

**Workshop Report on**

**Engendered Orange-Fleshed Sweetpotato**

**Project Planning, Implementation,**

**Monitoring and Evaluation**

**Abuja, Nigeria**  
**15-20 April 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**

**Abuja, Nigeria  
15-20 April 2013**



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

*"Workshop strength was the facilitation. Facilitators had in mind the need for the participants to fully understand the subject of learning".*

*"The facilitators' great skills and knowledge (mastery) on the subject matter". "They were coherent in their presentation, taught with passion and compassion, very friendly. I love you all!"*

*"The learning by doing exercises were very useful and helped to internalize the topics. The group work was wonderful! "I loved organization/implementation of workshop. Gender was considered. This was a plus to you! "*

*"Capacity building for learning was achieved through learning-by-doing and facilitation process"  
The learning module for the workshop is considered golden material!"*

*"The workshop generated self-empowerment, reliant of human talent. Thank you!"*

*"The workshop created room for recognition of participants' areas of deficiencies in project proposal writing in addition to discovering competencies of participants. It was great!"*

*"I have never had a beautiful and educating workshop before, so what do I say nothing but more grease to your elbow"*

*"The workshop opened new avenues of friendship and institutional collaboration"*

*"Work in teams brought a lot of knowledge and skills to the group exercises that facilitated learning"*







## 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 Abuja, Nigeria, from 15-20 April, 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 Nigeria.

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 Nigeria.

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 the 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 to five African countries: Nigeria, 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 HKI Team, Dr. Sonii David and Adekeke Marion and to RAC Team, Mrs. Hilda Munyua, Mr. Godfrey Mulongo, Mr. Frank Ojwang, for playing the role of learning facilitators during the event in Abuja, Nigeria.

We also appreciate the support of our NRCRI/ CIP colleague, Dr. Njoku Jude and the HKI colleagues, Mary Umoh and Eno Udongo for providing technical support and for coordinating the implementation of the workshop respectively. 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 learning 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 the Bolton White Hotel 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 Nigeria to implement OFSP projects in the country. The event was held at Bolton White Hotel, Abuja, Nigeria, from April 15-20, 2013.

The event was attended by 26 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 Nigeria, 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. 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 of the “hands-on” event, which would enable them to share their levels of interest on the content of this workshop.

Next, to increase interest and awareness of *what people need to learn to lead and manage project teams* among the participants, the facilitator provided information and invited the participants to reflect on 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.

The following session was 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, during the pre-session, Dr. Adekeke Marion, the Consultant Specialist in Nutrition, made a brief presentation on the key issues related to Vitamin A to raise awareness among the participants about the alarming health situation in Nigeria related to the deficiency of vitamin A, and the impact that this deficiency is having mainly for the children and pregnant women. Deficiency diminishes the ability to fight infections, increased risk of severe illness and deaths from common childhood infections like diarrheal disease, measles. At the end of the plenary discussion on this subject, the participants said that the presentation and discussion of this subject by Dr. Marion was an eye opener.

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 a 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.

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 the approach used, which promoted an opportunity for the professionals to work together as interdisciplinary teams, was 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 Nigeria.

The workshop received daily feedback from the participants. This was compiled and presented to the participants every morning as part of the 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.

Twenty-seven participants responded to the event evaluation form. In the final evaluation form, out of 27 participants who completed the questionnaire 20 participants responded, “*excellent*” to the statement “*in general, I would rate the workshop*”, three participants responded “*good*” and 4 participants did not answer to this statement. The second statement was: “*on balance, would you say that the workshop objectives were achieved?*” A total of 25 participants said “*yes*” and two participants did not respond to this statement. This document presents summary results of the final evaluation in Part III, section 8.6. Some of the participants’ feedback in their own words is presented at the beginning of this report.

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. Among others, participants suggested the following: *Impact Assessment of designed projects for effective productivity; Marketing of OFSP; Innovation Systems perspective in agricultural research and technology change (How the system can be strengthened for greater social benefit); Leadership and Gender issues; Managing Agricultural Research and Strategic Planning: Data collection; Experimental design and Research analysis; Budgeting; Strategic Management of Capacity Building, etc.* The complete list of contents for production of new learning modules, as suggested by the workshop participants, is presented in the section 9 (9.3.11) of this report.

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 Bolton White Hotel, Abuja, Nigeria, from 15-20 April 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 is supported by various governments, donors and foundations.
- 1.2.2 CIP is the implementing agency for the '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 Nigeria, 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.
  - Package 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.

## **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 Nigeria 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) Nkechi and Adu; (Day 2) Lois and Amwe; (Day 3) Georges and John; (Day 4) Francis and Veren); (Day 5) Collins and Hadizat; (Day 6) Jude and Mary.
- 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 would be more successful in mobilization of resources if the project planning was *undertaken with an interdisciplinary team*. We need to do this now because *I must not miss to include issues that are important for the project objective*”.
- 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 “*that I will learn from everybody and we shall develop proposals that meet the needs of our communities along the value chain and secure funding*”.
- 3.1.13 The complete responses for this exercise are presented in Annex D – Part II.
- 3.1.14 Next, session on “*What do we have to learn to lead and manage project teams*” (*learning module, Session 13*) was agreed by the facilitators to be delivered at the beginning of the workshop instead at the end. Then, Dr. Zenete França led this session.
- 3.1.15 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.
- 3.1.16 Dr. Zenete França 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.
- 3.1.17 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.
- 3.1.18 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.
- 3.1.19 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.
- 3.1.20 *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.

- 3.1.21 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.
- 3.1.22 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 which will be described during the next session – 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.
- 3.1.23 An exercise 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.
- 3.1.24 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.
- 3.1.25 At the end, based on the lessons learned by the participants and their feedback on the content of this session, 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 this session.

### **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 neighbors 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: *"to ensure that women needs and priorities are addressed for them to benefit from the project; example: gender equity, enhance decision-making and their roles; to promote gender empowerment"*.
- 3.2.13 Another pair stated: *"equality of women and men must be in the project; i.e. full involvement of both sexes to fill the gap that we are having in the organizations"*.
- 3.2.14 Another pair said *"project design must take into account gender mainstream because will provide a quick reference and it can be a tool that can be used in developing and implementation of projects"*
- 3.2.15 It is important to emphasize that – based on the responses above – the pairs stated strongly the needs to take into consideration gender mainstream principles but their responses did not specify "how?" or "which actions?" would be carried out to demonstrate that the project is taking care of gender mainstreaming. 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 A sample of exercise results for this exercise is 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, labor 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 a 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 timekeeper. 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. 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 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 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 participate to maximize their contributions and level of responsibilities towards the implementation, monitoring and evaluation of the project.
- 3.3.19 The list of stakeholders identified by the participants is presented in Annex F in Part II of this report. However the analysis of the stakeholders’ level of influence and power was undertaken in plenary. Therefore there is no record of these results.
- 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 was a core team planning to address a problem in Kenya.
- 3.3.22 They had to *analyze 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 This is a sample of group results which is presented through photos which shows the cards which were displayed on the wall. The photos show 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 selected pair of participants (Nkechi and Adu) introduced the recap by reading the notes-summary of activities of the Day 1. Nkechi described the process used during the previous day and pointed out a statement emphasized by Dr. Adiel Mbabu which was taken as a lesson learnt. He stated: "*project is not all about what you can do, but what is needed to be done*" Participants processed this statement with Dr. Mbabu which was very insightful to begin a new day activities.
- 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 and process of Day 1. Several participants recognized the importance of the content on leadership and management and said "*Describing skills of a leader and manager and the importance of mixing the two for good project management was the strength of the first day*".
- 4.1.4 Another participant said "*I have learnt affective attitudes/behaviors for managers – leaders and this has contributed in changing my attitudes!*"
- 4.1.5 Several participants reinforced the process used in the previous day and said "*Pair approach exercise was very helpful, exciting, educative and demonstrated team spirit and gender balance. The language communication is simple enough; use of relevant information and examples, down-to earth and real. The facilitator's performance; her ability to actively engage participant and drawing from her personal experiences to drive home salient points.*"
- 4.1.6 Participants also provided suggestions to improve the daily workshop. One aspect that they suggested to be improved was related to the number of days. They thought that there was too much content for the time available during the week. They asked "*more time is needed than one week*". Dr. Mbabu explained to the participants the reason for our tight schedule of activities and asked them to bear in mind that the facilitators would do the best to manage the time well with their support to respond to their needs.
- 4.1.7 Next, Dr. Adekeke Marion, the Consultant Specialist in Nutrition, made a brief presentation on the key issues related to Vitamin A to raise awareness among the participants about the alarming health situation in Nigeria related to the deficiency of vitamin A, and the impact that this deficiency is giving mainly to the children and pregnant women. This justifies RAC's commitment to emphasize the change that OFSP can make to combat the Vitamin A deficiency in Nigeria and other African countries.
- 4.1.8 She stated that Vitamin A Deficiency (VAD) is a global problem of public health significance in many under-privileged communities of the world.(WHO, 1995). However she emphasized that there is limited information is available on Vitamin A status on children under five in Nigeria. In accordance with the NDHS 2008 data, every year, an estimated 861, 000 Nigerian children die before the age of five.

- 4.1.9 Dr. Marion also explained to the participants that Orange Fleshed Sweet Potato (OFSP) has a high beta-carotene content, which the body converts into Vitamin A when it is eaten. A medium size boiled OFSP root per day (125 grams) can supply the recommended daily amount of vitamin A for young children and non-breastfeeding women. The stronger the orange color the more beta-carotene (vitamin A) there is in the root. The body can build up Vitamin A reserves to take one through times where access to Vitamin A rich foods is limited (seasonality). It is recommended to consume OFSP with fat or oil to help the body utilize vitamin A.
- 4.1.10 Dr. Marion explained the causes of vitamin A deficiency. She emphasized that the major cause is the diets which include few animal sources of preformed Vitamin A. She said that the breast milk of a deficient mother is automatically transferred to the child. Dietary problems like iron deficiency can affect vitamin A uptake in the body. Excess alcohol consumption can deplete vitamin A stores and medical conditions like pancreatitis, cystic fibrosis and biliary obstruction as well.
- 4.1.11 She discussed with participants the effects of Vitamin A deficiency and asked the experience of the participants in this regard. She pointed out that night blindness is one of the first signs of deficiency. Xerophthalmia, keratomalacia and complete blindness can later occur.
- 4.1.12 It has been estimated that about 250,000-500,000 malnourished children in the developing world go blind each year. Vitamin A contributes to maternal mortality and poor outcomes in pregnancy and lactation. Deficiency diminishes the ability to fight infections, increased risk of severe illness and deaths from common childhood infections like diarrheal disease, measles. She also shared the consequences of the Vitamin A deficiency. She listed the following: (1) limit the intellectual potential of individuals; (2) lowers productivity and reduces physical capacity; (3) leads to high health care costs.
- 4.1.13 At the end of the plenary discussion on this subject, the participants said that the presentation and discussion of this subject with Dr. Marion was an eye opener. In fact, the participants did not realize how much harm the Vitamin A deficiency was causing to the children, mothers, families and communities with whom they interact in their day-to-day work.
- 4.1.14 As result of this awareness raising session, the participants said that their level of responsibility has greatly increased towards RAC's purpose. RAC helped them to get awareness about the difficult situation that Nigerian children and pregnant women are in. However they are also aware now that – as change agents –they are the only ones who are able to make the difference in the country in this regard.
- 4.1.15 They understood that RAC is providing support to improve their capacity on how to write convincing proposals to approach potential donors but the main responsibility remains on them.
- 4.1.16 The pre-session of Day 2 was very exciting not only for the participants but also for the learning facilitators who observed that the participants' interest and motivation greatly increased towards the objectives of RAC workshop.

## **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 the 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 *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.
- 4.2.17 The five group results of this session are presented in Annex G in Part II of this report.

### **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 five 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 format of the role-playing for this exercise is presented in Annex H, Part II of this report.
- 4.3.11 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.



## 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. The recap team (Lois and Anwe), represented by Mrs. Lois Gundu - presented very important conclusions on the issues related to concept notes development. Among them, the participants stated that *"Budget (costing) of any project should be commensurable with the objectives and activities; budgeting should not be sympathy but empathy. They also stated that "Objectives of a project is easily achieved if it's straight, specific and impact oriented; It serves as a good bench mark to better leaders and managers in their respective organizations; It builds a better professionalism in mastering our individual work; It's a multidimensional approach that is holistic; Objectives should logically connect activities as well as budgets.*
- 5.1.3 Besides that they stated that *"During project planning necessary stakeholders, departments comes together to brainstorming for better results; They also emphasized that "Good and logical concept note prepared and presented give a nice impression for the audience (partners, donors) to listen to him/her.*
- 5.1.4 Finally, the Mrs. Lois Gundu finalized her recap with a special challenging question and a slogan to all participants. They were as follows: *"How can the participants replicate the lessons learned during this workshop to their respective organization on return? "OFSP GOSPEL SHOULD BE PREACHED ALL OVER NIGERIA".*
- 5.1.5 The compilation of the daily evaluation provided very useful information to the facilitators. The participants said *"the role playing the open review process was wonderful! presentation to mock Internal Program Review was very highly educative"; "multidisciplinary approach in developing the concept note will definitely improve my capacity"; "multifaceted Concept Note is better, therefore collaborative effort should be put together in writing a Concept Note"; facilitation mode of presentations and communication skills was excellent and effective; "commitment shown by facilitators to impart knowledge to participants; "the presentation of Vitamin A was extremely useful and functioned as an eye opener for all participants. Thank you!"*
- 5.1.6 Participants also provided suggestions. Among them, they said *"Workshop is very good and should have more time!"*
- 5.1.7 Two important remarks about the Day 2 activities presented by the participants were recorded as follows: (1) *I have learnt in making budget, that I should have feelings for the work to be done more than the money to use;* (2) *The experience gained today cannot be achieved in classroom but in multidisciplinary gathering like this exercise.*

### 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 and Dr. Sonii David led the presentation of this session. They both 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 through 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 A sample of the Exercise 6 results is presented in Annex I, Part II. And other logframes are presented in the Annex J, Part II as part of the Draft Full Proposals.

### **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.

| <b>Basic Proposal Format</b> |   |
|------------------------------|---|
| <b>I.</b>                    | <b>Summary</b> (What is this proposal all about?)   |
| <b>II.</b>                   | <b>Background</b> (Why should this proposal be implemented?)  |
| <b>III.</b>                  | <b>Objective</b> (What do you hope to achieve?)   |
| <b>IV.</b>                   | <b>Outputs</b> (What will the project deliver?)   |
| <b>V.</b>                    | <b>Activities</b> (What will you do?)   |
| <b>VI.</b>                   | <b>Work Plan</b> (How will you achieve your objectives?)  |
| <b>VII.</b>                  | <b>Impacts</b> (What outputs will the project deliver and who will be better-off at the end of the project, and why?) |
| <b>VIII.</b>                 | <b>Monitoring and Evaluation</b> (How can you test if the project is working?)  |
| <b>IX.</b>                   | <b>Budget</b> (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 Nigeria.
- 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, one pair of 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 First the selected pair of participants (Georges and John) introduced the recap. Among other issues from the previous day, the recap team stated that *"Team work approach and the use of 'I' was discouraged; 'Day 3 sessions were highly interactive; informative; very participatory, learning by doing; group exercise was wonderful; stimulating, exciting, encouraging/impressive and educative; 'To define the objectives for a full proposal should be carefully developed by knowing the main causes of the problem you want to solve'; 'I have realized that a good objective determines whether a proposal will be sponsored or not'".*
- 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: *"I acquired knowledge on how to prepare a budget for proposal. I realized that costs and budget have to be thought through consultation with partners, must be comprehensive and cover all activities"*.
- 6.1.4 Others summarized their lessons learnt as follows: *"It gave me a clue on how to work with an interdisciplinary team"; "Writing proposal is a very careful work that cannot be done in rush"; "The workshop is simply good and worthwhile"*.
- 6.1.5 Participants also provided suggestions. Among them, they said *"Participants should learn to respect other people's opinions"; " Workshop is good and should have more time!"*

### 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*.
- 6.2.7 In plenary, participants shared the results of their analysis of the Pink Land Proposal. A few participants stated that this exercise helped them to identify the requirements of a quality budget to strengthen a project proposal. They concluded that the *budget has to be transparent, clearly presented based on a carefully detailed work plan that includes all the proposed activities of a project*.
- 6.2.8 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.
- 6.2.9 A few participants began listing the information to be part of a budget for their proposal. However, participants got awareness that the development of a budget to support a project proposal must be part of the institutional team, including financial manager, accountant, and others officers responsible for partners and donors coordination.
- 6.2.10 Annex J, Part II presents some tentative budgets as part of the draft Full Proposal Exercise.

### **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. França’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.
- 6.3.5 Annex J, Part II presents some examples of an Executive Summary as part of the draft Full Proposal Exercise.
- 6.3.6 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 Annex J, Part II presents some examples of a Covering Letter as part of the draft Full Proposal Exercise.
- 6.3.12 Another important bit of advice was that once the proposal had been submitted, the participants should be patient because the reply would normally take weeks, if not months.
- 6.3.13 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.
- 6.3.14 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*.

- 6.3.15 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.
- 6.3.16 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.
- 6.3.17 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.
- 6.3.18 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.
- 6.3.19 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 The recap team, Francis and Veren emphasized their major lesson learnt from Session 6 of previous day which was reinforced by Dr. Sonii David. They summarized it as: *"Engendering is identifying and accounting for realistic gender issues. There is a need for gender analysis to assist in asking the right questions on how to engender the various aspects of the logical framework"*.
- 7.1.3 In addition, the presenters highlighted special comments spelled out after logical framework construction and presentation: They said: *"Several purposes (immediate effect) in the logical framework may actually mean several projects and not one; Teamwork is paramount. They appreciated the format for writing a full proposal and thanked for the thorough presentation and discussion by Dr. Mbabu. The presenters closed their presentation saying that "Breaks as scheduled on timetable were honoured"*.
- 7.1.4 The compilation of the daily evaluation provided very useful information to the facilitators. Mrs. Munyua presented the views (feedbacks) of participants. She highlighted the generally pleasant comments on the facilitators by participants.
- 7.1.5 Participants also provided suggestions to improve the previous day. Among them, they reinforced their dissatisfaction with the overall tight workshop schedule. They said: *"Workshop must increase the number of days for the next event. The workshop is very good however reduces the quality of learning because time is not enough, is too tight."*

### 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 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 proceeded to (d) describe two most important lessons learnt which their team identified during this exercise and discussed (e) how would they anticipate the implementation of these practices in their organizations, list *2 actions* that they would take to implement these practices, (f) list *2 implications* related to the implementation of their actions cited above; and *how they would deal with them*.
- 7.2.9 The results of Part A and Part B of Exercise 10 were presented in plenary and there was no proper record of them. However, orally, the participants responded to the questions related to the Kenyan case study and showed understanding of the issues related to project implementation. They discussed openly the seriousness of implementing a project and how they plan to attend to its requirements from now on. They were equipped with a “checklist” to assist them in undertaking this activity when they return to their organizations.
- 7.2.10 In addition, a note from the facilitator’ observation says that: “*participants were very touched by Dr. França’s emotion while presenting her experience in several countries of the world regarding project implementation. She said that “the results of her observations showed lack of seriousness and commitment from the organizations in developing countries, regarding the implementation of projects. The organizations have been lacking to demand detailed work plans from the project teams, even though a quality work plan is the key factor that leads the team to successful implementation to respond to the needs of the project beneficiaries.”*”
- 7.2.11 The exercise form used to record plenary discussion of 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) and 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 behavioral 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 an 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) *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 The selected pair of participants for Day 5 (Collins and Hadizat) introduced the recap issues. They pointed out issues related to the importance of donor relations officers, designation of negotiating team to meet and deal with the donors and raised the issue of retirement of received grants. They justified that a donor relations office is critical to facilitate and coordinate between projects, partners and donors. They also mentioned that the lesson learnt on designating a negotiation team was that the project team could include the project parent and a senior staff to balance the negotiation process, i.e. to reach a consensus or say no if necessary. Regarding retirement of received grants, they said that proper re-allocation of funds highlighted the importance of the inclusion of an accountant from the beginning of project.
- 8.1.4 The summary of Day 5 evaluation was not carried out. The participants received the Final Evaluation Form to complete overnight to deliver on 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, he presented to the participants what 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 and 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 *kinds 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.
- 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.
- 8.2.16 The lessons learnt recorded during the plenary session were as follows: (1) *participants’ commitment to write good reports*; (2) *revisit the learning module for clarity in this subject*; (3) *write brief and strong reporting*; (4) *we are aware that stages in development are inter-connected*; (5) *we are sure now that M&E is not done for the sake of it*; (6) *we cannot implement a project without M&E*; (7) *consciously we must adopt M&E in activities in project, establish M&E unit at the office*; (8) *M&E officers are important in helping us achieve our results*; (9) *we are aware of the importance of participatory M&E*.

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

- 8.2.1 The Session 13 was planned in the learning module to be presented at this stage. However, as presented in the pre-session of Day 1, the Session 13 of the learning module titled “*What do we have to learn to lead and manage project teams*” was agreed by the facilitators to be delivered at the beginning of the workshop instead at the end. This has proved to be very useful as assessed by the participants.
- 8.2.2 Dr. Zenete França led the session as reported in Day 1 pre-session, from the section 3.1.14 to 3.1.25.



## **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 Based on the strong participant feedback and testimonies about the high level of satisfaction with the contents and processes of the workshop, this report concludes that *the 6-day event used a hands-on approach and achieved its goals and major objectives*.
- 9.1.3 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.
- 9.1.4 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.
- 9.1.5 Twenty-seven participants responded to the event evaluation form. In the final evaluation form, out of *27 participants* who completed the questionnaire, 20 participants responded, “*excellent*” to the statement “*in general, I would rate the workshop*”, three participants responded “*good*” and 4 participants did not respond to this statement. The second statement was: “*on balance, would you say that the workshop objectives were achieved?*” A total of 25 participants said “*yes*” and two participants did not respond to this statement.
- 9.1.6 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.
- 9.1.7 The daily and final evaluations collected positive feedback from the participants. This reinforces the conclusion presented in this report.
- 9.1.8 Among others, two participants were inspired by the workshop overall environment and said (1) “*the workshop went beyond technical contents and advised the participants on how to manage emotion and to view life as a human beings versus materials*”; (2) “*the workshop impacted into my life greatly. I have never learnt about writing project proposal before, but now I can assure you that I not only know how to*

*write a proposal but I know how to write a convincing and acceptable proposal. I appreciate your efforts so much!"*

- 9.1.9 Another participant said *"the workshop was well organized and the learning module (manual) properly packaged in a simple but comprehensive way. The language easy to read and understand"*.
- 9.1.10 Another very positive feedback said *"Knowledge is power. You all have empowered me and I will always remain grateful to you all. I loved the organization and the implementation of the workshop. I loved the way participants were treated, i.e. equal treatment was given to all. God bless you all and also increase your knowledge abundantly."*

## **9.2 Participant Action Plan Approach (PAPA)**

- 9.2.1 As part of this learning workshop, there was an individual and 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 undertaken in plenary.
- 9.2.5 The lists of PAPA items are presented in Annex M, Part III of this report. This will facilitate the follow-up process by the RAC Team who will be able to contact participants directly and find out the kind of technical support they need to receive.
- 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, as presented before, at the end of the workshop, 27 participants completed a general workshop evaluation. The results of this evaluation were very promising since the overall average of 4.49 (on Likert scale of 1 to 5) was presented by the participants. This means that the participants assured that the objectives of the workshop were very 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 and participants, 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 entire six-day contents have just fulfilled my needs. I feel now competent to plan, implement, M&E OFSP projects”; the content on leadership and management of projects and project teams was an eye opener for my career; very comprehensive workshop. Virtually all aspects of project management cycle was touched very well”; “the logical flow of the topics/presentations featured”*.
- 9.3.5 Regarding methods and methodologies, participants stated: *“the role-play, the interactive session promoted good interaction between the facilitators and participants. This improved the emotional and mental abilities (cognitive/affective aspects) of the participants”; “the workshop was very participatory based on the experiential learning approach”; “practical sessions immediately after presentations made me understood the objectives of the presentations”; “Group work allowed interdisciplinary discussion among the participants”*.
- 9.3.6 Regarding the learning materials, the participants said: *“the availability of workshop document (learning module) was the strength of this workshop. This gives the participants the confidence to desire to do something on return to the organizations”; the learning module – the step-by-step plan – to implement the workshop is a “golden document!” the “golden document” we have, i.e., the learning module, was very well designed*.
- 9.3.7 Among other comments on the facilitators’ performance, participants said *“facilitators are extremely excellent and they are very competent on the subject matter”; “experience shared by the facilitators and the participants enhanced the delivery of the capacity building and boosted assimilation of contents among participants”; “the facilitators’ team spirit, knowledge of subject matter, patience, understanding and determination were the strength of this event”; “the determination of the facilitators to impart knowledge to participants and their patience in carrying everybody along was strong ;The organizing Team “RAC” are very committed and hardworking to their duty. They are very humble, sincere and passionate to influence*

*lives in Nigeria”; “facilitators’ excellent communication skills as well as the ability to encourage active participation among participants”.*

- 9.3.8 Among other comments, some participants valued the performance of their peers. They said: *“the 6 days of learning and practicing together the exercises demonstrated that the participants were happy to maintain the team work spirit”; “working in groups made me realize that I cannot write a research proposal alone. It is the multidisciplinary approach which makes a proposal to be complete, coherent and strong”.*
- 9.3.9 Regarding aspects to improve the workshop, the majority of the participants’ comments were related to time. They requested to increase the event time frame: They expressed: *“time was an issue. It was not sufficient to discuss, next time go for 2 weeks”; “one week was not enough for this workshop”; “more time to be allocated for M&E and budgeting sessions ”, etc.*
- 9.3.10 A few participants suggested that the follow-up process must assist them in implementing the results of this workshop. One stated in the following way: *“I would suggest that follow-up should be taken seriously and this type of event should be repeated after one year. Participants should be encouraged to start networking within their location (those from the same area) and develop a proposal for local donors such as “TY Danjuma Foundation, Yalcuby E. Foundation; The proposal submitted should be reviewed by facilitators and sent back to us to help us to know areas of corrections for future writing development”.*
- 9.3.11 Looking ahead, participants stated that the learning module could be enriched by developing new learning modules on: *Impact Assessment of designed projects for effective productivity; Marketing of OFSP; Innovation Systems perspective in agricultural research and technology change (How the system can be strengthened for greater social benefit”; Leadership and Gender issues; Managing Agricultural Research and Strategic Planning: Data collection; Experimental Design and Research analysis; Budgeting; Strategic Management of Capacity Building; Managerial Skills; Management of Strategies and Implementation Analysis; Project Assessment Methodology; Complete Project Financing; How to resolve conflict among colleagues; How to control human factors in the execution of activities; Organization structure; Research and Facilitation Skills; Coaching; Risk Management; Agricultural Economics and Technology Management, and Computer Skills.*
- 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: *“I thank Almighty God for being part of this workshop and I pray that HE will help me to put what I have received (learnt) into practice. And for all those who made this workshop a successful one, may the Almighty God to reward you abundantly. I also lack word to appreciate those who the efforts contributed to my participation in this wonderful workshop”.*

# 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: **4.49** 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  | <b>4.70</b>                    | <b>27</b>                 |
| 2. Differentiate programs, projects and activities  | <b>4.85</b>                    | <b>27</b>                 |
| 3. Practice stakeholders analysis and set objectives and strategies                                   | <b>4.52</b>                    | <b>25</b>                 |
| 4. Distinguish between writing to inform and writing to persuade                                      | <b>4.70</b>                    | <b>27</b>                 |
| 5. Identify and practice writing the key parts of a concept note                                      | <b>4.81</b>                    | <b>27</b>                 |
| 6. Conduct an open concept review   | <b>4.59</b>                    | <b>27</b>                 |
| 7. Develop an engendered logical framework  | <b>4.56</b>                    | <b>27</b>                 |
| 8. Write major parts of a full proposal   | <b>4.56</b>                    | <b>27</b>                 |
| 9. Identify budget formats  | <b>4.33</b>                    | <b>27</b>                 |
| 10. Prepare an executive summary for a proposal   | <b>4.78</b>                    | <b>27</b>                 |
| 11. Analyze the use of project implementation requirements (case study)                               | <b>4.33</b>                    | <b>27</b>                 |
| 12. Describe the major uses of M&E  | <b>4.50</b>                    | <b>26</b>                 |
| 13. Develop the project's theory of change (TOC) and M&E  | <b>3.96</b>                    | <b>24</b>                 |
| 14. List factors which could affect the development of a project M&E Plan                             | <b>4.12</b>                    | <b>25</b>                 |
| 15. Discuss domains of learning leadership and management skills                                      | <b>4.60</b>                    | <b>25</b>                 |
| 16. Define three domains of learning: cognitive, affective and psychomotor                            | <b>4.12</b>                    | <b>25</b>                 |
| 17. Identify self-leadership skills   | <b>4.56</b>                    | <b>25</b>                 |
| 18. Develop strategies to manage team members' tasks and time   | <b>4.38</b>                    | <b>24</b>                 |
| 19. Identify activities to finalize the draft of full proposal upon returning to the work environment | <b>4.46</b>                    | <b>26</b>                 |
| 20. Develop PAPA to follow-up implementation of competence and skills at your work environment        | <b>4.23</b>                    | <b>26</b>                 |
| <b>Mean</b>   | <b>4.49</b>                    |                           |



## **ANNEXES PART I**

**ANNEX    A. Welcome Letter**

**B. Workshop Prospectus and 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’ behavior. 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?”

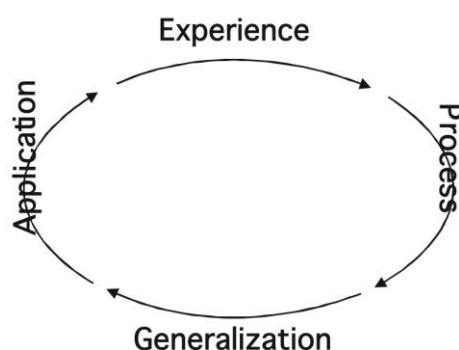
### **The Learning Facilitator**

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<sup>1</sup>**

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.

<sup>1</sup> 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 behavior 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

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



| #  | NAME                   | GENDER | ORGANIZATION                  | DESIGNATION              | EMAIL  | TELEPHONE      |
|----|------------------------|--------|-------------------------------|--------------------------|--|----------------|
| 1  | AKINBO JUMOKE          | F      | MOH KWARA STATE               | SCIENTIFIC OFFICER       | <a href="mailto:ilastnamejumoke@yahoo.com">ilastnamejumoke@yahoo.com</a>           | 2347068878044  |
| 2  | ADEKEYE MARION         | F      | MOH/ HKI                      | MEDICAL OFFICER          | <a href="mailto:mtoyinoni2002@yahoo.com">mtoyinoni2002@yahoo.com</a>               | 2348034854401  |
| 3  | GRACE J. EDEH          | F      | NAS ADP                       | AD EXTENSION             | <a href="mailto:graceedeh55@yahoo.com">graceedeh55@yahoo.com</a>                   | 2348038648302  |
| 4  | DOOSHIMA ANYE          | F      | SMOH MKD                      | BFI COORDINATOR          | <a href="mailto:AnyeDooshima@gmail.com">AnyeDooshima@gmail.com</a>                 | 2347031648504  |
| 5  | ISAAC S. OJONUGWA      | M      | NIWAAFA                       | TECH ADVISER             | <a href="mailto:sijamnigeriaco@yahoo.com">sijamnigeriaco@yahoo.com</a>             | 2348037881549  |
| 6  | ADEGOKE A. A           | M      | FMARD                         | SNR AGRIC OFFICER        | <a href="mailto:triplea4you@yahoo.com">triplea4you@yahoo.com</a>                   | 2348029104044  |
| 7  | COLLINS EHISIANYA      | M      | NRCRI, UMUDIKE                | SNR RESEARCH OFFICER     | <a href="mailto:colpino@yahoo.co.uk">colpino@yahoo.co.uk</a>                       | 2348036641704  |
| 8  | NGUVEREN TARGEMA       | F      | FOUNDATION FOR THE VULNERABLE | EXECUTIVE DIRECTOR       | <a href="mailto:targemacn@yahoo.com">targemacn@yahoo.com</a>                       | 2348035998892  |
| 9  | ABAH JOSEPH T.         | M      | BNARDA MAKURDI                | DEP. DIRECTOR - RESEARCH | <a href="mailto:ahahjoseph@gmail.com">ahahjoseph@gmail.com</a>                     | 2348050887271  |
| 10 | IGBANA VERONICA        | F      | BNARDA GBK                    | SMS CROPS                | <a href="mailto:igbanaveronica@gmail.com">igbanaveronica@gmail.com</a>             | 2348060403795  |
| 11 | DR. OLUWOLE OLUWATOYIN | F      | FIIRO                         | DEPUTY DIRECTOR - FOOD   | <a href="mailto:oluwatoyinoluwole575@yahoo.com">oluwatoyinoluwole575@yahoo.com</a> | 2348033044961  |
| 12 | MARY UMOH              | F      | HKI                           | PROMOTION EXPERT         | <a href="mailto:mumoh@hki.org">mumoh@hki.org</a>                                   | 2348038249017  |
| 13 | HADIZAT IBRAHIM        | F      | RADIO NIGERIA, IBADAN         | ANNOUNCER I              | <a href="mailto:princessshadeezat@yahoo.com">princessshadeezat@yahoo.com</a>       | 2348051590038  |
| 14 | ADEWUYI MOSES          | M      | AACE FOODS LTD                | PRODUCTION SUPERVISOR    | <a href="mailto:moseso.star@yahoo.com">moseso.star@yahoo.com</a>                   | 2348160127117  |
| 15 | LOIS GUNDU             | F      | POWI                          | EXECUTIVE COORDINATOR    | <a href="mailto:loisgundu@yahoo.com">loisgundu@yahoo.com</a>                       | 23480331022058 |
| 16 | AMWE G. HALILU         | M      | MWASD                         | DIRECTOR                 | <a href="mailto:haliluumwe@gmail.com">haliluumwe@gmail.com</a>                     | 2348066276481  |
| 17 | AMINA A. AHMED         | F      | MOH                           | STATE NUTRITION OFFICER  | <a href="mailto:amisrat@yahoo.com">amisrat@yahoo.com</a>                           | 2348036217182  |
| 18 | KINGSLEY O. OLURINDE   | M      | ARMTI                         | MDO                      | <a href="mailto:okolurinde@yahoo.com">okolurinde@yahoo.com</a>                     | 2348034445878  |
| 19 | NANCY ORSHI            | F      | RADIO BENUE                   | EDITOR (SENIOR)          | <a href="mailto:nnguveren@gmail.com">nnguveren@gmail.com</a>                       | 2348036455325  |

|    |                     |   |  |  |  |                |
|----|---------------------|---|--|--|--|----------------|
| 20 | JOHN OVYE ATTAH     | M | NADP                                       | RESEARCH OFFICER                                   | <a href="mailto:marovye@yahoo.com">marovye@yahoo.com</a>                                   | 2348036555117  |
| 21 | BAZONGO GEORGES     | M | SELF HELP AFRICA,<br>B.FASO                | HEAD OF PROGRAMS                                   | <a href="mailto:georges.bazongo@selfhelpafrica.net">georges.bazongo@selfhelpafrica.net</a> | 22674208181    |
| 22 | MOMAH PHILIPPA      | F | EHCS ABUJA                                 | SENIOR PARTNER                                     | <a href="mailto:philippamomah@yahoo.com">philippamomah@yahoo.com</a>                       | 2348033022741  |
| 23 | AFOLABI G. OLUSEGUN | M | POGMAN                                     | MEMBER   | <a href="mailto:goafolabi2012@gmail.com">goafolabi2012@gmail.com</a>                       | 2348137969940  |
| 24 | BENNY MORDI-ONOTA   | F | NATIONAL<br>PROGRAMME FOR<br>FOOD SECURITY | NATIONAL<br>FACILITATOR –<br>NUTRITION &<br>HEALTH | <a href="mailto:benmoronoth@yahoo.com">benmoronoth@yahoo.com</a>                           | 2348033947191  |
| 25 | NJOKU JUDE C.       | M | NRCRI/ CIP                                 | COUNTRY<br>AGRONOMIST                              | <a href="mailto:jcnjoku@yahoo.com">jcnjoku@yahoo.com</a>                                   | 2348035479261  |
| 26 | FRANCIS K. AMAGLOH  | M | UDS, GHANA                                 | LECTURER   | <a href="mailto:fkamagloh@uds.edu.gh">fkamagloh@uds.edu.gh</a>                             | 233548661866   |
| 27 | NWALI P. NKECHI     | F | POFAN                                      | SECRETARY  | <a href="mailto:dannycoolassociates@yahoo.com">dannycoolassociates@yahoo.com</a>           | 2347030566409  |
| 28 | NWAOGU EDWARD       | M | NRCRI, NYANYA                              | HEAD OF STATION                                    | <a href="mailto:eddynwaogu2012@yahoo.com">eddynwaogu2012@yahoo.com</a>                     | 2348035426788  |
| 29 | ADU J.O.A           | M | KWARA ADP                                  | DES  | <a href="mailto:ayoyemi2006@yahoo.com">ayoyemi2006@yahoo.com</a>                           | 2347036568896  |
| 30 | ENO UDONGO          | F | HKI  | PROGRAMS INTERN                                    | <a href="mailto:eudongo@hki.org">eudongo@hki.org</a>                                       | 2348163280087  |
| 31 | ADIEL MBABU         | M | CIP  | PROJECT MANAGER                                    | <a href="mailto:a.mbabu@cgiar.org">a.mbabu@cgiar.org</a>                                   | 254711860964   |
| 32 | HILDA MUNYUA        | F | CIP  | COMM. & TRAINING<br>SPECIALIST                     | <a href="mailto:h.munyua@cgiar.org">h.munyua@cgiar.org</a>                                 | 254711033671   |
| 33 | FRANK OJWANG        | M | CIP  | RESEARCH & OFFICE<br>ASST                          | <a href="mailto:f.ojwang@cgiar.org">f.ojwang@cgiar.org</a>                                 | 254711033640   |
| 34 | ZENETE FRANCA       | F | ZF & ASSOCIATES                            | CONSULTANT   | <a href="mailto:zpfranca@gmail.com">zpfranca@gmail.com</a>                                 | 351-214-835733 |
| 35 | SONII DAVID         | F | HKI  | GENDER &<br>ADVOCACY ADVISOR                       | <a href="mailto:sdavid@hki.org">sdavid@hki.org</a>   | 254789388073   |
| 36 | GODFREY MULONGO     | M | CIP  | M&E SPECIALIST                                     | <a href="mailto:g.mulongo@cgiar.org">g.mulongo@cgiar.org</a>                               | 254720616439   |

## **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 OFSP 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 and 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 Reflecting on M&E concepts  
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 helped the participants to get to know each other better.**

*Introductions: Participant from:*

**Institution:** Benue ADP \_\_\_\_\_  
**Area of Work:** Agricultural Extension \_\_\_\_\_  
 I like discussing issues related to Project Planning specifically to OFSP when: **Planning and implementation will be a team work** \_\_\_\_\_  
 Because: **Together we achieve much** \_\_\_\_\_  
 My major expectation of this workshop is **To acquire skills for planning projects, monitoring and evaluation** \_\_\_\_\_

**Institution:** Executive Solutions Training Ltd. (UK) \_\_\_\_\_  
**Area of Work:** Learning & Development, sustainability, Corporate Social Responsibility \_\_\_\_\_  
 I think my project proposal designing skills are: **appropriate for the conceptualizing, planning, designing, implementing and assessment of projects** \_\_\_\_\_  
 My major expectation of this workshop is **new ways of project working and partnerships will emerge from this project event** \_\_\_\_\_

**Institution:** Radio Nigeria Ibadan \_\_\_\_\_  
**Area of Work:** Programs Presentation & Production (interest in health communication nutrition, education inclusive) \_\_\_\_\_  
 I feel that Project Planning to access resources is: **important** \_\_\_\_\_  
 Because: **It facilitates effective use of the (limited) resources to achieve the project objectives** \_\_\_\_\_  
 My major expectation of this workshop is **to acquire more skills for effective project management (from planning through to evaluation) with immediate focus on OFSP** \_\_\_\_\_

**Institution:** University for Development Studies, Ghana \_\_\_\_\_  
**Area of Work:** Lecturer – research focus: value addition to under-utilized crops to address malnutrition in low income units \_\_\_\_\_  
 Most of my colleagues who work with me in project planning feel that my skills related to this activity are **result-driven** \_\_\_\_\_  
 I think this is true because **my research focus is demand-driven** \_\_\_\_\_  
 My major expectation of this workshop is **to sharpen my skills in writing concept notes that will be accepted by donors and successfully apply for funding** \_\_\_\_\_

**Name:** Afolabi, Gideon Olusegun \_\_\_\_\_  
**Institution:** POGMAN Osun State \_\_\_\_\_  
**Area of Work:** Information dissemination \_\_\_\_\_  
 My organization depends on the skills of its staff to write relevant, efficient and effective project proposals because \_\_\_\_\_  
 My contribution is **to monitor fully the project implementation** \_\_\_\_\_  
 My major expectation of this workshop is **to obtain knowledge and skills and to be able to write a convincing proposal / implementation skills on OFSP** \_\_\_\_\_

**Institution:** EF&EA Health Consultancy (Senior Partner) \_\_\_\_\_  
**Area of Work:** Public Health: Nutrition of Children under 5 \_\_\_\_\_  
I like discussing issues related to project planning specifically on OFSP when **child nutrition is the topic** \_\_\_\_\_  
Because **OFSP can be a food based approach to improve child nutrition** \_\_\_\_\_  
My major expectation of this workshop is **to enhance skills / capacity to develop and implement private sector initiatives to improve OFSP as a food based approach to combating under 5 malnutrition** \_\_\_\_\_

**Institution:** Ministry of Health \_\_\_\_\_  
**Area of Work:** Nutrition and scientific officer \_\_\_\_\_  
I expect to be among new project planning peers and diverse partners and I feel I **will be able to learn more on how plan and implement OFSP** \_\_\_\_\_  
Because I **know I am going to learn more on project planning** \_\_\_\_\_  
My major expectation of this workshop is **to acquire knowledge on how to mobilize resource for OFSP in order to reduce VAD** \_\_\_\_\_

**Institution:** Self Help Africa \_\_\_\_\_  
**Area of Work:** Agronomy – food security \_\_\_\_\_  
During this most important learning event which will guide me through our project planning steps, I feel I **will be able to link access to market and fight against malnutrition (OFSP)** because **the market create the demand and food diversification helps to fight malnutrition** \_\_\_\_\_  
My major expectation of this workshop is **to write a good project in nutrition area with my colleagues in W A Programme. How to evaluate impacts in nutrition areas.** \_\_\_\_\_

**Institution:** Nasarawa ADP \_\_\_\_\_  
**Area of Work:** Research development \_\_\_\_\_  
I feel that project planning to access resources is **expedient to build capacity on project designing, implementation and evaluation** \_\_\_\_\_  
Because **It will help in changing the production knowledge of producers** \_\_\_\_\_  
My major expectation of this workshop is **engendered farmers and household colleagues on knowledge sharing from a good written proposal presentation.** \_\_\_\_\_

**Institution:** Radio Benue, Makurdi \_\_\_\_\_  
**Area of Work:** Presenter, reporter, RAC advocate \_\_\_\_\_  
My organization depends on the skills of its staff to write relevant, efficient and effective project proposals because the **staff is more informed about the issue to write about and what is needed** \_\_\_\_\_  
My contribution is **dissemination of information on OFSP to the public** \_\_\_\_\_  
My major expectation of this workshop is **to improve my knowledge and skills in proposal writing, monitoring and evaluation** \_\_\_\_\_

**Institution:** Kwara State Agricultural Development Project, Ilorin \_\_\_\_\_  
**Area of Work:** Agricultural extension \_\_\_\_\_  
Most of my colleagues who work with me in project planning feel that my skills related to this activity are **average but could still be improved** \_\_\_\_\_  
I think this is true because **I need not be stagnant** \_\_\_\_\_  
My major expectation of this workshop is: **to improve on my knowledge, skills of writing and planning better projects, its dissemination and evaluation for adoption** \_\_\_\_\_



**Institution: Positive Women Development Initiative** \_\_\_\_\_

**Area of Work: HIV/AIDS** \_\_\_\_\_

During this most important learning event which will guide me through our planning steps, I feel **excited and opportuned to be part of the learning event** \_\_\_\_\_

Because **I am going to empower my capacity** \_\_\_\_\_

My major expectation of this workshop is **to know how to design implementation and evaluate a project** \_\_\_\_\_

**Institution: Ministry of Women Affairs & Social Department, Policy Formulation & Improvement** \_\_\_\_\_

**Area of Work: Women affairs, policy formulation and implementation** \_\_\_\_\_

I expect to be among new project planning peers and diverse partners and I feel **privileged** because **I feel I will learn and contribute my quota** \_\_\_\_\_

My major expectation of this workshop is **to promote vitamin A intake through OFSP** \_\_\_\_\_

**Institution: NAS ADP** \_\_\_\_\_

**Area of Work: Agricultural extension** \_\_\_\_\_

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 \_\_\_\_\_

My major expectation of this workshop is **to acquire more skills on preparing a project proposal on planning and implementation** \_\_\_\_\_

**Institution: ARMTI** \_\_\_\_\_

**Area of Work: Capacity building – agriculture and project management)** \_\_\_\_\_

I like discussing issues related to project planning specifically to OFSP when **facilitating learning events, health issues** \_\_\_\_\_

Because **participants are potential change agents** \_\_\_\_\_

My major expectation of this workshop is **to be able to design, implement, monitor and evaluate projects better** \_\_\_\_\_

**Institution: AACE Foods Ltd.** \_\_\_\_\_

**Area of Work: Production Supervisor** \_\_\_\_\_

During this most important learning event which will guide me through our Project Planning steps, I feel **overwhelmed to be a participant** \_\_\_\_\_

Because **it will build my learning, knowledge of information** \_\_\_\_\_

My major expectation of this workshop is **to acquire capacity to design effective project planning, implementing, monitoring and evaluating OFSP to win the venture capital or funding donor** \_\_\_\_\_

**Institution: Potato Farmers Association of Nigeria (POFAN)** \_\_\_\_\_

**Area of Work: Farmer Association Secretary** \_\_\_\_\_

I expect to be among new project planning peers and diverse partners and I feel **I should perform wonderfully and dedicatedly in project planning / M&E** \_\_\_\_\_

Because **it is a pleasure for me to be chosen as a participant** \_\_\_\_\_

My major expectation of this workshop is **to be perfect in project proposal writing and designing as well as good project planning, implementation, monitoring and evaluation** \_\_\_\_\_

**Institution:** Nigerian Women in Agriculture and Allied Farmers Association \_\_\_\_\_  
**Area of Work:** Technical Advisor on Project \_\_\_\_\_  
People who really get to know me as a member of a project proposal development team say I am **I am Monitoring and Evaluation Officer** \_\_\_\_\_  
Because **I am an agriculturalist** \_\_\_\_\_  
My major expectation of this workshop is **develop my capacity to write acceptable proposal on OFSP** \_\_\_\_\_

**Institution:** National Program for Food Security \_\_\_\_\_  
**Area of Work:** Nutrition / health \_\_\_\_\_  
At present, after going through the planning process which OFSP requires, I feel that I am more capable to plan a project  
Because **I have been well equipped** \_\_\_\_\_  
My major expectation of this workshop is **to know how to write a good proposal** \_\_\_\_\_

**Institution:** Federal Ministry of Agriculture & Rural Development \_\_\_\_\_  
**Area of Work:** Policy formulation and project designing \_\_\_\_\_  
I think my project proposal designing skills are **development and implementation of agricultural projects** \_\_\_\_\_  
because: **it will help the Government to reach the public** \_\_\_\_\_  
My major expectation of this workshop is **to understand how to use project planning, implementation, M&E as tools for policy development and implementation in Nigeria** \_\_\_\_\_

**Institution:** National Root Crops Research Institute, Umudike \_\_\_\_\_  
**Area of Work:** Crop Protection (Entomology) \_\_\_\_\_  
The aspect of project planning that I need most to improve in my work is **enhancing my project planning to engender OFSP to the resource poor** \_\_\_\_\_  
because: **of the health, nutrition and income challenge** \_\_\_\_\_  
My major expectation of this workshop is **improve my knowledge, skills and attitude to improve OFSP to the resource poor** \_\_\_\_\_

**Institution:** Foundation for the vulnerable \_\_\_\_\_  
**Area of Work:** Health \_\_\_\_\_  
In relation to this learning event, I feel that my organization is expecting me to **be an agent of change in proposal writing** \_\_\_\_\_  
because: **of the knowledge acquired** \_\_\_\_\_  
My major expectation of this workshop is **to strengthen my competence in project planning and proposal writing** \_\_\_\_\_

**Institution:** BNARDA, MAKURDI \_\_\_\_\_  
**Area of Work:** Adaptive research \_\_\_\_\_  
When I design project proposals in a group, I tend to be **interested in its effective implementation** \_\_\_\_\_  
This is why I expect my team members to **pay adequate attention in order to ensure we achieve the desired objective** \_\_\_\_\_  
My major expectation of this workshop is **to become a capable resource person in project writing** \_\_\_\_\_

**Institution:** Helen Keller International \_\_\_\_\_  
**Area of Work:** Promotion Expert (Advocacy), health promotion \_\_\_\_\_  
 At present, after going through the planning process which OFSP requires, I feel that I **have a lot to learn from my colleagues and workshop** \_\_\_\_\_  
 because **of the process of the workshop** \_\_\_\_\_  
 My major expectation of this workshop is **to improve my capacity on project writing, monitoring and evaluation. It will help my advocates to use what they already know** \_\_\_\_\_

**Institution:** International Potato Center \_\_\_\_\_  
**Area of Work:** Finance and administration \_\_\_\_\_  
 When I design project proposals in a group, I tend to be **attentive to details of project implementation activities** \_\_\_\_\_  
 This is why I expect my team members to be **as elaborate and concise** \_\_\_\_\_  
 My major expectation of this workshop is **to strengthen my understanding of roles played by program teams** \_\_\_\_\_

**Institution:** NRCRI Umidike / International Potato Center \_\_\_\_\_  
**Area of Work:** Agronomy / design and implementation \_\_\_\_\_  
 I think my project proposal designing skills are tailored **towards meeting the expected needs of end users** \_\_\_\_\_  
 because **farmers are always confronted with production problems** \_\_\_\_\_  
 My major expectation of this workshop is **to be innovative and enhance change on team members and come up with implementable solutions to farmers' production constraints** \_\_\_\_\_

**Institution:** International Potato Center \_\_\_\_\_  
**Area of Work:** Project management \_\_\_\_\_  
 When I design project proposals in a group, I tend to be **highly consultative** \_\_\_\_\_  
 This is why I expect my team members to be **participatory** \_\_\_\_\_  
 My major expectation of this workshop is **that we all reach a shared understanding of how to design, implement OFSP projects to achieve our goals and objectives** \_\_\_\_\_

**Institution:** Helen Keller International \_\_\_\_\_  
**Area of Work:** Gender and advocacy / Team coordinator - RAC \_\_\_\_\_  
 People who really get to know me as a member of a project proposal development team say I am **detail oriented** \_\_\_\_\_  
 because **I put attention to details and facts** \_\_\_\_\_  
 My major expectation of this workshop is **to improve my skills in project design and M&E and participants will be able to write fundable proposals** \_\_\_\_\_

**Institution:** International Potato Center \_\_\_\_\_  
**Area of Work:** Monitoring and evaluation \_\_\_\_\_  
 In relation to this learning event, I feel that my organization is expecting me to **graft myself** because **the project we are going to develop will need to be monitored** \_\_\_\_\_  
 My major expectation of this workshop is **that we develop projects with technically sound M&E frameworks and be able to implement the frameworks / plans hereafter** \_\_\_\_\_

**Institution: Zenete Franca Associates**

**Area of Work: Education in organizations** \_\_\_\_\_

My organization would be more successful in mobilization of resources if the project planning was **undertaken with an interdisciplinary team** \_\_\_\_\_

We need to do this now because **I must not miss to include issues that are important for the project objective** \_\_\_\_\_

My major expectation of this workshop is **to expect everybody to participate** \_\_\_\_\_

**Institution: International Potato Center** \_\_\_\_\_

**Area of Work: Training and Communication** \_\_\_\_\_

I think my project proposal designing skills are **going to be strengthened** \_\_\_\_\_  
because **we learn new things every day and sharing the experiences of others is important** \_\_\_\_\_

My major expectation of this workshop is **that I will learn from everybody and we shall develop proposals that meet the needs of our communities along the value chain and secure funding** \_\_\_\_\_

## Annex E: SAMPLE Results of Exercise 2

### Reflecting on Project Cycle and analyzing major OFSP 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.

*Projects represent the commitment of human and physical resources to produce specific outputs in a given time and budget framework. It varies in scale, purpose and duration. Projects may stand alone or be integrated into a program with several projects contributing one or more goals.*

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?

1. *The roles of both men and women are both important in the proposal In order to achieve objectives of OFSP project.*
2. *Partnership promises multidisciplinary approach to good project implementation.*
3. *The principles are important because gender roles and responsibilities and constraints differ.*

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

*Problem statement: Unavailability of ready market in Ghana, limited storage facility, sweet potato mature under 90-120 days, Ghanaian failed realize importance of OFSP for needy populations.*

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

*No clarity problem statement, not itemized but complex statement has beclouded the real objectives.*

*\* Team work is better than individual work.*

#### 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.

1. *Develop a project idea to address a major constraint and opportunity.*
2. *Prepare a project proposal.*

3. *Scrutinize your projects.*
4. *Seek project approval and funding.*
5. *Execute project and develop feedback mechanisms.*
6. *Review the projects.*
- B. *To develop a comprehensive package for project planning and implementation.*

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?

*This is to create a balanced income distribution and wealth creation among different genders in the project, while partnership is to promote multi-disciplinary inputs in the project. The action is to do a gender analysis. Skill gap analysis, competencies of group involves gender balancing in the project, job differences for gender.*

4) 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

*In many societies, sweetpotato growers are poor and live on unproductive land. They are worse off now as commercial growers leave little to small growers. Presently, there is little hope to produce sweetpotato to combat Vit. A deficiency among children and women of reproductive age for the future.*

(d) write one major lesson learned from this exercise

*The lesson learned is to develop a project that is gender sensitive and have a multidisciplinary approach and persuasive,*

### **Pair C**

1) Based on the facilitator’s presentation and on the text above on Project Management Cycle summarize with your own words, the distinction between Project Monitoring and Project Evaluation.

*PM involves tracking progress and utilization of resources as well as ongoing review. It runs from implementation to the end and also involves annual review of projects. PE involves a periodic assessment (usually twice) mid-term and terminal of projects and it reviews the overall project objectives in a broader sense than PM.*

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

*GM – Actions will be to encourage men and women to participate in activities, men and women having equal access to project resources. Partnership – actions to support include mutual respect, truthfulness in setting project objectives, well defined roles and responsibilities. Why – objectives are achieved, expertise drawn utilized, GM ensures project sustainability.*

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

*“Resource-poor land users who grow OFSP are commonly both the victims and cause of unsustainable land management; more attention must be given to the roots of their problems if irreversible soil degradation is to be avoided”*

(c) re-write the sentence to inform

*Farmers who grow OFSP contribute to land degradation, thus such farmers should be educated on important land management practices.*

(d) write one major lesson learned from this exercise

*Team Work.*





## **Annex F – SAMPLE Results**

### **Exercise 3a. Worksheet A. Stakeholder analysis**

#### **From the Kenyan Case study: Government**

- NGOs
- Farmers
- Private traders
- Breeders
- Processors
- Marketers
- Women/Men
- Cooperatives
- Vulnerable children
- HIV/AIDS affected
- Infants <5 y.o.
- Media
- Extension agents
- Banks/financial institutions
- CBOs
- Transported
- Researchers



## SAMPLE Results

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





## Annex G. Sample of Exercise 4 Results:

### Group 1. Draft Concept Note

#### Project title:

Rainbow Revolution: Processing and Promoting OFSP to combat Vitamin A Deficiency among Children in Nigeria.

**Illustrative budget and duration:** 1.5 billion Naira (9.375m USD) for 3 years

**Partner(s):** Government, NGOs, Research Institutions, Farmer groups

#### Location and sites:

Nigeria, Osun State

#### 1. Objective:

- i. To reduce Vitamin A deficiency among Children in Nigeria.
- ii. To increase OFSP consumption.
- iii. To increase income of OFSP stakeholders along the value chains.

#### 2. Outputs:

- i. OFSP production increased.
- ii. Awareness creation on OFSP increased.
- iii. Support for technology development for OFSP value chain improved.

#### 3. Activities and duration:

- i. Production and distribution of improved vines of OFSP. (3 years) 100m
- ii. Capacity building for OFSP agronomic practices (3 years) 150m
- iii. Support irrigation system during dry season. (3 years) 250m
- iv. Advocacy, consultations, Advertisement, Jingles, Town Hall meetings, Road shows, Food Fairs (3 years) 300m
- v. Development of appropriate processing technologies for OFSP. (3 years) 500m
- vi. Capacity building for processing and marketing of OFSP. (3 years) 200m

#### 4. Inputs:

Quality Vines, Personnel, Office Equipment, Machines and Equipment, Schools.

#### 5. Beneficiaries and impacts:

Young Children under 5 years, Pregnant women, and vulnerable groups of VAD, farmers, processors and marketers, NGOs, researchers, schools.

#### Impact:

OFSP consumption increased and the rate of Vitamin A Deficiency reduced.

#### 6. Project management:

NGO to coordinate

NGOs for awareness creation and support production

Government for funding and policy framework development

Farmers for production and distributions of vines

Researchers for improved varieties of OFSP and development of appropriate technologies for processing

Marketers for distribution of OFSP finished products

Processors for processing and packaging of OFSP products

Donors for technical and financial support.

**7. Draft budget (budget issues):** 1.5 billion Naira, (9,375,000 USD)

## **8. Background**

a. The problem and why it is urgent:

Increasing the production of OFSP to reduce the Vitamin A Deficiency (VAD) because of the health hazard among children.

b. What has already been done:

School Feeding programme in Osun State

## Group 2. Draft Concept Note

### Project title:

Development and Utilization of OFSP based weaning food In North Eastern part of Nigeria

**Illustrative budget and duration:** \_\_\_\_\_

**Partner(s):** Feed mill ventures Owode Egba Ogun- State

Spectral Food Ltd. Lagos

### Location and sites:

Northern Nigeria (Sanfara and Nasarawa) Ogun State (Owode Egba) and Lagos State (Oko Oba)

### 1. Objective:

- i. To increase the awareness of the nutritional benefit of OFSP-based weaning foods.
- ii. To increase the utilization of OFSP- based weaning foods.

### 2. Outputs:

- i. Increased awareness of the nutritional benefit of OFSP-based weaning foods
- ii. Increased utilization of OFSP- based weaning foods

### 3. Activities and duration:

- |   |                                 |
|---|---------------------------------|
| i. Identification of processors / marketers                             | 3 years                         |
| ii. Capacity development of processors and Marketers                    | 18 months                       |
| iii. Processing of OFSP roots into OFSP based weaning foods             | 3 years                         |
| iv. Community based food demonstration programme                        | quarterly                       |
| v. Sensitization Visits/ meetings with stakeholders.                    | quarterly                       |
| vi. Production  | 12 months                       |
| vii. Distribution of information Education and communication Materials. | 3 years                         |
| viii. Engagement of the media and its programme.                        | 3 years                         |
| ix. Regulatory Bodies   | 3 years<br>at 6 months interval |

### 4. Inputs:

Skilled Human Resources, OFSP roots, chipping machines, Flash driers, Miller, Mixer, De-husking Machine, Pressure Cooker, De-stoning Machine and packaging Materials.

### 5. Beneficiaries and impacts:

Nursing mothers, Children (6-24 months), Farmers, Industrialists. Impact will be increase awareness and consumption of OFSP based foods in the northern part of Nigeria.

Reduced prevalence of VAD among the target groups in Northern part of Nigeria.

### 6. Project management:

Extensionist (ADP) Helen Keller International, Researchers (FIRO AND NRNCRI), Advocates, NGOs and relevant stakeholders.

**7. Draft budget (budget issues): \$333,000.00**

**8. Background**

a. The problem and why it is urgent:

There is a High (30-40%) vit A deficiency (WHO 1995, DHS 2008) among children under 5 years and pregnant women in Nigeria. The major aim of this project is to target the vulnerable group and children between 6-24 months because this is the crucial age to avoid night blindness, stunting etc.

b. What has already been done:

FIRO has done extensive work using cereals and legume. Therefore, utilization of OFSP will provide alternative weaning food with high, readily available and cheaper B-carotene content.



### Group 3. Draft Concept Note

**Project title:** Catch them young: Nutrition education to combat VAD through Radio

**Illustrative budget and duration:** N 7.3m / 2 quarters of 13 weeks each + 2 survey( *Pre Project and Impact studies*)

**Partner(s):**

ADPs, SMOH (Nutritionists), Radio Stations

**Location and sites:**

North Central Nigeria (3 Radio stations in Nasarawa, Kwara and Benue)

#### 1. Objective:

- To reduce risks of infections and blindness in under 5s.
- To improve the physical and mental development of under 5s.
- To reduce the prevalence of VAD among under 5s.
- To improve public knowledge on the importance of Vitamin A and its food sources.
- To promote Exclusive Breastfeeding (EBF) rates.
- To promote homestead and community food production.

#### 2. Outputs

- Reduced risks of infections and blindness.
- Improved physical and mental development.
- Reduced prevalence of VAD among under 5s.
- Improved public knowledge on the importance of Vitamin A and its food sources.
- Increased EBF rates.
- Increased homestead and community food production.

#### 3. Activities and duration

- Pre Production (18 weeks): Literature review/survey, Workshops (for topics development, Program formats and structure for 13 weeks, Broadcast days and times , Broadcast languages, Audience Segmentation), Drama and Jingles Production.
- Production and airing of broadcast materials (26 weeks).
- Monitoring and Evaluation (2 weeks): Pre and Post Test questionnaires.

#### 4. Inputs

- Personnel- Media consultant + team, Nutritionists, survey consultant + team, ADP representative, SMOH representative
- Funds : airing of broadcast materials, logistics, fees
- Phone and designated line
- CDs
- Stationery
- Laptop

**5. Beneficiaries and impacts**

- Mothers and children under 5
- Farmers( male and female) and farming families

**6. Project management**

- Media Consultant and team
- Station manager/ Producer

**7. Draft budget (budget issues)**

|                           |              |
|---------------------------|--------------|
| • Survey                  | 1,000,000.00 |
| • Workshop                | 2,200,000.00 |
| • Jingles                 | 500,000.00   |
| • Drama                   | 1,300,000.00 |
| • Production costs/airing | 1,300,000.00 |
| • M&E                     | 1,000,000.00 |
| • Total                   | 7,300,000.00 |

**8. Background****a. The problem and why it is urgent**

High prevalence of Vitamin A Deficiency among under 5 children in Nigeria and its attendant effects on the risks of infection, blindness, physical and mental development.

**b. What has already been done**

- Maternal New Born and Child Health Weeks ( Vitamin A supplementation)
- Food fortification
- Infant and Young child feeding
- Nutrition education

## Group 4. Draft Concept Note

### Project title:

Orange colour crushes VAD: Food-based approach to improve vitamin A status of infants in Ghana

**Illustrative budget and duration:** \_\_\_\_\_

### Partner(s)

Group 4 (Agronomist and extension office, Nutritionist, Food Scientist)

### Location and sites:

Kassena-Nankana District, Upper East Region, Ghana

### 1. Objective:

- To use vitamin A (VA) rich-food (OFSP) for complementary feeding
- To create awareness and sensitize caregivers on nutritional benefits of OFSP
- To increase the cultivation, utilization and consumption of OFSP among household

### 2. Outputs

- OFSP utilized for complementary feeding
- Awareness on the nutritional benefits of OFSP created among caregivers
- Home gardening of OFSP increased

### 3. Activities and duration

- Training of caregivers on production of complementary foods using OFSP
- Social mobilization (e.g., road show, air talk, radio jingles, community dialogue, etc); development of educational materials
- Establishment of home gardening, demonstration fields and field days
- Feeding trial project by a student to investigate the consumption of sweetpotato-based complementary food on vitamin A status
- Proximate composition and antinutritional factors (phytate, polyphenols, trypsin inhibitors)
- Monitoring and evaluation

**Duration:** 3 years

### 4. Inputs

- Personnel (Agronomist, Nutritionist, Health workers, Agriculture Extension workers, Food Scientist, Students)
- Laboratory consumables
- Land
- Agricultural inputs (e.g., fertilizer, planting materials)
- Transportation

- Computers and computer consumables
- Kitchen equipment

## **5. Beneficiaries and impacts**

- Infants (6 to 24 month old)

**Impacts:** Reduced infant diseases and death due to VAD in Ghana

## **6. Project management**

**Project leader:** Nutritionist/Food Scientist: Responsibility Development of complementary foods, initiate education material

**Agronomist:** Cultural management of OFSP

**Student:** Two students to carry feeding trial and nutrient analysis

**Health worker:** Health talk

## **7. Draft budget (budget issues)**

US \$100,000.00

## **8. Background**

About 76% of infants and young children (6 to 59 mo old) are vitamin A deficient [WHO, 2009]. One out of three infant death is caused by VAD [Factsheet, MoH, Ghana]. This food-based approach will complement vitamin A supplementation programme already in Ghana. This could be a sustainable source of vitamin A for infants in rural areas where VAD is unexceptionably high.

### **a. The problem and why it is urgent**

Early childhood malnutrition may have irreversible effects on cognitive development. Thus malnutrition during infancy may limit an individual from achieving his/her full potential during adulthood, and has been linked to the intergenerational transmission of poverty in low-income countries.

### **b. What has already been done**

Several papers have been published on the potential of using sweetpotato for complementary feeding documenting its high vitamin A content, high levels of simple sugars (for easy digestibility).

---

## Group 5. Draft Concept Note

### Project title:

OFSP utilization to combat Vitamin A Deficiency

**Illustrative budget and duration:** ₦1,500,000

### Partner(s):

NPHCDA, SPHCDA, NGOs, FMOH, CBOs

### Location and sites:

Benue State (Vandeikya, Buruku and Otukpo)

**1. Objective:** To reduce Vitamin A Deficiency among households.

### 2. Outputs:

- Awareness about OFSP among households created.
- Households sensitized on the nutritional benefits of OFSP.
- Farmers encouraged to multiply OFSP crop.

### 3. Activities and duration:

Seven days in three communities.

- Awareness creation on OFSP
- Sensitization on the nutritional benefits of OFSP
- Focus group discussions
- Distribution of Vines

### 4. Inputs:

- IEC Materials
- OFSP Vines and Roots
- Transportation
- Personnel
- Teaching Aids
- Refreshment

### 5. Beneficiaries and impacts:

- Farmers and women
- Increase in production and proper utilization of OFSP

### 6. Project management

- Planning
- Appraisal
- Implementation
- Monitoring

- Evaluation

**7. Draft budget** (budget issues) 1.5 million

**8. Background:**

a. The problem and why it is urgent:

- High rate of VAD in Nigeria
- The irreversible damage caused by VAD in children
- High rate of malnutrition
- High child mortality rate
- Poor outcomes during pregnancy and lactation.

b. What has already been done?

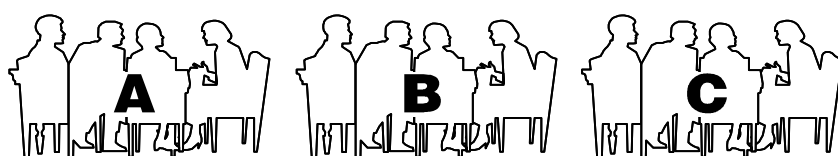
- Food fortification with Vitamin A
- Supplementation

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

**Introduction:** *Five Concept Notes* have been selected by the interdisciplinary teams to be the source of review during this session. The Concept Notes will 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 Notes 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. Other Logical Frameworks are presented in Annex J (Full Proposal)

### 1. Draft Engendered Framework: TITLE: OFSP Utilization to combat VAD in Benue State.

|                | <i>Narrative summary</i>  | <b>Objectively verifiable indicators</b>   | <b>Means of verification</b>  | <b>Important assumptions</b> |
|----------------|---|--|---|------------------------------|
| <b>Goal</b>    | <ul style="list-style-type: none"> <li>Consumption of OFSP as a source of Vitamin A among male and female children (less than 5 years) in three zones of Benue State increased.</li> </ul>  | <ul style="list-style-type: none"> <li>The number of male and female children taking OFSP increased by 50%</li> </ul>  | <ul style="list-style-type: none"> <li>Field survey</li> <li>Interview</li> </ul> |                              |
| <b>Purpose</b> | <ul style="list-style-type: none"> <li>Increased knowledge on perception and believe of OFSP among men and women.</li> <li>Increased information on availability of OFSP among men and women.</li> <li>Increased knowledge of storage technology among men and women.</li> <li>Increased availability and accessibility of OFSP roots and vines among men and women.</li> </ul> | <ul style="list-style-type: none"> <li>50% of men and women who were biased towards OFSP before, adopted it as a source of Vitamin A.</li> <li>60% of men and 40% of women informed about OFSP.</li> <li>New storage technology adopted by men (20%) and women (30%).</li> <li>60% of men and 40% of women have access to OFSP.</li> </ul> | <ul style="list-style-type: none"> <li>Field survey</li> </ul>                    |                              |

*1. Draft Engendered Framework continued’-*

## 1. Draft Engendered Framework continued.

|                   |  |  |  |  |
|-------------------|--|--|--|--|
| <b>Outputs</b>    | <ul style="list-style-type: none"> <li>Negative perceptions and beliefs about OFSP among men and women changed.</li> <li>Availability of OFSP among men and women increased.</li> <li>Knowledge of storage technology among men and women increased.</li> <li>Availability and accessibility of OFSP vines among men and women increased.</li> </ul>   | <ul style="list-style-type: none"> <li>Men and Women believe in the nutritional benefits of OFSP.</li> <li>Men (40%) and Women (50%) have access to OFSP roots and vines.</li> <li>Men and women preserve OFSP roots and vines.</li> <li>2000 Bundles of Clean OFSP vines supplied.</li> </ul> |  |  |
| <b>Activities</b> | <ul style="list-style-type: none"> <li>Sensitization workshop on the nutritional benefit of OFSP.</li> <li>Capacity building of men and women on OFSP from multi-disciplinary approach. e.g. Agronomist, Nutritionist etc.</li> <li>Focus group discussion with market women, community leaders, Youths, association of farmers.</li> <li>Vines distribution to farmers (men and women)</li> </ul> | <u>Inputs</u>  |  |  |

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

### **First Draft: Full Project Proposals**

#### **Team 1.**

#### **Project title:**

Orange Revolution: Processing and promoting OFSP to combat Vitamin A Deficiency among male and female Children and Women of Reproductive Age in Nigeria.

#### **Covering letter**

Dear Sir,

We are pleased to enclose one proposal notes that has been modeled closely on the guidelines that are received from your Programme Officer. We hope you will find it of interest. Attached to the proposal is a letter of support from our Partner, HKI expressing their eagerness to begin work on the projects soon. In line with your funding limits, the proposal envisages to support male and female children under the age of 5 and women of reproductive age over the period of three years.

The first note is a six geographical proposed on Production and Promoting of OFSP toward combating Vitamin A Deficiency in Nigeria. The project is designed to have a positive impact on the Productivity of Nigerian Farmers and Processors. The impact of the project will be felt by up to 70 million farmers, most of them are poor women and less privileged male and female children under five.

The research will have direct benefits on production, processing of OFSP and combat Vitamin A Deficiency in six states of the six geographical zone of Nigeria. It will build a number of projects involving farmers, processors, fabricators etc working along the value chain for Value Addition for OFSP.

A positive outcome of the project will increase the agricultural income and nutrition of smallholder farmers, processors women of reproductive age and male and female children less than five years in Nigeria.

Thank you in anticipation of your kind response.

Best regards.

#### **Executive Summary**

This proposal request European Commission (EC) to provide 9.375 million USD, (N 1.5B) to Federal Ministry of Agriculture and Rural Development, Abuja, Nigeria and Helen Keller International to reduce Vitamin A Deficiency among male and female children and women of reproductive age in one state in each of the six geo-political zones of Nigeria. The proposal will take 3 years and will involve 21, 600 farmers male and females and two partners in 3 years.

The need for this proposal is pressing because of its requirement to reduce the extent of Vitamin deficiency in the suggested areas. This shall be done to complement School Feeding Programme in the six identified State in the six geo-political regions of Nigeria. Federal Ministry of Agriculture and Rural Development and Helen Keller International are anxious to achieve the desired output and its consequences on children health and intelligence, this project will also improve processing to promote value addition of OFSP and generate income for all stakeholders along the value chains. To achieve the desired output and impact, EC has to assist in the funding of the said project to the aforementioned amount of money.

This project complements previous work by the Osun State Government that had embarked on School Feeding Programme for the past 6 years. Federal Ministry of Agriculture and Rural Development and Helen Keller International are ideally suited to conduct the follow up activities because they have functional structures on ground that could easily be built upon to accomplish the targeted objectives.

## DRAFT OF FULL PROPOSAL

### Project title:

Orange Revolution: Processing and promoting OFSP to combat Vitamin A Deficiency among male and female Children and Women of Reproductive Age in Nigeria.

**Illustrative budget and duration:** 1.5 billion Naira (9.375m USD) for 3 years

### Partner(s):

Government Agencies, NGOs, Research Institutions, Farmer groups

### Location and sites:

1 state each in 6 geo-political zones in Nigeria

### 1. Objective:

- i. To reduce Vitamin A deficiency among male and female Children and women of reproductive age in Nigeria
- ii. To increase OFSP consumption among male and female population in the target states
- iii. To increase income for male and female along the OFSP value chain.

### 2. Outputs:

- i. OFSP production and processing increased amongst male and female
- ii. Awareness creation on OFSP increased among male and female.
- iii. Support for technology development for male and female on OFSP value chain improved.

### 3. Activities and duration:

- i. Production and distribution of improved vines of OFSP. (3 years) 100m
- ii. Capacity building for OFSP agronomic practices (3 years) 150m
- iii. Support irrigation system during dry season. (3 years) 250m
- iv. Advocacy, Consultations, Advertisement, Jingles, Town Hall meetings, Road shows, Food Fairs (3 years) 300m
- v. Development of appropriate processing technologies for OFSP. (3 years) 500m
- vi. Capacity building for processing and marketing of OFSP. (3 years) 200m

### 4. Inputs:

Quality Vines, Personnel, Office Equipment, Machines and Equipment, Schools.

### Beneficiaries and impacts:

Young Children under 5 years, pregnant women, and vulnerable groups of VAD, farmers, processors and marketers, NGOs, researchers, schools.

**Impact:** OFSP consumption increased and the rate of Vitamin A Deficiency reduced.

### 6. Project management:

- i. FMARD to coordinate
- ii. NGOs for awareness creation and support production
- iii. Government for funding and policy framework development
- iv. Farmers for production and distributions of vines
- v. Researchers for improved varieties of OFSP and development of appropriate technologies for processing
- vi. Marketers for distribution of OFSP finished products
- vii. Processors for processing and packaging of OFSP products
- viii. Donors for technical and financial support
- ix. Fabricators to fabricate new processing machines for OFSP
- x. Consultants for analysis of data.

**7. Draft budget (budget issues):** 1.5 billion Naira, (9,375,000 USD)

## **8. Background**

a. The problem and why it is urgent:

Increasing the production of OFSP to reduce the Vitamin A Deficiency (VAD) because of the health hazard among male and female children and women of reproductive age.

What has already been done:

School Feeding Programme in Osun State



### Exercise 6. Worksheet for the Logical Framework

|                | <i>Narrative summary</i>   | <b>Objectively verifiable indicators</b>   | <b>Means of verification</b>  | <b>Important assumptions</b>   |
|----------------|--|--|---|--|
| <b>Goal</b>    | Reduced Vit A Deficiency among male and female children and women of reproductive age in Nigeria.  | Male and female Children and women of reproductive age VAD reduced by 25% by 2016.   | Survey reports, Interviews and data collection.   |  |
| <b>Purpose</b> | i. Increased OFSP consumption among men and women in target zone<br><br>ii. Increased income for male and female along the OFSP value chain.   | OFSP consumption increased by 45% among men and female targeted by 2016<br><br>Incomes of Male and female involving along OFSP value chain increased by 20% by 2016  | Survey reports<br><br>Annual and final reports<br><br>Interviews and data collection<br><br>Farmers cooperatives and Processors records               | <i>Social stability</i><br><br><i>Favorable climatic conditions</i><br><br><i>Favorable government policy</i>                                |
| <b>Outputs</b> | 1. OFSP production increased amongst male and female farmers<br><br>2. Awareness creation on OFSP among male and female increased.<br><br>3. Support for technology development for male and female on OFSP value chain improved | Number of acreage of OFSP cultivation increased by 35%<br><br>Number of male and female committed to word on OFSP value chain increased by 30% by 2016<br><br>Number of female and male tailor made equipment for OFSP processing increased by 15% | Farmers cooperatives records<br><br>Processors records<br><br>Quarterly and Annual report<br><br>Survey reports<br><br>Interviews and data collection | <i>Social stability</i><br><br><i>Favorable climatic conditions</i><br><br><i>No cultural bias</i><br><br><i>Favorable government policy</i> |

*Exercise 6 continued/-*

## Exercise 6 continued

|                   |   |  |   |   |
|-------------------|---|--|---|---|
| <b>Activities</b> | <p>1.1 Production and distribution of improved vines for male and female farmers.</p> <p>1.2 Capacity building on OFSP best agronomics practices for male and female farmers.</p> <p>1.3 Support irrigation system for OFSP male and females farmers during dry season.</p> <p>2.1 Awareness and sensitization for male and female Farmers on OFSP.</p> <p>3.1 Development of appropriate processing technologies for male and female on OFSP.</p> <p>3.2 Capacity building for processing and marketing on OFSP for male and female.</p> <p>3.3 Identification of appropriate processing technologies along the value chain for male and female.</p> | <p><b>Inputs</b></p> <p>Land, Improved varieties of vines, fertilizers, irrigation pumps, pipes, tractors hiring services, capacities building modules, promotion materials, breeders, agronomist, nutritionist, sociologist, processing equipment, packaging and storage materials, vehicles, computers, administrative blocks,</p> | <p>Capacity building reports</p> <p>Farmers cooperatives records</p> <p>Processors records</p> <p>Quarterly and Annual report</p> <p>Survey reports</p> <p>Interviews and data collection</p> | <p><i>Social stability</i></p> <p><i>Favorable climatic conditions</i></p> <p><i>No cultural bails</i></p> <p><i>Economic stability</i></p> <p><i>Favorable government policy</i></p> |
|-------------------|---|--|---|---|

## Group 1 Milestones

| DATE          | MINIMUM MILESTONES   |
|---------------|--|
| End of year 1 | 1 200 farmers (males and female) reached in the six states for OFSP production<br>300 processors including local processors reached<br>Number of acreage of OFSP cultivation increased by 10%<br>OFSP consumption increased by 10% |
| End of year 2 | 2400 farmers (males and female) reached in the six states for OFSP production<br>600 processors including local processors reached<br>Number of acreage of OFSP cultivation increased by 20%<br>OFSP consumption increased by 25%  |
| End of year 3 | 3600 farmers (males and female) reached in the six states for OFSP production<br>1500 processors including local processors reached<br>Number of acreage of OFSP cultivation increased by 35%<br>OFSP consumption increased by 45% |

## Work Plan

| S/N | ACTIVITIES   | TIMELINE    | WHO IS RESPONSIBLE                      | INPUT REQUIRED                                    | OUTPUT                                    |
|-----|--|-------------|---|---|---|
| 1   | 1.1 Production and distribution of improved vines for male and female farmers.       | Feb – April | Breeder, Farmers, Extension Agents.     | Improved vines, Vehicles, drivers, land           | 2000 bundles of Improves Vines delivered. |
|     | 1.2 Capacity building on OFSP best agronomics practices for male and female farmers. | Dec – Jan   | Researchers, Extension Agents, Farmers. | Chemicals, Fertilizers, Vines, land               | 4000 male and females capacity built.     |
|     | 1.3 Support irrigation system for OFSP male and females farmers during dry season.   | Aug – Jan   | Farmers, Extension Agents, farmers      | Irrigation pumps, water, chemicals etc            | 500 Irrigation pumps distributed          |
|     | 2.1 Awareness and sensitization for male and female on OFSP.                         | Jan - Dec   | Extension Agents, Farmers, Researchers  | OFSP tubers, flyers, pamphlets, radio, television | 15 million household reached              |

## Impact

OFSP consumption increased by 35% among male and female and the rate of Vitamin A Deficiency reduced by 25% among male and female children and women of reproductive age at the end of the projects.

## Budget “000” USD

| Line                                       | Year 1         | Year 2          | Year 3          |
|--|----------------|-----------------|-----------------|
| <b>PERSONNEL</b>                           |                |                 |                 |
| Agronomist                                 | 90             | 90              | 90              |
| Sociologist                                | 75             | 75              | 75              |
| Researchers                                | 62.5           | 62.5            | 62.5            |
| Extension Agents                           | 56.25          | 56.25           | 56.25           |
| Agric Economist                            | 62.5           | 62.5            | 62.5            |
| Project Accountant                         | 87.5           | 87.5            | 87.5            |
| Agric Educationist                         | 68.75          | 68.75           | 68.75           |
| Travels                                    | 125            | 187.5           | 125             |
| Supplies and Services                      | 625            | 750             | 375             |
| Institutional Dev                          | 1,250          | 625             | 312.5           |
| Evaluation                                 | 250            | 0               | 125             |
| Capital Cost                               | 625            | 375             | 250             |
| <b>Sub Total</b>                           | <b>3,377.5</b> | <b>2,440</b>    | <b>1690</b>     |
| Indirect Cost                              | 312.5          | 281.25          | 66.75           |
| Contract Research                          | 500            | 250             | 125             |
| <b>Sub total</b>                           | <b>812.5</b>   | <b>531.25</b>   | <b>191.75</b>   |
| Inflation and Contingency 5% of Total cost | 0              | 148.562         | 94.09           |
| <b>GRAND TOTAL.</b>                        | <b>4,190</b>   | <b>3,119.81</b> | <b>1,975.84</b> |

## Monitoring and Evaluation

The project will be sited in six different state in the six geo political zones in Nigeria, monitoring and evaluation is a key component for the success of the project therefore, there will be a continuous, systematic, thematic to track the level of implementation of the project . The partners intend to monitor the project as follows:

- Monitor the quantity and quality of the project.

## Theory of Change

It is visualization and interconnection within the project to see the pictures of the outcome becomes clearer.

## Performance Monitoring Plan

| Results  | Indicators   | Indicator definition   | Baseline | Target       | Method of data Collection      | Responsibility          |
|----------|--|--|----------|--------------|--------------------------------|-------------------------|
| Output 1 | Number of acreage of OFSP cultivation increased by 35% | <p>The number of hectares under OFSP Increased</p> <p>Disaggregation: State and Gender.</p> <p>Computation: The number of OFSP hectares planted measured and the number of Farmers engaged with OFSP production counted.</p> | TBD      | 35% Increase | Survey report, data collection | FMARD, M& E Department. |



## **First Draft Full project proposal**

### **Team 2**

#### **Project title:**

Arrest vitamin A deficiency: introducing OFSP-based weaning foods in north-central states of Nigeria

#### **Covering letter**

This proposal request USAID to provide 1.2 million Dollars to Federal Institute of Industrial Research, Oshodi, Lagos, Nigeria, National Root crops research Institute, Umudike, Abia State, Nigeria, Feedme, Spectra foods, Okoba, Agaga, Lagos, Nigeria and Grand Cereal Limited, Jos, Plateau State, Nigeria to increase the awareness and utilization of nutritional benefits of Orange-Fleshed Sweetpotato OFSP-based weaning food in the north-central states of Nigeria. The proposed project will take three years and involve ten year of USAID and partners time.

The need for this project is pressing because high prevalence of Vitamin A deficiency among male and female infants in the targeted states (). The interested parties namely: nursing mothers, state and federal Governments, NGOs, and communities are anxious to achieve the desired out and impact as soon as possible. To achieve these outputs and impact, the various partners are will to provide required OFSP cultivars, technical support, facilities.

This project builds on previous works by NRCRI OFSP breeding, agronomy and protection programme and FIIRO's works on product development using sweetpotato root. Therefore, FIIRO, NRCRI and other relevant partners are ideally suited to conduct the follow-up activities because crop production, awareness, processing, utilization, marketing and adoption are the major activities involved for the successful implementation of this project.

#### **Executive Summary**

This proposal request USAID to provide 1.2 million Dollars to Federal Institute of Industrial Research, Oshodi, Lagos, Nigeria, National Root crops research Institute, Umudike, Abia State, Nigeria, Feedme, Spectra foods, Okoba, Agaga, Lagos, Nigeria and Grand Cereal Limited, Jos, Plateau State, Nigeria to increase the awareness and utilization of nutritional benefits of Orange-Fleshed Sweetpotato OFSP-based weaning food in the north-central states of Nigeria. The proposed project will take three years and involve ten year of USAID and partners time

The need for this project is pressing because high prevalence of Vitamin A deficiency among male and female infants in the targeted states (). The interested parties namely: nursing mothers, state and federal Governments, NGOs, and communities are anxious to achieve the desired out and impact as soon as possible. To achieve these outputs and impact, the various partners are will to provide required OFSP cultivars, technical support, facilities.

This project builds on previous works by NRCRI OFSP breeding, agronomy and protection programme and FIIRO's works on product development using sweetpotato root. Therefore, FIIRO, NRCRI and other relevant partners are ideally suited to conduct the follow-up activities because crop production, awareness, processing, utilization, marketing and adoption are the major activities involved for the successful implementation of this project.





## DRAFT OF FULL PROPOSAL

### Project title:

Arrest vitamin A deficiency: introducing OFSP-based weaning foods in north-central states of Nigeria

### Background:

High prevalence of vitamin A deficiency in north-central states of Nigeria, high cost of commercially available weaning foods

Locally available weaning foods are low in vitamin A

Orange-fleshed sweetpotato (OFSP) are available in selected states and contain high levels of Beta carotene (precursor of Vitamin A).

### Objectives:

- i. To increase the awareness of the nutritional benefit of OFSP-based weaning foods among Men and Women in selected States in Nigeria
- ii. To increase the utilization of OFSP- based weaning foods among households.

### Activities

- Multiply high Quality OFSP roots.
- Identification of processors/marketers
- Capacity development of processors and Marketers
- Processing of OFSP roots into OFSP based weaning foods
- Community based food demonstration programme
- Sensitization Visits/ meetings with stakeholders.
- Production
- Distribution of information on education, and communication Materials.
- Engagement of the media and its programme.
- Regulatory Bodies
- M& E

### Work plan:

- |  |                              |
|--|------------------------------|
| ✓ Multiply high Quality OFSP roots.                        | May 2013- May 2016           |
| ✓ Identification of processors / marketers                 | May 2013 – Nov 2014          |
| ✓ Capacity development of processors and Marketers         | June 2013- June 2016         |
| ✓ Processing of OFSP roots into OFSP based weaning foods   | May 2013- May 2016           |
| ✓ Community based food demonstration programme for 3 years | March, June,, Sept. and Dec. |
| ✓ Sensitization Visits/ meetings with stakeholders. years  | Feb, May, Aug. and Nov for 3 |
| ✓ Production   | Jan – Dec.                   |

- ✓ Distribution of information on education and communication Materials. May 2013- May 2016
- ✓ Engagement of the media and its programme. May 2013- May 2016
- ✓ Regulatory Bodies May 2013- May 2016
- ✓ M& E May 2013- May 2016

**Impact:**

The impact of the project would be felt directly by at least 5 million infants and indirectly by over 100,000 male and female farmers.

**Monitoring and evaluation:**

The project will be in the north-central states and monitoring will be systematic and periodic (i.e. quarterly, bi-annually and annually). Thematic survey of household will be done at every senatorial zone in each state north-central state, Nigeria.

**Budget:        \$1.2M**

## **First Draft Full project proposal**

### **Team 3**

#### **Project Title:**

Catch them young: Nutrition Education to combat Vitamin A Deficiency (VAD) through Radio.

#### **Executive Summary**

This proposal requests CODA to provide \$170,500 to Reaching Agents of Change (RAC) Project Advocates to enable us carry out nutrition education using the radio as a medium as a strategy to combat Vitamin A Deficiency in three States in North Central Nigeria (Nasarawa, Benue and Kwara) where efforts are currently on to promote the use of Orange Fleshed Sweet Potato (OFSP) as a food based approach to combat Vitamin A deficiency. The proposed project will take 2 years and involve a few consultants' for a two year period.

The need for this project is quite urgent as the prevalence of Vitamin A Deficiency in Nigeria is still at an unacceptable high (30%). The interested parties made of people are anxious to achieve outputs and impacts as soon as possible. To achieve these outputs and impacts, the Media Consultant is expected to develop and produce the broadcast materials while a Survey Consultant and team will conduct baseline surveys and carry out periodic evaluation.

This project takes advantage of the work done by Reaching Agents of Change (RAC) Project in promoting Orange Fleshed Sweet Potato (OFSP) as a food – based approach to combating Vitamin A Deficiency. This team is ideally suited to carry on this project because adequate knowledge has been gained at the Engendered OFSP Project Planning, Implementation, M&E recently attended.



## **DRAFT OF FULL PROPOSAL**

### **Project Title:**

Catch them young: Nutrition Education to combat Vitamin A Deficiency (VAD) through Radio.

### **Background**

Good nutrition is an essential determinant for good health of individuals. A society is dependent on good health of her citizens to ensure that they contribute to its growth and development. The role of good nutrition in the lives of individuals and a society can not be over-emphasized. Sadly, developing countries have had to grapple with the problem of malnutrition. Among the pressing nutrition issues on the African continent are the Protein – Energy Malnutrition, Vitamin A Deficiency, obesity, Iron deficiency anaemia and other micronutrient deficiencies.

Vitamin A Deficiency is of perhaps among the most common and serious nutritional deficiencies and yet, it is one that can be brought under control if necessary urgent steps are taken. In Nigeria, 30% of children under 5 years of age are Vitamin A Deficient. Vitamin A is a micronutrient needed in the body to reduce the risk and severity of infections and diseases, avoid preventable blindness and ensure normal physical and mental development of children.

Sources of Vitamin A include:

1. Plant sources e.g. dark green leafy vegetables, carrots, red palm oil, oranges.
2. Animal sources e.g. liver, kidney,
3. Fortified foods such as sugar, salt.
4. Biofortified foods e.g. yellow maize, Orange Fleshed Sweet Potato.

Despite the seeming abundance of vitamin A rich food sources, the high prevalence of Vitamin A Deficiency among male and female children under 5 years in Nigeria and its attendant effects is rather alarming.

To urgently address this health issue, there is need to adequately educate the public on the importance of Vitamin A, its various food sources and the effect of its deficiency. This nutrition education can be carried out using the radio which is a widely acceptable and accessible means of information dissemination and education of the public.

This team is comprised of committed people from the media, nutrition, health and agriculture sectors who can successfully implement this project because of their various background and years of experience.

### **Objective:**

The objectives of this project will be:

- To reduce risks of infections and blindness in male and female children under 5 years.
- To improve the physical and mental development of male and female children under 5 years.
- To reduce the prevalence of VAD among male and female children under 5 years.
- To improve knowledge of males and females on the importance of Vitamin A and its food sources.

- To promote Exclusive Breastfeeding (EBF) rates among women.
- To promote homestead and community food production among male and female members of the public.

### **Outputs**

Upon implementation of this project, the following are the proposed outputs:

- Reduced risks of infections and blindness among male and female children under 5 years.
- Improved physical and mental development among male and female children under 5 years.
- Reduced prevalence of VAD among male and female children under 5s.
- Improved knowledge of males and females on the importance of Vitamin A and its food sources.
- Increased EBF rates among women.
- Increased homestead and community food production among male and female members.

### **Activities**

To achieve the set objectives, the activities involved will be carried in three phases as highlighted below:

- Pre Production:
  - ✓ Literature review/survey.
  - ✓ Workshops (for topics development, Program formats and structure, Broadcast days and times , Broadcast languages, Audience Segmentation).
  - ✓ Drama Production.
  - ✓ Jingles' Production.
- Production:
  - ✓ Recording, editing and airing of 26 broadcast materials.
- Post-Production:
  - ✓ Evaluation.

### **Work plan for the three focal states**

An estimated duration of 179 weeks (45 months) is required to carry out this project and achieve the set objectives.

## Work plan

| Phase  | Description of activity                            | Duration in months        | Methodology   |
|--------|--|---------------------------|---|
| Year 1 | Situation Analysis                                 | 3 months/year             | Survey Consultant to gather and analyze data.   |
|        | Workshop   | 1 week/year               | Project Managers to organize and plan agenda- setting for the project.  |
|        | Production of adverts                              | 2 weeks                   | Media Consultant to supervise and produce.  |
|        | Production of drama series for 26 weeks            | 5 months/year             | Media Consultant to supervise scripts' production, casting and production.  |
|        | Production of weekly radio programmes for 26 weeks | 6 months and 2 weeks/year | Media Consultant to supervise scripts' production, casting and production.  |
| Year 2 | Production of weekly radio programmes for 26 weeks | 24 months                 | Media Consultant to supervise scripts, production and airing of broadcast materials in partnership with Station Managers / Producers. |
|        | Terminal evaluation                                | 1 month                   | Survey Consultants to collect and analyze data to identify successes, outputs and identify areas of sustainability.                   |
|        | Report writing /Submission                         | 1 month                   | Project Manager to prepare and submit on schedule.  |

## Impacts

| S/n | Beneficiary          | Impact  |
|-----|----------------------|---|
| 1.  | Children under 5     | A reduction of prevalence in VAD.   |
| 2.  | Adults men and women | Cultivate OFSP in home gardens.   |
| 3.  | Nursing mother       | Encouraged to practice Exclusive Breastfeeding and include OFSP in Complimentary diet.        |
| 4.  | General Public       | Know the importance of OFSP as a food based approach to combat VAD as well as cultivate OFSP. |

**Monitoring and Evaluation**

| S/n | Key milestones                  | Time                     |
|-----|---------------------------------|--------------------------|
| 1.  | Production of jingles.          | At the end of 4 months.  |
| 2.  | Production of drama.            | At the end of 20 months. |
| 3.  | Production of radio programmes. | At the end of 40 months. |
| 4.  | Airing of radio programmes.     | At the end of 80 months. |

**Budgeting – 1 Year (12 Months)**

| S/n | Item                                      | Cost for 3 states |
|-----|---|-------------------|
| 1.  | Survey                                    | 6,000,000         |
| 2.  | Workshop                                  | 7,500,000         |
| 3.  | Adverts' production                       | 2,500,000         |
| 4.  | Drama production                          | 3,500,000         |
| 5.  | Production of radio programmes and airing | 5,000,000         |
| 6.  | M & E                                     | 2,000,000         |
| 7.  | Contingency                               | 265,000           |
| 8.  | Total                                     | <b>26,765,000</b> |



## Logical Framework

|                | <i>Narrative summary</i>  | <b>Objectively verifiable indicators</b>   | <b>Means of verification</b>   | <b>Important assumptions</b>   |
|----------------|---|--|--|--|
| <b>Goal</b>    | Reduced prevalence of VAD among male and female children under 5  | At least 25% increase in households that are consuming Vit A rich foods in the target areas within 24 months   | Impact Survey report   | The radio stations are not on strike.<br>Enabling security situations  |
| <b>Purpose</b> | Nutrition education through radio to combat VAD in male and female children under five increased  | Radio programs on Vit A rich foods and sources produced  | Station phone records<br>Records of experts invited on the show  | <i>Ditto</i>   |
| <b>Outputs</b> | <ol style="list-style-type: none"> <li>1. Improved knowledge on the importance of Vitamin A and its food sources among Nigerian men and women.</li> <li>2. Increased EBF rates among Nigerian women.</li> <li>3. Increased homestead and community Vitamin A rich food production by Nigerian men and women.</li> </ol> | <ol style="list-style-type: none"> <li>4. Quality drama sketches and jingles produced</li> <li>5. Vitamin A focused Nutrition education Radio programs broadcast.</li> <li>6. Sensitization of Male &amp; Female Caregivers on the benefits of EBF</li> <li>7. Home stead and community gardens established for OFSP production</li> <li>8. Expert advice given out to the public</li> </ol> | <ol style="list-style-type: none"> <li>1. Radio station phone records</li> <li>2. Radio station audio log</li> <li>3. Farm site visits reports</li> <li>4. Number of experts featured on the show</li> </ol> | <i>Households consuming Vitamin A rich foods especially OFSP.</i><br><i>Partners ready to supply OFSP vines to male and female farmers</i> |

*Logical Framework continued/-*

*Logical Framework continued/-*

|                   |  |   |  |  |
|-------------------|--|---|--|--|
| <b>Activities</b> | 1.1 drama sketches<br>1.2 jingles<br>1.3 radio talk by medical experts<br>1.4 text messages from the public<br><br>2<br>2.1 drama sketches by actors and actresses<br>2.2 jingles<br>2.3 radio talk by male and female medical experts<br>2.4 text messages from the public<br><br>3<br>3.1 drama sketches by actors and actresses<br>3.2 jingles<br>3.3 radio talk by male and female nutritionists<br>3.4 text messages from the public<br><br>4<br>4.1 drama sketches by actors and actresses<br>4.2 jingles<br>4.3 radio talk by male and female nutritionists, health educators , agric extension agents<br>4.4 text messages from the public | <b>Inputs</b> <ul style="list-style-type: none"> <li>Personnel- Media consultant + team, Nutritionists, survey consultant + team, ADP representative, SMOH representative</li> <li>Funds : airing of broadcast materials, logistics, fees</li> <li>Phone and designated line</li> <li>CDs</li> <li>Stationery</li> <li>Laptops</li> </ul> | 1.1 survey evaluation reports<br>1.2 project monitoring reports<br>1.3 phone records<br>1.4 project planning documents<br>2.1 same as above<br>3.1 same as above<br>4.1 same as above<br>5.1 same as above<br>6.1 same as above and farm site visits records | 3. male and female Nigerians willing to grow homestead/ community garden<br>4. Radio stations willing to collaborate on the project to reduce VAD.<br>6. The male and female audience listens to radio and specifically to the program show.<br>7. The male and female are willing to apply the knowledge from the program show. |
|-------------------|--|---|--|--|

|  |  |  |  |  |
|--|--|--|--|--|
|  | 5<br>5.1 drama sketches by actors and actresses<br>5.2 jingles<br>5.3 radio talk by male and female nutritionists, health educators<br>5.4 text messages from the public<br>6<br>6.1 drama sketches by actors and actresses<br>6.2 jingles<br>6.3 radio talk by male and female agronomists, breeders, agric extension agents<br>6.4 text messages from the public |  |  |  |
|--|--|--|--|--|



## **First Draft Full project proposal**

### **Team 4**

#### **Project title:**

Orange colour crushes VAD: Food-based approach to improve vitamin A status of infants in Upper East Region, Ghana

#### **Covering letter**

Dear Directors General,

On behalf on my partners, I would like to commend your organizations (IDRC and CIDA) for your efforts to improve the lives of the vulnerable groups (pregnant women, lactating mothers, and infants in developing countries, Ghana, as an example. A specific reference is the CIDA funded project being run by UNICEF in Ghana: “Reducing Maternal and Child malnutrition (Project #: AO35172-001)”.

It is our pleasure to submit a proposal on food-based approach using orange-fleshed sweetpotato to reduce the current vitamin A deficiency occurrence of about 76% among children under 5 years in Ghana. This project will complement your effort in reducing the unacceptably high micronutrients deficiencies such as vitamin A deficiency, and is in line with Prime Minister Stephen Harper statement, “providing people in developing countries with a more secure supply of food with a greater nutritional value”.

We believe this project would result in at least 20% reduction of vitamin A deficiency among infants (6 to 24 months old) in the Upper East Region of Ghana, one of the deprived regions of the country. The findings of this project would provide policymakers of Ghana and other developmental agencies the empirical evidence needed to promote the cultivation and utilization of orange-fleshed sweetpotato to combat the astronomically high vitamin A deficiency in Ghana.

The partners of this proposed project (University for Development Studies, Ghana; University of Toronto, Canada; Savannah Agriculture Research Institute, Ghana; International Potato Centre, Peru, working through Crops Research Institute in Ghana) look forward to hearing your comments by the end of two months.

We appreciate this potential opportunity granted us to work with you on this noble course.

Best wishes.

Signed.

### **Executive Summary**

This proposal requests Canada’s International Development Research Centre (IDRC) and the Canadian International Development Agency (CIDA) to provide CAD \$4,800,000.00 in response to the Canadian International Food Security Research Fund 2013 to University for Development Studies, Ghana, University of Toronto, Canada, Savannah Agriculture Research Institute, Ghana; International Potato Centre, Peru, working through Crops Research Institute in Ghana to reduce the vitamin A deficiency during the first 1000 days of infants and young children in the Upper East Region of Ghana.

The proposed project will take 3 years and involve ----- persons years and ...partners time.

The need of this project in pressing: Vitamin A deficiency prevalence of 76% is worrying and causing a third of all under five years in Ghana is unacceptable. This project will complement the “Reducing Maternal and Child Undernutrition” CIDA-funded UNICEF project in Ghana to combat vitamin A deficiency. The project will involve capacity building of female and male caregivers in the Upper East Region, Ghana, for utilizing orange-fleshed sweetpotato-based complementary food for infant feeding. Two orange-fleshed sweetpotato varieties

(Apomuden and Bohye) are available in Ghana through the breeding programme of International Potato Centre. Thus, through value addition using household-level culinary skills and awareness creation, these orange-fleshed sweetpotato varieties will be integrated in the diets of infants and young children in the Upper East Region of Ghana. This is would serve as a readily good source of dietary vitamin A.

This project builds on the previous work by researchers from International Potato Centre and HarvestPlus who have shown that the consumption of orange-fleshed improves the vitamin A status of school children. Also, my PhD research was on development and assessment (on the basis of compositional analysis) of sweetpotato-based complementary foods for infant feeding, with the focus on infants in low-income country. Several publications on the quality of the sweetpotato-based complementary foods have been published in peer-reviewed journals. The project management is made of active researchers with a strong passion to see improvement in the nutritional status among women and children in developing countries.

## **DRAFT OF FULL PROPOSAL**

### **Project title:**

Orange colour crushes VAD: Food-based approach to improve vitamin A status of infants in Upper East Region, Ghana

### **Background:**

Early childhood malnutrition may have irreversible effects on cognitive development. Thus malnutrition during infancy may limit an individual from achieving his/her full potential during adulthood, and has been linked to the intergenerational transmission of poverty in low-income countries. About 76% of infants and young children (6 to 59 months old) are vitamin A deficient [WHO, 2009]. One out of three infant deaths is caused by VAD [Factsheet, MoH, Ghana]. Food-based approach will complement vitamin A supplementation programme already in Ghana. The establishment of home gardening at household level will facilitate the availability of orange-fleshed sweetpotato (OFSP) storage roots for home utilization and consumption. A family of five could generate an adequate annual supply of vitamin A from 500 square meter (0.05 ha.) plot. This could be a sustainable source of vitamin A for infants in rural areas where VAD is unacceptably high.

### **Objectives**

- To use vitamin A (VA) rich-food (OFSP) for complementary feeding
- To create awareness and sensitize caregivers (including parents, nannies, proprietors of daycare) on nutritional benefits of OFSP
- To increase the cultivation, utilization and consumption of OFSP among household

### **Output**

- OFSP utilized for complementary feeding by both male and female caregivers
- Awareness of nutritional benefits of OFSP among male and female caregivers created
- Home gardening of OFSP increased at the household-level
- Male and female caregivers trained on the utilization of OFSP
- OFSP complementary food accepted by infants

### **Activities**

- Training of male and female caregivers on production of OFSP complementary food
- Social mobilization targeting both male and female (e.g., road show, air talk, radio jingles in different language, community dialogue, etc); development of educational materials (information, education and communication material)
- Establishment of home gardening, community-based demonstration fields and field days
- Feeding trial project by a female student to investigate the consumption of sweetpotato-based complementary food on vitamin A status
- Proximate composition, antinutritional factors (phytate, polyphenols, trypsin inhibitors) and  $\beta$ -carotene analyses by a male student
- Monitoring and evaluation

**Impact**

VAD prevalence will be reduced by 20% among male and female infants in study area. Also, the vines will be dried as animal feed!

**Workplan**

| Phase      | Description of activity   | Duration in months          | Methodology  |
|------------|---|-----------------------------|--|
| Year 1     | Social mobilization targeting both male and female caregivers                   | Beginning to end of project | Radio jingles in different language, community dialogue; TV shows; Distribution of educational materials |
|            | Training of male and female caregivers on production of OFSP complementary food | 3 months/year               | Organize workshop/seminar<br>Food demonstration  |
|            | Establishment of home gardening, community-based                                | Beginning to end of project | Demonstration fields and field days  |
|            | Proximate composition and antinutritional factors analyses                      | 6 months                    | AOAC methods or published methods in scientific literature   |
| Year 2 - 3 | Feeding trial project   | 24 months                   | Randomized Control trial   |

**Monitoring and Evaluation**

The activities and the resources will be continuously checked using checklist tools. Ex-ante and quarterly evaluations will be carried out by project management team and external monitoring and evaluation officers.

**Budget (see next page)**



## Budgetary requirement

| Details                                    | Ghana Cedis |      |      | Canadian Dollar |      |                     |
|--|-------------|------|------|-----------------|------|---------------------|
|  | Yr 1        | Yr 2 | Yr 3 | Yr 1            | Yr 2 | Yr 3                |
| Personnel                                  |             |      |      |                 |      |                     |
| 1. Stipend                                 |             |      |      |                 |      |                     |
| - Nutritionist/Food Scientist              |             |      |      |                 |      |                     |
| - Agronomist                               |             |      |      |                 |      |                     |
| - Agriculture extension workers            |             |      |      |                 |      |                     |
| - Nurses                                   |             |      |      |                 |      |                     |
| - Graduate research student (PhD, and MSc) |             |      |      |                 |      |                     |
| - Project secretary (salary)               |             |      |      |                 |      |                     |
| - M&E officers*                            |             |      |      |                 |      |                     |
| <b>Subtotal</b>                            |             |      |      |                 |      |                     |
| 2. Transportation & Travels*               |             |      |      |                 |      |                     |
| 3. Supplies and service <sup>‡</sup>       |             |      |      |                 |      |                     |
| 4. Institutional Development <sup>§</sup>  |             |      |      |                 |      |                     |
| 5. Indirect cost                           |             |      |      |                 |      |                     |
| <b>Subtotal (2-5)</b>                      |             |      |      |                 |      |                     |
| 6. Inflation and contingency               |             |      |      |                 |      |                     |
| Grand total                                |             |      |      |                 |      | <b>4,800,000.00</b> |

\* External project evaluator (3 times during the project)—

\* Airfares, courier of blood samples to South Africa, Two project cars (2 Toyota Hilux Pickups painted in orange colour)

<sup>‡</sup>Laboratory consumables

<sup>§</sup> Equipment for Food chemistry lab of University for Development Studies, Ghana for protein, fat, ash, mineral, beta carotene, phytate, polyphenols analysis.



## Exercise 6. Worksheet for the Logical Framework

Title: Orange colour crushes vitamin A deficiency: Food-based approach to improve vitamin A status of infants in Upper East Region, Ghana

|                 | <i>Narrative summary</i>   | <b>Objectively verifiable indicators</b>   | <b>Means of verification</b>   | <b>Indicator</b> | <b>Important assumptions</b>  |
|-----------------|--|--|--|------------------|---|
| <b>Goal</b>     | Improved vitamin A status of female and male infants (6-24 mo old)   | 20% reduction in VAD among infants in study area   | Serum retinol data<br>Project reports: theses, publications, progress and final reports<br>Baseline data on VAD  |                  | Parents of infants recruited into feeding trial stayed in the study as they consented to.             |
| <b>Purpose:</b> | Male and female caregivers use OFSP to prepare complementary food  | 60% of male and female caregivers adopt OFSP for complementary feeding   | Dietary survey report  |                  | <b>Purpose to Goal</b><br>Prevailing weather conditions favourable for OFSP cultivation still persist |
| <b>Outputs</b>  | <ol style="list-style-type: none"> <li>OFSP utilized for complementary feeding by both male and female caregivers</li> <li>Awareness of nutritional benefits of OFSP among male and female caregivers created</li> <li>Home gardening of OFSP increased at the household-level</li> <li>Male and female caregivers trained on the utilization of OFSP</li> <li>OFSP complementary</li> </ol> | <ol style="list-style-type: none"> <li>Two types (porridge and puree) developed</li> <li>Improved awareness of the nutritional benefits of OFSP among male and female caregivers</li> <li>At least 50% households adopt OFSP home gardening</li> <li>About 2,500/year (75% female and 25% male) caregivers trained on utilization of OFSP for complementary food.</li> <li>About 80% of infants</li> </ol> | <ol style="list-style-type: none"> <li>Progress and survey reports</li> <li>Survey reports</li> <li>Progress and survey reports</li> <li>Progress and survey reports</li> <li>Dietary survey report</li> </ol> |                  | <b>Output to Purpose</b><br>Caregivers continue to have interest to participate in the project        |

|                   |  |  |  |  |   |
|-------------------|--|--|--|--|---|
|                   | food accepted by infants   | consumed 60% of the OFSP food served   |  |  |   |
| <b>Activities</b> | <ol style="list-style-type: none"> <li>1. Training of male and female caregivers on production of OFSP complementary food</li> <li>2. Social mobilization targeting both male and female (e.g., road show, air talk, radio jingles in different language, community dialogue, etc.); development of information, education and communication materials</li> <li>3. Establishment of home gardening, community-based demonstration fields and field days</li> <li>4. Feeding trial project by a female student to investigate the consumption of sweetpotato-based complementary food on vitamin A status</li> <li>5. Proximate composition and antinutritional factors analyses by a male student</li> <li>6. Monitoring and evaluation</li> </ol> | <p><b>Inputs/Resources</b></p> <p>Technical personnel<br/>Project management team<br/>Equipment<br/>Supplies and services<br/>Transportation<br/>Institutional development<br/>Operating funds<br/>Total (budget)</p> <p><b>Time frame:</b> 2014 to 2017</p> |  |  | <p><b>Activity to Output</b></p> <p>Trained caregivers continue to participate in this study<br/>Health workers continue to be involved on educating caregivers on the nutritional benefit of OFSP<br/>Partners willing to continue with project activities</p> |

## Monitoring and Evaluation Plan or PROJECT MONITORING PLAN

| Results  | Indicator   | Indicator definition  | Baseline Value   | Target         | Means of verification | Method of data collection | Responsibility                      |
|--|---|---|------------------|----------------|-----------------------|---------------------------|-------------------------------------|
| Home gardening of OFSP increased at the household-level                            | At least 50% households adopt OFSP home gardening                                       | Households planting at least 0.05 ha of OFSP for consumption<br><b>Disaggregation:</b><br>Region/district<br>Gender<br><b>Computation:</b> We will count the number of households adopting OFSP as a consequence of our interventions over the total number of the target households in the community then multiply by 100% | To be determined | 50% households | Survey Report         | Household survey          | M& E officer<br><br>Project manager |
| Awareness of nutritional benefits of OFSP among male and female caregivers created | Improved awareness of the nutritional benefits of OFSP among male and female caregivers | Improved attitudes and behaviour toward OFSP consumption<br><b>Disaggregation</b><br>Gender<br><b>Computation:</b> The overall data representing those with positive knowledge about OFSP divided by the total number of respondents/target population multiply by 100.   | To be determined | 70%            | Survey report         | Community-level survey    | M& E officer<br>Project manager     |



## **First Draft Full project proposal**

### **Team 5.**

#### **Project Title:**

OFSP utilization to combat Vitamin A. Deficiency among male and female children (under five) in selected communities in Benue State.

#### **Covering letter**

Dear Adiel:

It gladdens our heart participating in the capacity building workshop on “Engendered OFSP Project planning, implementation, Monitoring and Evaluation” in April 2013.

We are pleased to enclose our full proposal to your organization educated us based on the module guidelines on the identified problem “OFSP utilization to combat Vitamin A. Deficiency among male and female children (under five) in selected communities in Benue State”. We believe you will find them paramount. Overleaf is the interest letter of our partners concerning their anxiousness to commence the project as soon as possible. Sequel to your funding target, our proposal envisions support of N 20,000000.00 for one (1) year.

Our project is framed to bring positive changes on Vitamin A Deficiency and nutritional benefits among male and female children (less than 5 years) in the selected communities of Benue State (Vandeikya, Buruku and Otukpo). The impact of the project will be felt by 450 farmers of both males/females and 15 multidiscipline approaches. The study will leave direct benefits on the availability, production, consumption of OFSP among female and male children for increased Vitamin A. It will build on the existing numbers of project involving farmers and professionals in sweet potato production and utilization.

Every year, an estimated 861, 000 (30%) Nigerian children die before the age of five (NDHS 2008), 41% are stunted due to VAD were significance number are farmers who eats’ what they plant. We are optimistic that yield gain of OFSP will increase up to 50 %: this positive result will increase the nutritional benefits (Vitamin A.) by reducing VAD to 20% due to consumption by male and female children.

This proposal is in line with RAC precedence of concerns in promoting OFSP as a substitute for Vitamin A in Benue state.

We look forward to hearing your feedback to this project proposal in a month time.

Thanks for your frequent support for our work.

Best regards.

#### **Executive Summary**

This proposal requests your organization to provide Twenty Million Naira (20,000 000) to ARMTI and our identified partners named as NPHCDA, SPHCDA, NGOs, FMOH, CBOs to increase Consumption of OFSP as a source of Vitamin A among male and female children (less than 5 years) in three zones of Benue State. The proposed project will take one year and involve fifteen multidisciplinary and gender human talent with our partners.

The need for this project is pressing high Vitamin A Deficiency among male and female children (less than 5 years) in the selected communities of Benue State. We are anxious with our partners (NPHCDA, SPHCDA, NGOs, FMOH, CBOs) as to achieve the desired outputs and impacts such as Negative perceptions and beliefs about OFSP among men and women including Men and Women Farmers increased production of OFSP as soon as possible.

To achieve these outputs and impacts, we collaborate with our partners in workshop on the nutritional benefits of OFSP and Capacity building of men and women on OFSP from multi-disciplinary approach. e.g. Agronomist, Nutritionist etc.

This project builds on previous work done by our partners on Food fortification with Vitamin A and supplementation approach that are ideally suited to conduct the follow –on-activities because of inadequate consumption of OFSP.



## **DRAFT OF FULL PROPOSAL**

### **Project Title:**

OFSP utilization to combat Vitamin A. Deficiency among male and female children (under five) in selected communities in Benue State.

### **Background:**

- High rate of VAD in Benue state
- The irreversible damage caused by VAD in children
- High rate of malnutrition
- High child mortality rate
- Poor outcomes during pregnancy and lactation.

### **Objectives:**

- To reduce Vitamin A Deficiency among households.
- To increase consumption of OFSP.
- To increase production of OFSP.

### **Output and Impact:**

- Negative perceptions and beliefs about OFSP among men and women changed.
- Men and Women Farmers increased production of OFSP.
- Knowledge of storage technology among men and women farmers increased.
- Men and Women Farmers supplied with OFSP vines increased.

### **Activities:**

- Meetings with partners.
- Sensitization workshop on the nutritional benefits of OFSP.
- Capacity building of men and women on OFSP from multi-disciplinary approach. e.g. Agronomist, Nutritionist etc.
- Situation analysis.
- Vine distribution to farmers (men and women)
- Arrangements with Partner - NRCRI Umudike for OFSP Vines.

### **Work Plan:**

- Serum retinol test
- Project monitoring report showing disaggregated data.
- Field survey report showing gender disaggregated data.
- Project monitoring report showing gender disaggregated data.
- Receipts
- Store audit report.

**Impact:**

- Increase in production and adequate consumption of OFSP in under five children among male and female in Benue state by 20%.

**Monitoring and Evaluation:**

- The number of VAD male and female children reduced by at least 10%.
- The number of male and female children consuming OFSP increased by 20%.
- An Increase of 20% Men and 30% Women farmers believe in the nutritional potential of OFSP.
- Men (20%) and Women (30%) farmers have OFSP farms of at least half an acre.
- Farmers [male (20%) and female (30%)] preserved OFSP roots and vines.

**Budget:**

| ARMTI BUDGET                                 |  |             |      |          |           |            |
|--|--|-------------|------|----------|-----------|------------|
| Activity                                     |  |             | Unit | Quantity | Unit Cost | Total Cost |
| Sensitization workshop                       |  |             |      |          |           |            |
| 1.1 Information, Communication and Education |  |             |      |          |           |            |
| 1.1 flyers                                   |  |             | 9    | 2,000    | 50        | 900000     |
| 1.2 Posters                                  |  |             | 9    | 3,000    | 120       | 3240000    |
| 1.3 Banners                                  |  |             | 2    | 18       | 5,000     | 180000     |
| 1.4 Flip Chart                               |  |             | 3    | 9        | 3,000     | 81000      |
| 1.5 Markers                                  |  |             | 2    | 9        | 1,200     | 21600      |
| 1.6 Public Address System                    |  |             | 1    | 1        | 120,000   | 120000     |
| 1.7 Jotters                                  |  |             | 50   | 9        | 250       | 112500     |
| 1.8 Biros                                    |  |             | 50   | 9        | 500       | 225000     |
| 1.9 Feeding                                  |  |             | 50   | 9        | 1,000     | 450000     |
| 1.10 T. Shirts and Face Caps                 |  |             | 500  | 9        | 1,500     | 6750000    |
| 1.10 Transportation for personnel            |  |             | 15   | 9        | 7,000     | 945000     |
| 1.11 Honorarium: Personnel                   |  |             | 15   | 9        | 15,000    | 2025000    |
| 1.12 Venue                                   |  |             | 3    | 9        | 10,000    | 270000     |
|  |  | Sub-Total   |      |          |           | 15050100   |
| 0.2 Capacity Building Workshop               |  |             |      |          |           |            |
| 1.13 Transport                               |  |             | 20   | 9        | 1,000     | 180000     |
| 1.15 Honorarium                              |  |             | 15   | 9        | 10,000    | 1350000    |
| 1.16 Transport                               |  |             | 15   | 9        | 5,000     | 675000     |
| 1.17 Venue                                   |  |             | 3    | 9        | 10,000    | 270000     |
| 1.18 Feeding                                 |  |             | 210  | 9        | 1,000     | 1890000    |
| 1.19 Banners                                 |  |             | 2    | 6        | 5,000     | 60000      |
|  |  | Sub-Total   |      |          |           | 4425000    |
| 0.3 Distribution of Vines                    |  |             |      |          |           |            |
| Transportation                               |  |             | 9    | 1        | 50,000    | 450000     |
|  |  | Sub-Total   |      |          |           | 450000     |
|  |  | GRAND TOTAL |      |          |           | 19925100   |



## ANNEX K. Exercise sheet (form) provided to complete the Exercise 10.

### Identifying the implementation requirements in the Kenyan case study.

#### 1. Interdisciplinary Team Work

| PART A.<br>(a) List of requirements | PART A.<br>(b) 2 key requirements | PART A.<br>(c) why 2 requirements are important ? | PART B.<br>(e) 2 important lessons learnt. | PART B<br>(f) 2 implications | PART B<br>(how to deal with them?) |
|-------------------------------------|-----------------------------------|---|--|------------------------------|------------------------------------|
|                                     |                                   |   |  |                              |                                    |



## ANNEX L. SAMPLE Results of Exercise 11a

### Reflecting on Monitoring and Evaluation.

#### Group A

##### Difference between Monitoring and Evaluation

Monitoring – internal, continuous, spontaneous, use of checklist. Continuous tracking of activities of a project

Evaluation- Internal or external arranged performance indicators

Evaluation- a periodic assessment of input, output and outcome of a project

##### Types of Evaluation:

- Pre-project evaluation
- Mid-project evaluation
- Post-project evaluation

##### Different levels of results:

Input levels, output levels and impact level

##### **Significance to assess progress of project implementation achievement and of performance**

To assess the level of goals and objectives attainment

#### Group B

##### Difference between Monitoring and Evaluation

Monitoring –is a on-going process or exercise at the activity level showing if the right resources committed to a project are effectively implemented or executed. It also helps us to look at our interim results.

Evaluation- entails measurement of achievement based on the objectives of the project

It indicates the end results of achievements accomplished in a project.

##### Types of Evaluation:

- Short-term ( 3 months)
- Mid-term (6 months)
- Long-term (12 months)

##### Different levels of results:

Interim, output and impact

##### Significance

It enables us know what we supposed to do in a project is effectively done

It helps to assure achievement, challenges and lessons learnt that could pave way for improvement.

## Group C

### Difference between Monitoring and Evaluation

*Monitoring is an ongoing process of tracking activities during the lifespan of a project.*

*Evaluation is a periodic review of project outputs in contribution to the project goal.*

#### Types of Evaluation:

- *Mid-term, done at the middle of a project*
- *Terminal, done at the end of a project'*
- *Post project , impact assessment done after some time after the project*

#### Different levels of results

- output, outcome, and goal

#### Significance of M&E

- *it keeps the project manager focused*
- *Accountability /transparency*

## Group D

### Difference between Monitoring and Evaluation

*Monitoring is a systematic way of checking progress against plan, e.g. to ensure the timely distribution of vines to both male/female farmers at the project sites; check efficiency; routine activity*

*Evaluation is a periodic assessment of a project: check effectiveness*

*E.g. Assess level of production of OFSP; assess level of awareness on nutritional value of OFSP*

#### Types of Evaluation:

1. *Mid-term evaluation*
  2. *Final Evaluation*
- *Mid-term, done at the middle of a project*
  - *Terminal, done at the end of a project'*
  - *Post project , impact assessment done after some time after the project*

#### Different levels of results (blank)

#### Significance of M&E

*It allows to asses level of compliance; strength; weakness; opportunity \$ threat of the project*

## Group E

### Difference between Monitoring and Evaluation

*Monitoring- the systemic and routine collection of information from projects and programmes~*



*Evaluation – Assessing data and information that informs strategic decision that will improve the project/program in future*

*Monitoring records and stores data/information based on project indicators*

*Evaluation checks the quality relevance, effectiveness impact and sustainability of the project/program*

**Types of Evaluation:**

*They identify project/program*

- *relevance*
- *effectiveness*
- *efficiency*
- *impact*

**Different levels of results:**

- *Overall objectives, purpose, outputs, outcome*

**Significance:**

*To ensure that the set goals and objectives are attained*



## 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. 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.

| Name: Organizations                                 | Participants` Sample Action Plans  |
|---|--|
| 1. AMINA A. AHMED<br>Organization: MOH              | <ol style="list-style-type: none"> <li>1. Write and submit report of the workshop</li> <li>2. Organize a meeting to share with colleagues my learning process</li> <li>3. Identify project topics/problems that will lead to the development of a Concept Note using the community nutrition education</li> <li>4. Through March , I will sensitize mothers/caregivers on the benefits of OFSP as a good source of Vitamin A</li> <li>5. I will also call on RAC team for technical assistance period really for further conceptual clarity</li> <li>6. I will present a 10 minutes talk – a summary of this workshop during the Directors meeting.</li> </ol> |
| 2. ABAH JOSEPH T.<br>Organization: BNARDA MAKURDI   | <ol style="list-style-type: none"> <li>1. Stage a capacity building workshop on project proposal in my organization</li> <li>2. Capacity building on monitoring and evaluation of established project</li> <li>3. I shall jointly develop a topic/identify a problem to develop a Concept Note for a project.</li> </ol>   |
| 3. COLLINS EHISIANYA<br>Organization: NRCRI,UMUDIKE | <ol style="list-style-type: none"> <li>1. Present a Seminar in my Institute to share knowledge</li> <li>2. Draft Full proposal</li> <li>3. Develop my capacity further</li> </ol>  |
| 4. Mr. AMWE G. HALILU<br>Organization: MWASD        | <ol style="list-style-type: none"> <li>1. Topic. Identification of problem. Capacity empowerment.</li> <li>2. Concept Note preparation</li> <li>3. Concept review</li> <li>4. Improved Concept Note and submission</li> <li>5. Preparation of full proposal</li> <li>6. Proposal review</li> <li>7. Submission and follow up</li> </ol>  |

|   |  |
|---|--|
| <p>5. GRACE J. EDEH<br/>Organization: NAS ADP</p>                 | <ol style="list-style-type: none"> <li>1. The step down will be done with colleagues for training on proposal writing, implementation and monitoring and evaluation as it is very important in project implementation</li> <li>2. Source of planting materials of OFSP for few farmers in the State to plant and educate them on the nutritional value</li> </ol>  |
| <p>6. HADIZAT IBRAHIM<br/>Organization: RADIO NIGERIA, IBADAN</p> | <ol style="list-style-type: none"> <li>1. Convene a monthly meeting for capacity building workshop for media professionals currently covering the health beat</li> <li>2. Fine tune the proposal which my group prepared on “catch them young: Nutrition Education to combat VAD using radio and send back to Frank/Hilda/Dr. Adiel</li> <li>3. Conduct capacity building workshops on the use of Project problem/objectives/strategy analysis and use same in my programming</li> <li>4. Initiate the setting up of an NM&amp;E Unit in my department (programmes)</li> <li>5. Use the skills acquired in proposal writing and concept notes as soon as possible</li> </ol> |
| <p>7. JOHN O.ATTAH<br/>Organization: NADP</p>                     | <ol style="list-style-type: none"> <li>1. Consolidate my concept note, talk to other advocates on CN, filling the gaps to transform into a complete proposal</li> <li>2. Organize a capacity building event to my professional colleagues and Review meeting</li> <li>3. Develop a Concept Note for RAC, other activities in NADP using available entries.</li> <li>4. View multiplication and distribution of OFSP</li> <li>5. Write back to office report</li> </ol>   |
| <p>8. NANCY ORSHI<br/>Organization: RADIO BENUE</p>               | <ol style="list-style-type: none"> <li>1. Consolidate the concept note talk to other advocates on the concept note, filling the gaps and transforming it into full proposal.</li> <li>2. Based on my knowledge I will enrich the Concept Note with media aspect</li> <li>3. To develop a Concept Note for RAC activities in Benue State (with Benue Advocates)</li> </ol>  |



|   |  |
|---|--|
| <p>9. NGUVEREN TARGEMA<br/>Organization: FOUNDATION FOR THE VULNERABLE</p>            | <ol style="list-style-type: none"> <li>1. Hold meetings with staff of my organization and other organizations to share the workshop knowledge.</li> <li>2. Demonstrate exercises learnt with family and staff of my organization</li> <li>3. Write a Concept Note with staff of my organization (attention: <i>begin by identifying a real problem</i>)</li> <li>4. Write a full proposal with staff of my organization and some members of the workshop</li> <li>5. Create awareness about OFSP</li> <li>6. Plant OFSP</li> </ol>   |
| <p>10. ADU J.O.A<br/>Organization: KWARA ADP</p>                                      | <ol style="list-style-type: none"> <li>1. Development of Human Talent towards production and more sensitivity of OFSP</li> <li>2. Cultivation of OFSP</li> <li>3 Utilization of OFSP as major product</li> <li>4. Utilization of OFSP and dissemination of product</li> </ol>  |
| <p>11. DOOSHIMA ANYE<br/>Organization: SMOH MKD</p>                                   | <ol style="list-style-type: none"> <li>1. Awareness creation on OFSP to men and women</li> <li>2. Other staff of ministry health will be educated on OFSP</li> <li>3. Capacity building for men and women</li> <li>4. Male and female will be taught about the objective of OFSP</li> <li>5. Sensitization of men and female in the community</li> <li>6. Advocacy visits to the commissioner LGA Chairmen</li> </ol>  |
| <p>12. LOIS GUNDU<br/>Organization:: POSITIVE WOMEN DEVELOPMENT INITIATIVE (POWI)</p> | <ol style="list-style-type: none"> <li>1. Mobilization of people living with HIV/AIDS (men and women) to disseminate the information on the nutritional benefits of OFSP.</li> <li>2. Courtesy visits to treatment Centers/ Nutritionist (men/women) to educate them on the importance of OFSP as an immune booster to people living with HIV/AIDS and infants (male and female under) under 5 years old to combat Vitamin A. deficiency.</li> <li>3. Monthly health talks at the treatment centers on the benefits of OFSP</li> <li>4. Motivational talks to People Affected by AIDS (PABAs) (males and females) to produce and encourage their relations living with HIV/AIDS (males and females to eat</li> </ol> |

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|   | <p>OFSP products</p> <p>5. Planting and distribution of OFSP Vines</p>  |
| <p>13 DR. (Mrs.) OLUWOLE<br/>OLUWATOYIN<br/>Organization: FIIRO</p>                         | <p>1. Write and submit a final Concept Note on a project and final proposal on Project B</p> <p>2. Plan to teach Junior Scientists in my Division</p> <p>3. Write a Concept Note and submit another project</p>   |
| <p>14. IGBANA VERONICA<br/>Organization: BNARDA GBK</p>                                     | <p>1. Try to write a Concept Note and a full proposal</p> <p>2. Step down the knowledge acquired after several practices to management team of my organization</p> <p>3. Repeat the Concept notes written and the proposal</p>  |
| <p>15. AFOLABI G. OLUSEGUN<br/>Organization: POGMAN</p>                                     | <p>1. A stage capacity building on project proposal</p> <p>2. Capacity Building on project monitoring and evaluation on Project Proposal</p> <p>3. Multiplication and distribution of OFSP vines to farmers and stakeholder</p>   |
| <p>16. BENNY MORDI-ONOTA<br/>Organization: NATIONAL<br/>PROGRAMME FOR FOOD<br/>SECURITY</p> | <p>1 Submit back to Office report</p> <p>2. Prepare a concept note for a project and send to RAC for review</p> <p>3. Share what I have learnt with other staff in my organization</p> <p>4. Organize Capacity building on “everything I need to know about OFSP for Extension Agents women leaders, etc.</p>   |
| <p>17. MOMAH PHILIPPA<br/>Organization: EHCS ABUJA</p>                                      | <p>1. Review what I have learnt and sharpen my skills on Concept Note and Proposal Writing</p> <p>2. Step down “in house” capacity building for youth leaders from my church</p> <p>3. Work on the Concept Note “Catch them young: Nutrition Education to combat Vitamin A deficiency in male and female children under 5 years in the FCT Abuja”</p> <p>4. Share Concept Note to RAC team follow up and move to Proposal development</p> |
| <p>18. ENO UDONGO<br/>Organization: HKI</p>   | <p>1. Step down the experience with colleagues</p> <p>2. Develop a concept note for RAC Advocates work plan for 3 states</p> <p>3. Practice the Program Management Cycle by preparing a draft proposal</p>  |

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| 19. FRANCIS K. AMAGLOH<br>Organization: UDS, GHANA | <ol style="list-style-type: none"> <li>1. Look for partners</li> <li>2. Response to call for Concept Note by IDRC/CIDA</li> <li>3. Build the capacity of my project students for logical framework</li> </ol>  |
| 21. NWALI P. NKECHI<br>Organization: POFAN         | <ol style="list-style-type: none"> <li>1. Ensure the achievement of aims and objectives of my organization base on what I have learnt</li> <li>2. Ensure continuity of what I have learnt during this wonderful workshop in my organization</li> <li>3. Step down the same capacity building event to my colleagues to my fellow organizational members</li> <li>4. Submit concrete back to Office report on the Workshop</li> <li>5. Give my organization a new shape to take it to a greater height</li> <li>6. Make them appreciate RAC contribution towards their up bringing</li> </ol> |
| 22. NWAOGU EDWARD<br>Organization: NRCRI, NYANYA   | <ol style="list-style-type: none"> <li>1. Multiply OFSP vines for distribution to farmers and relevant stakeholders</li> <li>2. Nursery establishment of OFSP vines</li> <li>3. Secondary nursery establishment of OFSP vines</li> <li>4. Distribution of vines to farmers, NGOs, and other relevant stakeholders in the RAC project</li> <li>5. Write a full project proposal<br/>On Soil fertility management approach for sustainable OFSP production</li> </ol>  |
| 23. AKINBO JUMOKE<br>Organization: MOH KWARA STATE | <ol style="list-style-type: none"> <li>1. Capacity building on Nutritional value of OFSP</li> <li>2. Capacity building for nutritional focal persons in 16 local government of the state using MNCH as a medium</li> <li>3. Introducing OFSP into complementary feeding during Food demonstration in Malnutrition rehabilitation Centre, Children specialist Hospital Centre Iqboro in the State</li> <li>4. More at Health Centres will be involved in the State</li> </ol>   |

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| <p>24. NJOKU JUDE C.<br/>Organization: NRCRI/ CIP</p>  | <ol style="list-style-type: none"> <li>1. Networking with Nigerian Participants in the L&amp;CB event to fine-tune for proposals on finding of projects in related field.</li> <li>2. Seminar on Project Planning and Implementation</li> <li>3. Draft proposal in the use of adopted Village Concept to reach &lt;5 y.o children with Vitamin A with OFSP</li> </ol>                     |
| <p>25. ISAAC SUNDAY OJONMUWA<br/>Organization: NIWAAFA</p>   | <ol style="list-style-type: none"> <li>1. Contact colleagues of my organization for considering OFSP as a means of combating Vitamin A deficiency in six zones of Nigeria through seminars and meetings with colleagues</li> <li>2. Proposal writing through team work with multidisciplinary approach</li> <li>3. Concept note and proposal development as opportunity arises</li> </ol> |
| <p>26. A. MOSES<br/>Organization: AACE FOODS LTD</p>   | <ol style="list-style-type: none"> <li>1. Building capacity of my organization based on the above workshop title</li> <li>2. Write full proposal to be approve by the stakeholders and win the donors in a multidisciplinary approach</li> </ol>  |
| <p>27. A. A. AUSTIN ADEDAMOLA<br/>Organization: FEDERAL MINISTRY OF AGRICULTURE &amp; RURAL DEVELOPMENT, ABUJA</p> | <ol style="list-style-type: none"> <li>1. Write a proposal with some colleagues within my cadre's range in the office and send to CIP for funding though not within the immediate mandate of my organization</li> </ol>   |

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

### 1. Daily Feedback

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| <p><b>Sample-Day 1. Strengths</b></p> <p><b>1. <u>Workshop Content</u> .....# times: 23</b></p> <ul style="list-style-type: none"> <li>– Description of a leader and manager and the importance of mixing the two for good project management ..... 4</li> <li>– Project design (6 steps), writing to inform use of emotive words to attract attention of donors, to be persuasive ; catching &amp; motivating .....10</li> <li>– Contents useful, adequate and concise.....1</li> </ul> | <p><b>Sample-Day 1- Strengths (cont'd)</b></p> <p><b>2. <u>Workshop Process &amp; Organization</u></b><br/> <b>Total # times:..... 22</b></p> <ul style="list-style-type: none"> <li>– Conducive learning environment, atmosphere; friendly enough to encourage participants' contributions.....4</li> <li>– Facilitation process and methods; participatory approach, interaction and motivating session .....6</li> <li>– Organization of activities; amount of information was huge but visual aids made it easier.....2</li> </ul>                                    |
| <p><b>Sample - Day 2. Strengths</b></p> <p><b>1. <u>Workshop Content s</u> (cont'd)</b></p> <ul style="list-style-type: none"> <li>– Define objectives; should be carefully developed by knowing the main causes of the problem you want to solve; I have realized that a good objective determines whether a proposal will be sponsored or not ..... 9</li> <li>– Project strategy analysis was very educative.....1</li> <li>– Making the title very catchy.....1</li> </ul>           | <p><b>Sample – Day 2. Strengths (cont'd)</b></p> <p><b>2. <u>Workshop Process &amp; Organization</u></b><br/> <b>Total # times.....34</b></p> <ul style="list-style-type: none"> <li>– The role play in the Concept review was wonderful! presentation to mock Internal Program Review was very highly educative..7</li> <li>– Multidisciplinary approach in developing the concept note will definitely improve my capacity; multifaceted Concept Note is offer better, therefore collaborative effort should be put together in writing a Concept Note.....3</li> </ul> |
| <p><b>Sample – Day 3. Strengths (cont'd)</b></p> <p><b>3. <u>Facilitators' performance &amp; Learning materials</u> . Total # times.....14</b></p> <ul style="list-style-type: none"> <li>• Facilitator's excellent skills in carrying participants along and encouraging us to be our best; good facilitation and participation during all the sessions.....3</li> <li>• Delegation of duties and active participation by both facilitators and participants.....1</li> </ul>           | <p><b>Suggestions to improve the workshop</b></p> <ul style="list-style-type: none"> <li>• Punctuality.....3</li> <li>• Time management, conscious.....</li> <li>• Space out the time in between tea breaks and lunch to avoid drowsiness</li> <li>• More time for discussion and questions</li> <li>• Interruption (mobile phones) should not happened again.....5</li> <li>• The bus should pick up on time/transportation; need 2 buses.....3</li> <li>• Second part of tea break not available</li> </ul>   |

## Samples. Recap of previous day's activities

**Sample-Recap. Day 1. Project problem analysis**

- ▣ The analysis the cause and effect of the problem identified. Which involved two steps e.g. identification of the major problem faced by the beneficiaries and developing a problem tree to establish the causes and effects.
- ▣ The facilitator showed us the diagram of a problem tree.
- ▣ Sources of identifying a problem were identified by participants e.g. interviews, data collection, surveys, questionnaires, baseline information etc. And this could be done either through SWOT or Mind Map

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### Sample Recap – Day 2 – Lessons Learnt

- **Budget (costing) of any project should be commensurable with the objectives and activities**
- **Objectives of a project is easily achieved if it's straight, specific and impact oriented**
- **It serves as a good bench mark to better leaders and managers in their respective organizations**

### Sample Recap – Day 2 – Lessons Learnt (cont'd)

- **It builds a better professionalism in mastering our individual work**
  - **It's a multidimensional approach that is holistic**
  - **Budgeting should not be sympathy but empathy**
  - **Objectives should logically connect activities as well as budgets**
- ...

### Sample Recap – Day 2 – Lessons Learnt (cont'd)

#### Challenging the participants.

- **How can the participants replicate the lessons learned to their respective organization on return?**