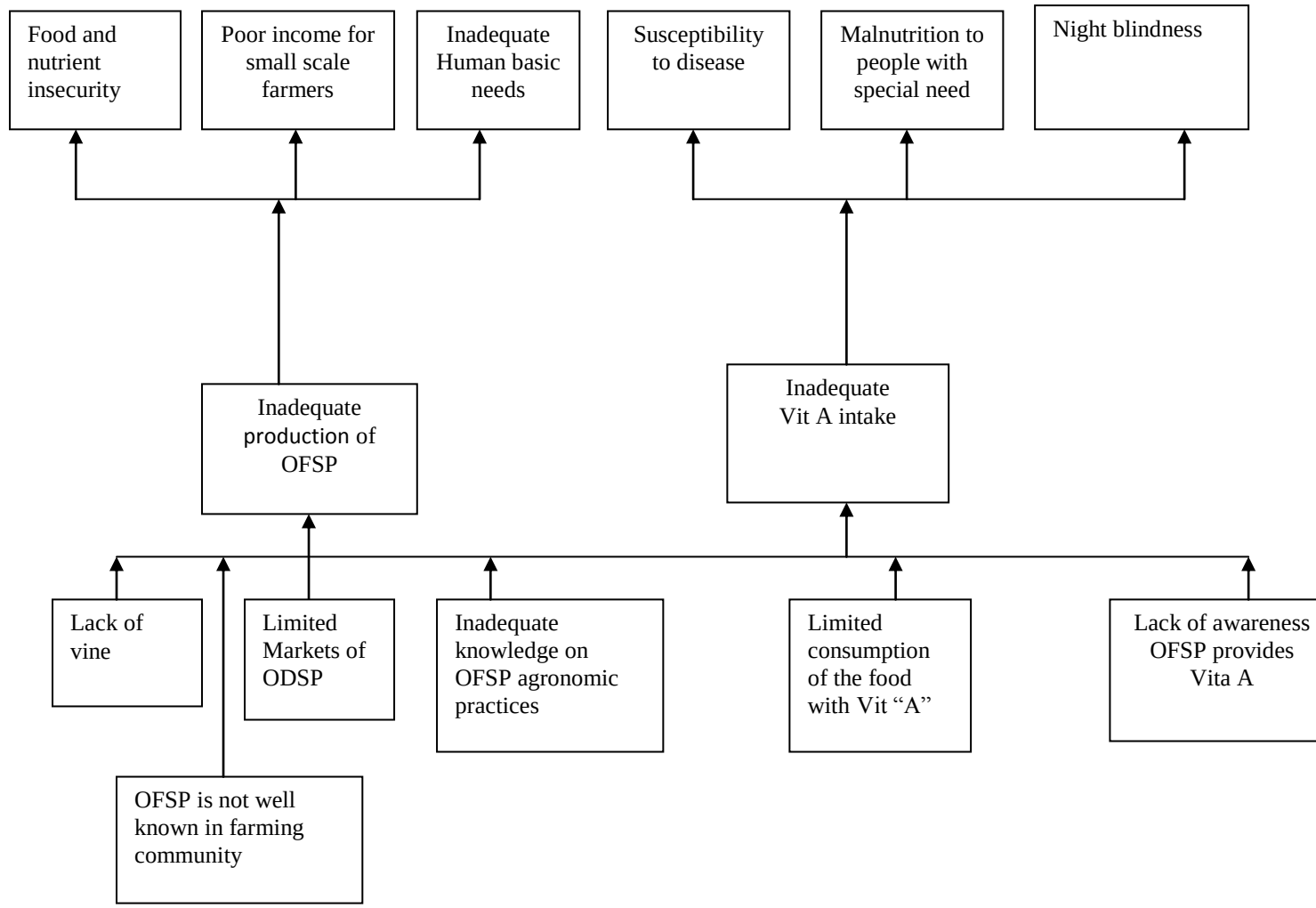
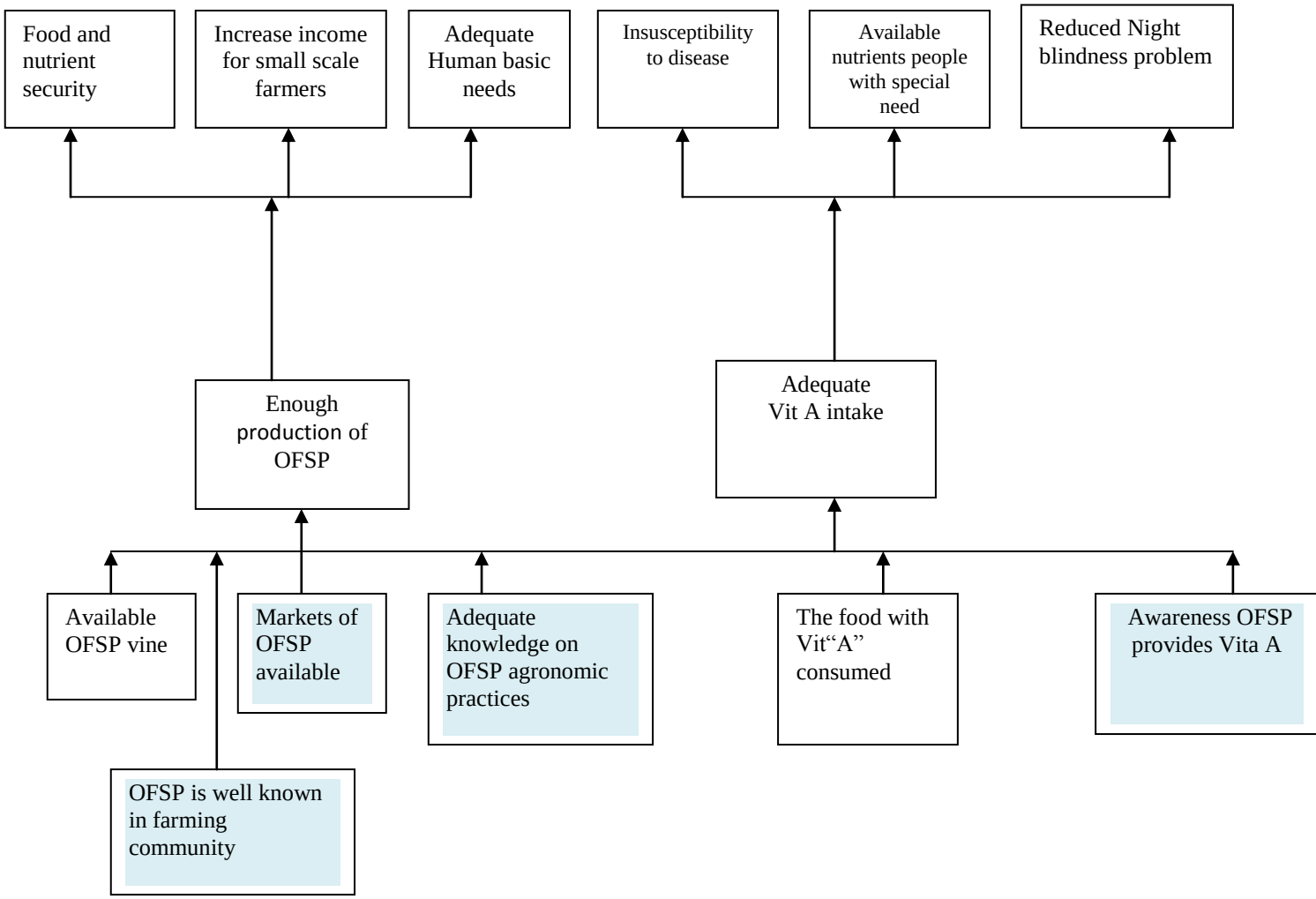


Figure 2. Solution tree



12. Logical Framework

	Narrative summary	**Objectively verifiable indicators**	**Means of verification**	**Important assumptions**
Goal	Improved production of OFSP as sources of vitamin A and economic development	Increase income by 18% among men and women by 2016. Improve food and nutrition by 10% among men and women.	Baseline survey Evaluation report with gender disaggregated data	
Purpose	Small scale farmers are producing OFSP Small scale farmers are consuming OFSP as source of Vitamin "A"	15% of the men and women small scale farmers consuming OFSP Increase income of the men an women by 10% through production of OFSP.	Monitoring and Evaluation Report with gender disaggregated data UNICEF and WFP report with gender disaggregated data	*No economic crisis* *Men and women accept the project* *Acceptability of OFSP*
Outputs	1. Adequate knowledge on OFSP agronomic practices 2. OFSP is well known in farming community 3. Market of OFSP available and accessible 4. Awareness of OFSP provide vitamin "A"	The yield of OFSP increased by 5% among women and men Proportion of men and women producing and consuming of OFSP increased by 7% 10% among women and men access market and market information	Monitoring and evaluation report with gender disaggregated data MMIS data base on number of men and women accessing market	*Good climatic condition* *Acceptability of OFSP in market.*
Activities	1.1. Training agronomic practices 1.2. Facilitating demonstration in agronomic practices of OFSP 1.3. Facilitate seedling selecting and preparation 1.4. Facilitate disease and pest management 2.1 Awareness rising on the OFSP 2.2 Campaign and mobilization farmers to engaged in OFSP production 2.3 Organizing and facilitating Farm Field School	**Inputs** - Human resources - Vines - Training material - Vehicle available… (Fuel and maintained)		

	3.1 Facilitation of the market access training 3.2 Facilitation of the market information access 3.3 Facilitating value chain development of the OFSP 3.4 Facilitating farmers & buyers FORUM for OFSP market 4.1 Awareness raising on the OFSP as vitamin "A" suppliers 4.2 Awareness raising on the importance of the Vitamin 'A'			

13. Budget

	All Years				Year 1[2]			
Expenses	**Unit**	**# of units**	**Unit rate (EUR)**	**Costs (EUR)**	**Unit**	**# of units**	**Unit rate (EUR)**	**Costs (EUR)**
1. Administration								
1.1 Salaries (gross amounts, local staff)[4]								
1.1.1 Technical	Per month				Per month			
1.1.2 Administrative/ support staff	Per month				Per month			
1.2 Salaries (gross amounts, expat/int. staff)	Per month				Per month			
1.3 Per diems for missions/travel[5]								
1.3.1 Abroad (staff assigned to the Action)	Per diem				Per diem			
1.3.2 Local (staff assigned to the Action)	Per diem				Per diem			
1.3.3 Seminar/conference participants	Per diem				Per diem			
Subtotal Human Resources								
2. Travel[6]								
2.1. International travel	Per flight				Per flight			
2.2 Local transportation	Per month				Per month			
Subtotal Travel								
3. Equipment and supplies[7]								
3.1 Purchase or rent of vehicles	Per vehicle				Per vehicle			
3.2 Furniture, computer equipment								
3.3 Machines, tools…								
3.4 Spare parts & equipment for machines, tools								
3.5 Other (please specify)								

Subtotal Equipment and supplies								
4. Local office								
4.1 Vehicle costs	Per month				Per month			
4.2 Office rent	Per month				Per month			
4.3 Consumables - office supplies	Per month				Per month			
4.4 Other services (tel/fax, electricity, heating, maintenance)	Per month				Per month			
Subtotal Local office								
5. Adequate knowledge on OFSP agronomic practices								
1.5. Training agronomic practices								
1.6. Facilitating demonstration in agronomic practices of OFSP								
1.7. Facilitate seedling selecting and preparation								
1.8. Facilitate disease and pest management								
1.9. Training agronomic practices								
1.10. Facilitating demonstration in agronomic practices of OFSP								
1.11. Facilitate seedling selecting and preparation								
1.12. Facilitate disease and pest management								
Subtotal Other costs, services								

ANNEX K. SAMPLE Result of Exercise 10.

Identifying the implementation requirements in the case study above.

1. Interdisciplinary Team Work

PART A. (a) List of requirements	**PART A.** (b) 2 key requirements	**PART A.** **(**c) why 2 requirements are important ?	**PART B.** (e) 2 important lessons learnt.	**PART B** (f) 2 implications	**PART B** **(**how to deal with them?
Transport Vines Personnel Agreement with stake holder Work plan Training Personnel(experts) Budget Beneficiaries Project activities	A agreements Work plan	Implanters partner with other stakeholder to agree on how to implant e.g. KARI, CIP….NGO This shows the whole project activities, responsible personnel and time needed	Project was implemented in partnership with other organization. In partnership, the work plans should to be shared by partners to making sure that every partners knows what are their roles and obligations to achieve.	In order to achieve results there must be joint actions. If each partner will know the responsibilities, the results will be achieved By knowing the responsibilities, results will be achieved	Perpetuate the spirit

ANNEX K. SAMPLE Result of Exercise 10.

Identifying the implementation requirements in the case study above.

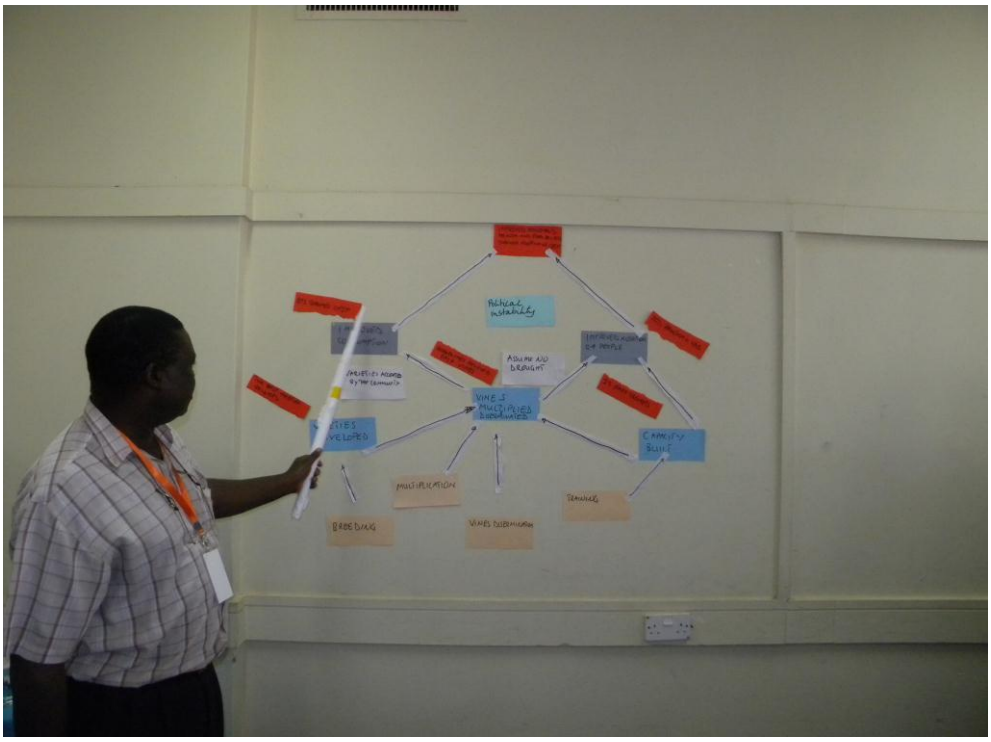
2. Interdisciplinary Team Work

PART A. (a) List of requirements	**PART A.** (b) 2 key requirements	**PART A.** (c) why 2 requirements are important ?	**PART B.** (e) 2 important lessons learnt.	**PART B** (f) 2 implications	**PART B** (how to deal with them?
Research to improve low dry matter in OFSP. Multiplication and dissemination of OFSP vines Advocacy and awareness creation of OFSP Improve Agronomic practices Marketing linkages	Market linkages Seed multiplication	To Improve dry matter for adoption. It will help the farmers identify the market. To improve availability to OFSP vines To change the ideology, that OFSP is a womens' crop Will help to increase yield.	Market provides stability for increasing production Healthy vines will boost production and hence make OFSP available for market.	The hidden hunger will be solved The community will not depend on micro nutrients supplements which they cannot afford.	To have value chain approach by linking production, marketing and utilization.

ANNEX L. SAMPLE Result of Exercise 11a. Worksheet for the Logical Model

	Narrative summary	Objectively verifiable indicators	Risks	Important assumptions
Goal	Improve household health and food security through adoption of OFSP	20 % reduction in Vitamin A deficiency in 2015 Hunger period reduced by 50% by 2016	Political instability	*(GOAL does not present assumption)*
Outcomes	Improved nutrition of people Improved consumption of OFSP	20% reduction in VA deficiency by 2015 80% of the communities consume OFSP product …twice a week by 2015	Varieties may not be liked due to taste	Varieties will be accepted by communities
Outputs	Improved varieties developed Multiplication and dissemination of planning material ´ Capacity of extension staff built Appropriate tech disseminated	25 % of community members are aware of OFSP nutritional value by 2016 OFSP vines by 2016 At least 2 OFSP varieties released by 2016 40% farmers renewal	Drought Varieties may not be adopted by farmers	Assume no drought occurs Varieties will be adopted

ANNEX L. SAMPLE Result of Exercise 11b. Design a Theory of Change



ANNEXES PART III

Annex M – Participant Action Plans – PAPA

Annex N – Sample of Review and Feedback of the Day's Activities

Annex M. SAMPLE Results of Exercise 14.

Participant Action Plans

PAPA Second Stage

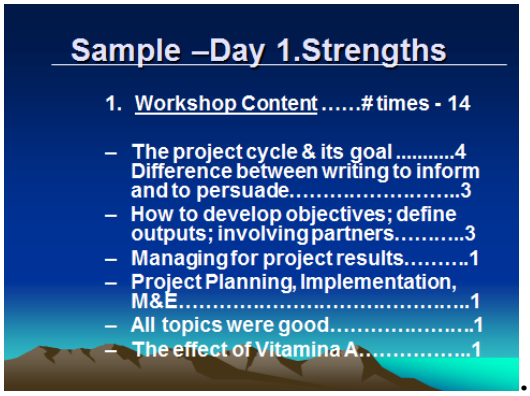
A. PAPA commitments. The PAPA form completed by each participant was sent to them. This process will be coordinated by RAC team.

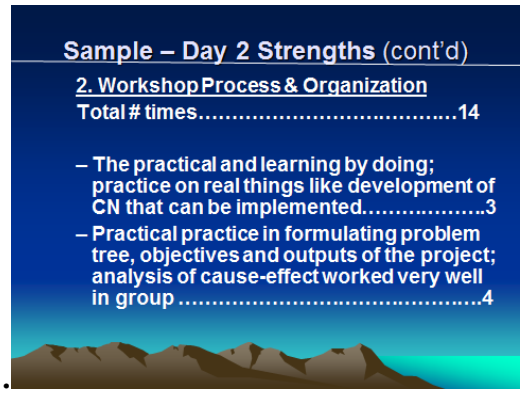
Organizations	Participants` Sample Action Plans
1. WORLD EDUCATION /BANTWANA INITICIATIVE ARUSHA	1. Complete and refine the proposal for incorporating OFSP on our projects 2. Preparation of milestones towards output 3. Theory of change application
2. MVIWATA	Write a project proposal
3. TANZANIA HORTICULTURE ASSOCIATIONS	1. Develop a concept note 2. Write a full proposal 3. Develop the monitoring tool for the project that am implementing 4. Write a concept note and proposal for funding
4. ARI-ZANZIBAR	1. To explain to my organization what have learnt in this workshop 2. To finish writing the proposal for OFSP 3. Conduct a short seminar to my colleague in ARI_ZNB
5. DAI-IMARISHA	1.Complete and review the full proposal together with my team 2. Capacity building of OFSP to our partners 3. Theory of change to summarize in 1 page
6. RAS-DODOMA	1.Proposal review of my full proposal 2. Analyse data for vine distributed in 7 LGAs 3. Survey where to establish vine production in 7 LGAs

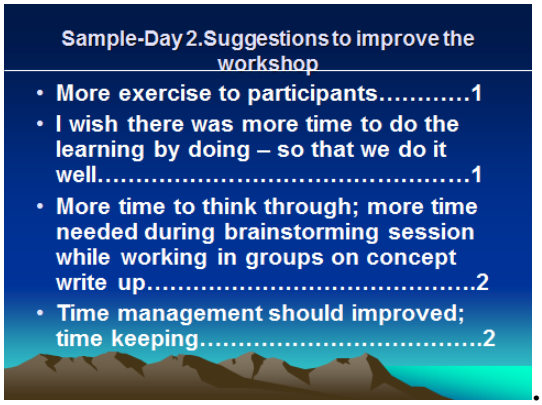
7. CIP- SRI-KIBAHA	1. Write a project concept note 2. Prepare 1 page theory of change
8.BUNDA -DC	1. Seed multiplication of OFSP training demonstration 2. To conduct 2 meetings with extensionists In order to create awareness of OFSP 3. Write a Concept Note 4. Soil improvement by using FMY for OFSP multiplication
9. AFRICARE	1. Present key concepts of project cycle management + team review to writing winning proposal 2. Engender project plans + activities put in place
10.TAHEA-MWANZA	1. To explain my organization to learn what I have learnt from this workshop 2. To write a good concept note participating with TAHEA members 3. To write a good proposal with the TAHEA members 4. To practice good leadership than I am and good manager
11. HKI	1. Present key concepts of project cycle management + team review to writing winning proposal 2. Engender project plans + activities put in place 3. Organize for Concept Note presentation sessions in house. 4. Practice ToC and share with M&E to review
12. SUGECO	1. Share with my members 2.Write full and well project

ANNEX N. Sample of results: Feedback from: daily assessment and recap of previous day's activities by the participants

1. Daily Feedback

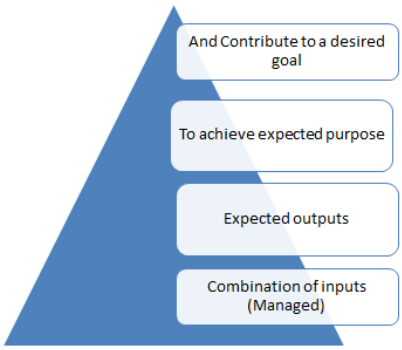






2. Samples. Recap of previous day's activities

Sample-Day 1.Session 2 Part 1: What is a project?



Recap. Day 2. Morning session

- The training started at a right time (8:30 am), followed with the first group provide the recap of the first day of our learning event.
- The second day was full experienced a participatory learning event.

Recap. Day 3. PMI

What was Positive
1.
2.
What was Minus
1.
2.
What was Interesting
1.
2.

Recap. Day 4 Qualities of a good proposal

It is important to make people understand the massage of your proposal; therefore it is important

- To require others attention
- To have an innovative way and passion, a good example is one having the mind and heart.

...

Recap. Day 3.Day three issues done

- Lectures
  - Positive criticism
  - Review concept note
  - Logical frame formulation
- Group work
  - Group formulation
  - Doing group work
  - Presentation and discussion

Recap. Day 4.Session 8
Preparing Executive Summary

Tips
- Highlight any known donor interests
- Write it simply and direct
- Do not fear to ask for money in the first sentence

...