

CHRISTIAN RELIEF AND
DEVELOPMENT ASSOCIATION

Programmatic and Institutional Support
Department

TRAINING PROGRAMME ON

PARTICIPATORY PROJECT Cycle
Management
(Background Paper)

March, 2009
Addis Ababa

Participatory Project/ Programme Development Training

Background Paper

1. Background

Projects represent a crucial element in both the formulation and implementation of development plans. Projects have also been the primary instruments for grant, credit and technical aid to developing countries by international assistance agencies.

As critical leverage points in the development process, projects translate plans into action. As vehicles for social and economic change, projects can provide the means of mobilizing resources and allocating them to the production of new economic goods and social services. Projects can use innovative approaches on a limited scale to gain experience for attempting large-scale intervention. Its principal advantage also lies in providing a logical framework and sequence within which data can be compiled and analyzed, investment priorities established, project alternatives considered and sector policy addressed. Correctly applied, it can greatly increase the development impact of a country's scarce investment resources.

Nonetheless, development projects in the Ethiopian context have been criticized because they are only segmented units of interventions, while sustained development at the same pace beyond their time frame has most often been doubtful.

In a powerful analysis of why development projects fail to attain initially stated objective in rural development, argument for their inefficiency could be, that there have been several deficiencies in project identification and design skills of those who use it. Likewise, problems are encountered in project appraisal and implementation. Analysis has found that most NGOs simply do not have adequate institutional capacity or trained personnel to identify and prepare development projects as well as to appraise and implement them.

A review of the experience of projects assisted by CRDA over the last three to four years indicated that many of the problems encountered could be traced to errors of misjudgments in the project identification and preparation. Many of the design related problems could be attributed to a poor diagnosis of problems and to a pervasive optimism over possible solutions. The designs frequently ignored or passed lightly over crucial technical constraints and opportunities, limitations in institutional capacities or factors likely to affect beneficiaries response to the opportunities provided by the project. Too often designs included excessively ambitious targets, time schedules and productivity projections, and placed unrealistically heavy burdens on weak institutions. These faults were compounded by a tendency to underestimate the impact of unfavorable policy environments and by the uncritical acceptance of conventional wisdom or development fashions, without giving sufficient thought to their relevance to the particular setting for which the project was being designed.

The problem in project and management is exacerbated due to the fact that little attention has been given to capacity building of the project staffs in effective project design. The training that is available often takes a narrow focus emphasizing economic appraisal rather than developing broader management skills and capabilities. Nor has much attention been given to formulating operational frame-work for viewing project management as an integrated system of project identification, preparation, feasibility analysis, design, appraisal, approval, organization and operation requiring performance of skilled managerial functions throughout the project planning and management.

The project appraisal is the precedent activity before the project implementation. The purpose of project appraisal is to search for better alternatives for the utilization of scarce resources by making as sure as the

circumstance permit that the project is technically sound. It also provide a reasonable economic, social, environmental and where appropriate, financial return that its objectives can be achieved in some less costly way, and that it fits in with the overall economic and social objectives and development strategies of the country and the specific locality it is being implemented.

A project appraisal, therefore, is a series of careful analyses and examination of a proposed project in terms of all relevant constraints: economic, commercial, technical, technological, political, social, environmental, institutional, managerial, and administrative.

When an important constraint is disregarded during the stage of appraisal, some difficulties will inevitably arise in the stage of project implementation. In other words, the incomplete appraisal study, by disregarding some important factors, which would impinge on the implementation process, would bring about the breakdown in the realization of project goals and objectives.

Given that the investigation of the conditions of feasibility of development projects is extremely important, recently the procedures for appraisal of projects have received greater attention by the government and funding agencies alike.

However, there is seemingly a strong and persistent tendency of funding agencies to ignore and overlook the critical importance of project holder in the appraisal process. Too often experience illustrates that the responsibility to appraise projects is totally left for agencies providing development finance. Efforts to upgrade the knowledge and skill of project holders on the various appraisal issues appear to be non-existent. As a result, numerous project proposals submitted for CRDA and other funding agencies are either rejected or are required to make substantial modification after a great deal of resources have been invested in investigating them.

In the implementation part, the situation is not different, and is possibly worse. The situation is more glaringly revealed when one considers the fact that a number of projects executed by NGO's fail to attain the originally designed objectives. This is all the more so because most often circumstances in the project's economic and political environment will alter the way in which the project should be implemented. By and large, however, most of the implementation problems are project specific. They arise as a result of a number of problems including inadequate project execution; operation and supervision; inadequate or ineffective coordination of project activities; lack of phase-out strategy, and deficiencies in diffusion and supervision of project actions.

Knowledge of major problems in project implementation already exists within NGOs, but the difficulties of finding means to increase organizational learning and utilizing lessons from past experience preclude its effective use.

In the light of the limitations outlined above, CRDA would like to organize a Project planning and Management training programme for 8 days

The training programme is designed for project officers, project managers and planners of CRDA member religion based agencies and NGOs based at head quarters and or field level. The primary objective would be to build the capacity of members staff in project identification, preparation, appraisal and implementation. Basic skills that meet specific local development priorities and best serve the interest of the target beneficiaries through a better diagnosis on society value system, its perceptions, its concern and its challenges shall be discussed.

1. Participatory Project Development

1.1. Development as a concept

A lesson that can be learned from the industrialized countries is that growth and development are exceedingly complex processes. Though, no single theory fully explains the causes of development one can draw general conclusion from the economic history of the rich industrial nations whose experiences have been unique. The combination of changes in social and political institutions, with changes in the methods of production (the sense of values and belief systems) and in the means of exploiting productive resources are elements of development, which needs explicit and implicit analysis and understanding.

Classical theories of development assert that the major causes of economic development cause of economic development is the rate of investment which, in turn, depends on the share of profits in the national income. The higher the rate of profits, the faster will be the rate of investment and the rate of economic development. However, the classical theory fails to provide any guidance to development planners as to the ways of generating increased employment opportunities and reducing poverty and income inequalities.

There are varied and contradictory concepts regarding development in general and rural development in particular. The ambiguity in defining development is so vast. Nevertheless, development can be perceived as a multi-dimensional process inducing changes in structures, attitudes, behaviors and institutions to accelerate both economic and social growth ultimately resulting in narrowing inequality and absolute eradication of poverty. This is a new approach, which views economic development in terms of reducing poverty, income inequalities and high unemployment through a carefully selected development projects.

Furthermore, projects play a crucial role in both the formulation and implementation of development plans. Projects have also been selected as instruments for grant, credit and technical assistance to developing countries by international assistance agencies. Projects became the universal language of international development assistance and are given a special status and priority.

As critical leverage points in the development process, projects translate plans into action. As vehicles for social and economic change, projects can provide the means of mobilizing resources and allocating them to the production of new economic goods and social services. Projects can also be social laboratories that use innovative approaches on a limited scale to gain experience for attempting large-scale intervention. Its principal advantage also lies in providing a logical framework and sequence within which data can be compiled and analyzed, investment priorities established, project alternatives considered and sector policy addressed. Correctly applied, it can greatly increase the development impact of the country's scarce investment resources and ultimately reduces poverty and income inequalities and increases employment.

Project definition and planning refers to three activities: (1) defining and planning a community improvement project, (2) making connections with people or groups that can support that project, and (3) conducting a feasibility study to make sure the project is doable. The first activity refers to the process of brainstorming possible projects to meet the goals that the group has set, prioritizing those projects, and planning those projects (e.g., who will do what, where, by when). The second activity associated with project definition and planning is making connections – brainstorming a list of individuals, organizations, and groups that can provide funding, knowledge, skills, etc. The third activity associated with project definition and planning is conducting a community-based feasibility study. In this process, group members outline all of the questions that they need answered before starting their work; they then go about the process of answering those questions. As part of the feasibility study, group members begin to identify, both individually and collectively, their existing skills and knowledge that can contribute to the implementation of their project.

This could only be possible through the involvement and participation of the communities in question by conducting participatory needs assessment and baseline surveys to identify and priorities the real problems of the community and ultimately by identifying and designing community based projects that could be implemented and managed by the communities themselves. In addition to having a glimpse of what development is in relation to projects, this course is intended to cover the following topics as described below.

1.2 Contemporary Development and principles

The objective of this topic is to avoid, some development thinkers argument that development is only attained through promoting industrialization and through deliberate urbanization which later would have a trickling down effect to the comparatively less developed areas (basically this approach is known as a top-down approach). Since development is not to be equated with economic growth only, it should rather concentrate on bringing about dynamic structural changes in the economic, social and political structures of the current setting (termed as a bottom-up approach). Development can be attained through accentuating efforts in the rural areas and through injecting the elements of industrialization and urbanization not as what has happened in developed countries but in a smaller and meaningful way.

The highly centralized development administration and management, donor-driven, technocratic, tailor-made and paternalistic approach to development which essentially are non-participatory and unresponsive to the needs and preferences of the community are some of the major factors that contribute to the failure (particularly in terms of improving the livelihoods of the community) of the past four decades development efforts by developing countries.

1.3 Participatory Needs Assessment

The purpose of this training is to assist CRDA member NGOs to develop need based projects through participatory need assessment approach. A participatory need assessment is the basis for participatory approach to development. It will ensure that projects will address real needs of the people so that the communities develop senses of ownership and results will be sustainable. In line with this it also incorporate PRA techniques and applications and address specific social issues like gender analysis during the assessment exercises. If community members are the major decision makers in the design, implementation and evaluation phases of projects, chances of sustainable development will be much higher. Common mistakes leading to poor project design are poor identification of the community's real needs.

1.4 Baseline Survey

A baseline survey is gathering information, which can be used to identify the current or existing situation for monitoring and evaluation purposes. In other words, it is a set of data which, describes the present situation and can be used to assess changes towards the achievement of project objectives after/or during the project life. A baseline survey will comprise more quantitative data than with qualitative data it is a bit higher than needs assessment. Hence, this topic should emphasis on the need for carrying out a base line survey to lay foundation for the assessment, monitoring and evaluation of the success of a project.

1.5 Stakeholders analysis

Stakeholders' analysis is the identification of projects' key stakeholders, an assessment of their interests, and the ways in which those interests affect project viability. It contributes to project design by identifying the goals and roles of different groups, and by helping to formulate appropriate forms of engagement with these groups.

Identifying key, primary and secondary stakeholders in development process would have a great impact in the achievement as well as of sustainability of projects.

The course would clearly transmit a message that a stakeholder analysis is a step in building the relationship needed for success of a participatory project or policy. It provides a starting point by establishing, which groups to work with and setting out an approach so this can be achieved. In this way a stakeholders analysis also helps project initiators to assess the social environment in which they will operate. In particular a stakeholder analysis can cover and be used to:

- Identify and define the characteristics of key stakeholders;
- Draw out the interests of stakeholders in relation to the problems that the project is seeking to address (at the identification stage) or the purpose of the project (once it has started);
- Identify conflicts of interest between stakeholders, to help manage such relationships during the course of the project;
- Help to identify relations between stakeholders that may enable "coalitions" of project sponsorship, ownership and cooperation;
- Assess the capacity of different stakeholders and stakeholder group to participate; and
- Help to assess the appropriate type of participation by different stakeholders, at successive stages of the project cycle, e.g. information, consult, partnership, etc., all of these have different possible models.
- Understand terminologies to differentiate the various types of stakeholders
- Identify the major steps involved in making the analysis

1.6 The Conceptual Framework of Project/Programme

This section clarifies the Programme and project comparison and difference including its content of the activities, time frame, area coverage and resources needed to accomplish the programme and project.

1.7 Logical Framework Analysis (LFA)

Logical Framework Analysis has recently gained popularity in the design, monitoring and evaluation of projects. It is also intimately linked with strategic planning in such a way that it defines goals & objectives at a macro & sectoral levels that the project will contribute towards. Currently the use of LFA as planning tool and procedure has gathered a wider acceptance and in some big International Organization (both bilateral and multilateral such as CIDA, USAID, GTZ, UNDP projects) it has been made compulsory in the process of project design.

The Analysis Phase

The purpose of this topic is to give adequate knowledge and skills to the participants of the training that the log frame applications beings by analyzing the existing situation and developing objectives for addressing real needs of the communities. The analysis phase is the most critical, yet most difficult, phase of the log frame approach. The analysis phase consists of three stages, analysis of problems, analysis of objectives and analysis of strategies.

There are two major steps and number of sub-steps within these major steps to be followed in using LFA as a planning tool.

1.8 Project Appraisal

The appraisal of a project proposal is always based on the project document. It is in fact a repetition of the project planning procedure by the appraisal team. In order to prepare a sound appraisal, the team has to go through the same kind of exercise as the project planner has done, i.e., to review comprehensively and systematically all aspects of the project.

During the project appraisal training, it is essential to analyze the internal logic of the project. This means that the core elements must be present in the project document and that the problems, objectives, outputs, activities, and inputs are logically related to one another. If they are not precisely and systematically defined it is necessary to reformulate the project and re-write the project document.

1.9 Project Implementation and Management (Programming and scheduling of activities)

Implementation is the most important part of a project cycle because it is **a process that brings the project into reality**. Sometimes a project document has been very well and carefully prepared but implementation can be poor and the project as such a failure. Implementation starts from the moment the project has been approved for funding. When foreign funds are present, in the form of a loan or a grant, it is necessary to sign a contract or agreement between the foreign institution and the national counterpart organization.

1.10 Mainstreaming

Mainstreaming is indispensable for two main reasons: First, it is an essential tool for implementation of the Multi-Sectoral Strategic Framework response; second, it is a very useful methodology for up-scaling the response.

Why do we need Mainstreaming?

While governments and donors are increasingly talking about mainstreaming, few give a clear definition of what they mean by the term. To further confuse matters, the term mainstreaming is often used interchangeably with terms such as 'the multi-sectoral response' or 'integrating programme/s in specific project (Holden, 2003).

Mainstreaming is both a means and an end in programme/project response. Mainstreaming as a strategy /means is a process of creating an enabling policy, legislative and resource/ environment for an effective and multi-sectoral response. Mainstreaming as an end is a sort of organizational behavior change(facilitated by the enabling environment created above) which enables any organization survive and thrive in the era of specific issue/ programme. By being competent such organizations (sectors) not only continue delivering their primary mandates but also address the community demand. It is a systematic process of salvaging development visions in all sectors/levels by critical understanding of the bi-directional relation of development within present and future dynamic world.

Mainstreaming can and should be practiced at different levels. From village community to district, national and international levels, in GO, NGOs/ CSOs, Private/ public sector and FBOs. The what and how to do varies mainly based on the level of the core mandates and nature organizations, existing socioeconomic, political and technological environment, the magnitude of detailed and dynamic complexity of the whole system. As would be expected very little is known about the potential and actual interaction of sectors in the context of issue/programme. There must be a system's tool that will enable us to explore how sectors interact in the context of particular programme/project. This tool will enable us to identify which sectors are more vulnerable than others at the same time assist in identifying sectors that one should focus on to change the situation.

1.11 Participatory Development and Good Governance

Participatory development and good governance are related with its central focus on raising the quality of participation by local societies and thus better achieving self-reliant and sustainable development and social justice, is one important form of people-oriented development. Good governance is the foundation of participatory development as it provides the government functions needed to promote participation and create the environment in which participatory processes take place.

Yet good governance as a function of government does not refer solely to support for participatory development: as

participatory processes evolve, good governance develops into such functioning that supports wider and more mature people's participation. In this sense, participatory development promotes good governance in its turn. The projection of the concept of good governance onto the national system-orientation of a state--then progressively boosts people's trust in their government, through good governance, government services improve effectiveness and efficiency. Thus in the long run, good governance evolves into stronger aspirations for further democratization. The strength of a state's desire for democracy also influences the process of formation of political and administrative structures and government's capability to translate this national stance into action. In turn, this, too, influences the evolution of participatory development. Participatory development and good governance are consequently interrelated, elements of good governance, the ideal orientation of the state and the ideal functioning of government.

Development is about holistic capacities and capabilities i.e., Good Governance, Community Capacity or Social Capital at the base, Institutional Capacity in the middle and Policy Capacity at the top. Mainstreaming is an organizational behavior change process and outcome to predict, prevent and mitigate programme/project impact on the critical development capacities and capabilities, making development programme/project competent.

Consequently, the principles of baseline survey, participatory needs assessment and the concept of stakeholders' analysis, community participation and involvement and mainstreaming should be made clear and understandable along with the conceptual training on project appraisal, design and planning to increase the development impact of the country's scarce investment resources and ultimately reduces poverty and income inequalities in order to increase employment. This is because the above mentioned ways and approaches are prerequisite for project appraisal, design and planning where the identification through community participation should be done first and design, appraisal and implementation later.

Moreover, the development situation of Ethiopia further demands that this kind of training on the above mentioned subjects. The set of priority order in providing the training should be maintained because it helps to identify projects that are acceptable and manageable by the community. As indicated earlier it confirms sustainability that it is the basic needs of the target group. It also creates sense of ownership and understanding among the communities under review.

Discussion would also be held to better diagnose society value systems, its perceptions, concerns and its challenges.

2. Objective and output of the Training

2.1 Overall Objective

The primary objective of the training would be to build the capacity of members staff to identify, design, flexible, adoptive and process oriented projects by using the principles of baseline survey, participatory needs assessment, stakeholders' analysis, mainstreaming issues in projects, critically review the relationship between governance and participatory development and action plan development.

In the course of the training, basic skills on the above mentioned subjects would be provided to meet specific local development projects and priorities to secure the interest of the target beneficiaries.

2.2 Specific Objectives

At the end of this training the participants should be able to;

- Acquire knowledge and skills to identify community based problems in order to develop sustainable projects.

- Create awareness to appreciate the strength and capabilities of the community in identifying and managing projects.
- Obtain critical thinking and communication skills in project identification, preparation appraisal and implementation.
- Acquire skills in the execution of baseline surveys and in collecting, processing and analyzing data.
- Apply basic skills in the project/ programme development
- Develop knowledge, which helps them to communicate better with local communities and other stakeholders.

2.3 Output of the training

- Participants will be able to analysis community based problems, causes and possible solutions by target groups, facilitated by development actors.
- Trainees will acquire skills and knowledge to collect information that would yield a set of data, which describes the present situation and can be used to assess changes towards the achievement of project objectives after (or during) the project life.
- Trainees would be able to learn through stakeholders' analysis how to collaborate, team formation, experience sharing and how to become cost effective during project implementation.
- Trainees will be able to participate in multi-disciplinary teams, develop a participatory attitude/behaviour, develop a flexible approach, develop critical thinking, develop communication skills in project identification, design, appraisal and implementation.
- Trainees will develop an attitude, which makes them better communicate and other stakeholders for efficient project implementation and management.
- Participants will identify and define the characteristics of key stakeholders.
- Trainees will help to identify relations between stakeholders that may enable "coalitions" of project sponsorship, ownership and cooperation.
- Participants will assess the capacity of different stakeholders and stakeholder group to participate.
- Trainees will identify process along with mainstreaming tools and Community Capacity Enhancement and will be able to understand concepts of mainstreaming and streamlining
- Participants will embed in the principle of participatory learning in action.
- Trainees will be able to interlink and critically review the relationship between participatory development and good governance

3. Course Contents

- Overview of Development vs Good Governance
- Baseline Survey and Participatory Needs Assessment
- The Concept of Participation
- Programme Mainstreaming
- Stakeholders Analysis
- Project Design and Planning
- Project Appraisal: Basic Criteria
- Action Plan Development

2. Block II Participatory Monitoring and Evaluation

2.1 BACKGROUND

There is now widespread recognition, that participatory development is critical for achieving sound resource management. However, this kind of development requires a more flexible and evolving process to planning for change and poses new challenges for decision-makers and evaluators alike. In particular, this requires major institutional reorientation to ensure responsiveness to local demand, and empower and enable communities to act. At the programme/ project level, it means detailed outline for action can no longer be drawn up at the outset since problem solving is based on partnership and cooperation, and not the quest to achieve some externally identified goals. Because these programmes are designed to be responsive to changing community needs, one of the most pressing challenges is to develop participatory and systems-based monitoring and evaluative process. To allow for ongoing learning, correction and adjustment by all parties concerned.

Projects represent a crucial element in both the formulation and implementation of development plans. Projects have also been the primary instruments for grant, credit and technical aid to developing countries by international assistance agencies. Programme monitoring and evaluation looks at building capacity for effective use of the project inputs fits into the program cycle and how it can contribute to program improvement. The purpose Participatory monitoring and evaluation is also to provide information and analysis that will be of use to those who are already experienced in the project and yet want to extend their knowledge of the technique or refine the way they use it. Monitoring can be effectively done when it is an integral part of the project. If monitoring is designed separately without having the necessary linkage with the project, it will not be useful. Monitoring has to be linked to the project. It needs to be based on the components and elements of the project.

Nonetheless, development projects in the Ethiopian context have been criticized because they are only segmented units of intervention, while sustained development at the same pace beyond their time frame has most often been doubtful.

In a powerful analysis of why development projects fail to attain initially stated objectives in rural development, argument for their inefficiency could be, that there have been several deficiencies in project identification and design skills of those who use it. Likewise, problems are encountered in project monitoring and evaluation. Analysis has found that most NGOs simply do not have adequate institutional capacity or trained personnel to develop good indicators which enable to monitor development projects as well as to evaluate them effectively.

A review of the experience of projects assisted by CRDA over the last few years indicated that many of the problems encountered could be traced to errors of misjudgments in the project monitoring and evaluation. Many of the monitoring and evaluation and related problems could be attributed to developing indicators. The monitoring and evaluation frequently ignored or passed lightly the involvement of different stakeholders. Too often member organizations put aside adequate budget and proper time frame for evaluation of projects. These faults were compounded by a tendency to underestimate the impact of unfavorable policy environments and by the uncritical acceptance of conventional wisdom or development fashions, without giving sufficient thought to their relevance to the particular setting for which the project was being designed.

Consequently, in many cases, failure to have adequate baseline data and relevant indicators during design to allow monitoring; control and post-evaluation; inadequate or inappropriate specifications; and lack of interaction between project planners and ultimate users, clients and beneficiaries as well as an intensified dependence on foreign experts and consultants during project evaluation are evident. The monitoring and

evaluation system as well as the human and material resources capacity of most development projects was also limited.

The problem in participatory monitoring and evaluation is exchanged due to the fact that little attention has been given to training project staffs in effective project monitoring and evaluation. The training that is available often takes a narrow focus emphasizing economic monitoring and evaluation rather than developing broader management skills and capabilities.

Monitoring and evaluation has not often given due attention by managers, donors and practitioners. Monitoring and evaluation systems are not well established and M & E is not well institutionalized. In addition to this monitoring and evaluation has been given low priority in material, financial and human resource allocation. Project staff of most NGOs does not have adequate training and experience in monitoring and evaluation. Those who have the experience of monitoring and evaluation of their project do not use the product for learning.

This situation urges, therefore, CRDA to build the capacity of its member NGOs so as they would know how to monitor and evaluate their projects to find out whether the projects are moving on the right track and they are achieving their intended purposes. This course is organized to help members' staff to acquire the basic knowledge and skills in participatory project monitoring and evaluation.

The training programme is designed for project officers, project managers and planners of CRDA member agencies at head quarters and or field level. The primary objective would be to build the capacity of members staffs in project implementation, monitoring and evaluation. Basic skills that meet specific local development priorities and best serve the interest of the target beneficiaries through a better diagnosis on society value system, its perceptions, its concern and its challenges shall be discussed.

2.2 OBJECTIVE AND OUTPUT OF THE TRAINING

2.2.1 Objective

The main objective of the training is to improve the capacity and awareness of CRDA member agencies in the monitoring and evaluation of development projects that are socially acceptable, cost effective and sustainable.

2.2.2. Specific Objectives

At the end of this course participants should be able to:-

- Know the basics of participation and its relevance to monitoring and evaluation
- Get acquainted with the basic principles and techniques involved in Participatory Monitoring and evaluation
- Design monitoring and evaluation system representing the interest of all stakeholders
- Design data collection and reporting format and procedures for capturing success/failure on a continuous basis

2.2.3 Output of the Training

- ✎ Trainees will be able to participate in multi-disciplinary teams; develop a participatory attitude /behavior; develop a flexible approach; develop critical thinking; develop communication skills in project implementation, monitoring and evaluation;

- ✎ Trainees will acquire basic skills of project monitoring and evaluation;
- ✎ Trainees will develop skill which will enable them to better communicate with local communities and other stakeholders for efficient project implementation, monitoring and evaluation;
- ✎ Trainees will be equipped with the knowledge and skill in the preparation of periodic monitoring and evaluation reports.

2.3 ORGANIZATION AND METHODOLOGY

The course programme is specifically designed to provide an effective and varied learning experience in the short time available. Emphasis is on the participatory approach, enabling the participants to put into practice newly acquired knowledge and skills through a mixture of activities including class work, case studies, role-plays, group projects as well as sharing and learning from each others experience.

Participants will be acquainted with the various approaches while developing potentially successful monitoring and evaluation system.

Through pre training assessment, home take assignments and short field visits in nearby communities, participants will compare the concepts and case materials with field realities. Participants will work individually and in small groups on task assignments to internalize the new insights and information received. Each participant will formulate a project proposal on a given social problem based on his/her own work situation in order to enhance and enrich the mode of training.

Therefore, designing pre training assessment and questioners and submitting framework of the home take assignment has paramount important.

2,4 Target Group and Selection Criteria

The course is designed for project officers, project managers and programme coordinators, of CRDA member NGOs based at headquarters or at project level.

Trainees will be identified on the basis of their duties, the level of practical experience they have in the subject matter, the expected contribution they can make for their respective agencies and the anticipated potential benefit they may gain out of the training.

The course will be conducted in English, and therefore, participants are expected to have a good command of the language. The participants should also hold a minimum of diploma or above in the field of agriculture, social science and related fields with at least three years of relevant experience in the field.

2.5 Course Contents

- Evolution of Participation
 - Participation in Project Monitoring

- Advantages of Participation
- Challenges of Participation in Monitoring
- Conventional M and E Vs Participatory Monitoring and Evaluation
 - Management Information Vs Information Management
 - The importance of Management Information
 - How to use information Management
- Project Implementation and Management
- Monitoring: Principles, Concept and Applications
- Evaluation: Principles, Concept and Applications
- Designating a Monitoring and Evaluation System
- Monitoring and Evaluation Framework
- Distinction and Similarities of Monitoring and Evaluation
- Gender Responsive M & E
- Data Analysis, Report writing and Presentation of Evaluation Reports

2.6 Date: April 20 – 30 and–May 11-15, 2009

2.7 Venue: CRDA Training Center, Kaliti

Terms of Reference for the Consultants

The consulting firm is expected to prepare the training programme in accordance with the background paper. It has to focus on the practical aspect of Participatory Project Development visa –a-vis baseline survey, Needs assessment, stakeholders analysis and community participation, community conversation and empowerment that are compatible with the nature of NGOs' operation. Relevant teaching experience of the trainers on the subjects and NGO experience of the firm are, therefore, of paramount importance.

1. The resource persons/consulting firm, based on the rational, objective expected output and the proposed training topics shall prepare a detailed training activity plan including course content and schedule as well as methodology.
2. Assign specialists as trainers for the training topics proposed. The training team should be multidisciplinary team, comprising at least of the following disciplines.
 - Agricultural Economist
 - Macro-Economist/ Development Planners
 - Social Worker
3. Conduct up-to-date training course that would be applicable to NGO operation considering new development trends and approaches. It has to focus on the practical aspect of Participatory Project Planning and Development issues and should be supported by case studies, practical exercise, group work and plenary presentations, role plays, video and other teaching aids. Flexibility will be ensured in line with trainers interest with out compromising the quality of the intended task.
4. Prepare and submit camera ready (well organized) training material on hard and electronic copy at least 15 days before the training date.
5. Submit a report on the overall progress of the training course including an overall assessment of the course and:
 - Technical proposal that should include appraisal of the background paper and methodology to be applied
 - Appraisal report or reaction to the background paper and the TOR provided
 - Major training topics and their respective trainers
 - Teaching methodology/it has to be supported by case studies from selected NGO works
 - Profile of trainers (C.V.)
 - A separate financial proposal
 - Brief explanation about the firm and/or number of resource persons, qualification with particular emphasis on previous knowledge and experience on the training subjects, teaching skills and NGO works. Schedule of assignment of each resource person, relationship between the resource persons and their leadership role.

6. Note

CRDA will cover the cost of

- Refreshments and lunch for trainees and trainers
- Reproduction of training note/materials
- Provision of stationary to participants