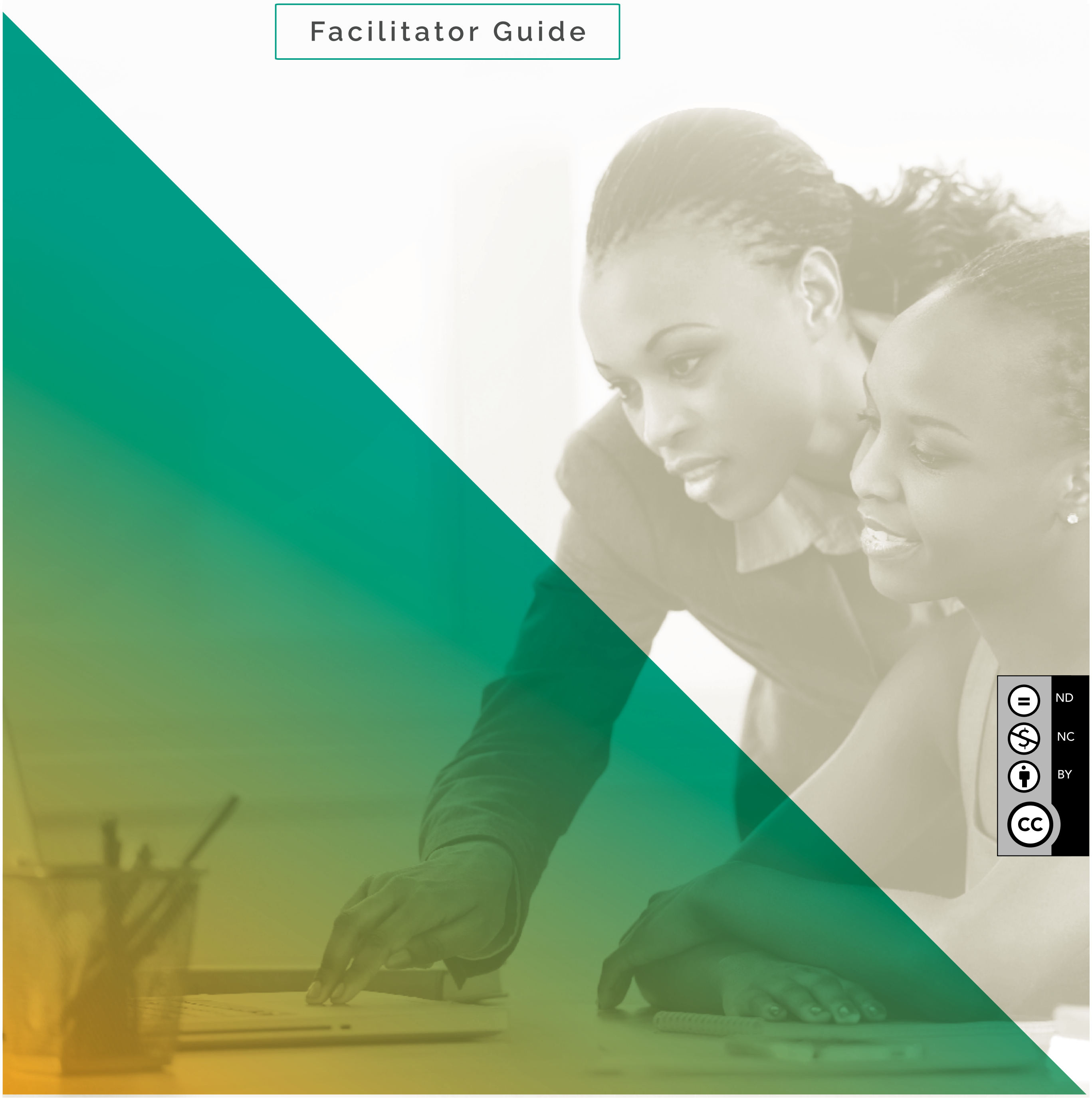
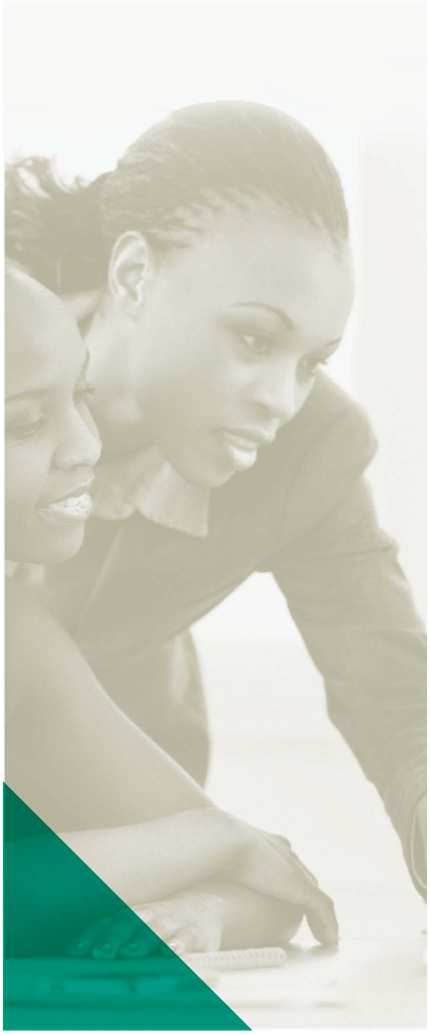
AGA KHAN FOUNDATION

pact

PROPOSAL DEVELOPMENT

Facilitator Guide





PROPOSAL DEVELOPMENT

Facilitator Guide

OVERVIEW

Upon completion of the AKF/Pact video-based Proposal Development course, course takers participate in a two-day face-to-face workshop to further develop their proposal development skills. This two-day in-person session is intended to be highly interactive and create opportunities for participants to engage in hands-on work with various proposal development tools and processes. This document is a step-by-step guide for facilitators of this face-to-face training. The agenda below includes core sessions as well as additional optional sessions.

Before the workshop, share an electronic copy of the solicitation in Annex A with all participants. Ask that they take time (approximately 1 to 2 hours) to familiarise themselves with the solicitation before coming to the workshop. They should focus their attention to sections I (pages 5-20), IV (pages 28-31), V (pages 44-45), and annex 2 (pages 52-63). They do not need to print the solicitation or bring it with them in hardcopy form as all workshop materials will be provided the day of the workshop.

Please note that some of the Annexes can be found at the end of this document starting on page 22 (Annexes B, C, D F, H, L, N and O) while others can be found in a separate Annex folder (Annexes A, E, G, I, J, K, M1, M2, P and Q).

SAMPLE AGENDA

The agenda for the face-to-face workshop will look something like this:

TIME		TOPIC
DAY 1		
9:00	9:30	Welcome, introductions, and expectations
9:30	9:45	Key terms match up (optional)
9:45	10:25	Life cycle matching game
10:25	11:10	Building a proposal development calendar
11:10	11:25	BREAK
11:25	12:25	Partner selection
12:25	13:25	LUNCH
13:25	14:25	Focus group design
14:25	15:25	Outlining
15:25	15:40	BREAK
15:40	16:40	Storyboarding
16:40	17:25	Writing fabulously!
17:25	17:40	Day 1 closing
DAY 2		
9:00	9:10	Previous day recap
9:10	9:55	Sentence simplification
9:55	10:55	Monitoring and evaluation round table
10:55	11:10	BREAK
11:10	11:40	Fringe and overhead calculations
11:40	12:40	Budget and budget notes
12:40	13:40	LUNCH
13:40	14:40	Ask an expert (optional)
14:40	15:00	BREAK
15:00	15:30	Peer-to-peer conversations
15:30	16:00	Course evaluation and closing

TOPIC: WELCOME, INTRODUCTIONS, AND EXPECTATIONS

Format	Large group discussion
Duration	30 minutes
Materials	Simplified Agenda (Annex B), one copy per participant Flipchart paper labelled "Expectations" Markers Masking tape

- Begin by welcoming participants the Proposal Development face-to-face workshop and introduce yourself.
- Walk participants through the Simplified Agenda (Annex B) for the two days, emphasising that this workshop will provide ample opportunities for hands-on practice with some, but not all, proposal development tools highlighted in the video-based part of the course.
- Do a round of introductions, asking participants to introduce themselves, stating their name, their position, their organisation, a high-level description of their experience working on proposal development, and 1 or 2 hopes or expectations they have for the workshop.
- Write down expectations on a sheet of flipchart paper entitled "Expectations" as they are shared. Hang the flipchart for occasional review and reflection during the two days.
- Summarise the expectations and hig light any that are outside the bounds of what will be covered during the sessions. Refer to the list as needed throughout the workshop.

TOPIC: KEY TERMS MATCH UP

Format	Individual "quiz"
Duration	15 minutes
Materials	Key terms sets (Annex C), one per participant Envelopes

- Print the Key terms (Annex C) document for each participant. Cut each print into slips, creating 38 slips of paper (19 definitions and 19 terms all separated from one another). Mix the terms and definitions ensuring they are not in order. Place one packet (38 slips) into an envelope. Repeat until all prints are cut into slips and placed in envelopes.
- Hand out the envelopes, ensuring each participant receives one. Give participants 5 minutes to pair the correct definitions with each term.
- After about 5 minutes, as a large group, go through the list of terms and ask participants for their answers. Clarify any outstanding questions.

TOPIC: LIFE CYCLE MATCHING GAME

Format	Individual brainstorm and large group discussion
Duration	40 minutes
Materials	Four flipchart papers labelled "Institutional Positioning", "Pre-positioning", "Proposal Preparation", and "Award/Post-award" Index cards (at least 16 per participant) Markers Masking tape Life cycle activities (Annex D) printed for facilitator

- At the front of the room, hang four flipcharts labelled "Institutional Positioning", "Pre-positioning", "Proposal Preparation", and "Award/Post-award".

- Distribute index cards to all participants. Ask participants to individually brainstorm - and then rapidly write down - as many activities that fall into each/any of the four phases presented on the flipcharts (as noted above) for 5 minutes. Participants should write down only one activity per card.
- Once the 5 minutes are up, have participants go up and post these activities on the correct flipchart.
- Once everyone is finished, have the group gather in front of the flipcharts. Starting with Institutional Positioning, spend a few minutes at each flipchart discussing the listed activities, including any important missing pieces, and removing duplicate activities. If activities are posted on an incorrect flipchart, work with participants to post them to the correct flipchart.
- You can lead the discussion with questions such as: "What activities are listed in this category?", "What duplicate activities can we remove?", "What activities might be better placed in another category?", "Do you see any activities that are not part of this proposal development phase?", "What activities are linked or must occur in a sequential order?", "Do you recognise any key decision points or activities? What are they and why are they key?".
- See Annex D for examples of life cycle activities.

TOPIC: BUILDING A PROPOSAL CALENDAR

Format	Rapid pairing and sharing; large group discussion
Duration	45 minutes
Materials	Flipchart "calendar" Markers Index cards Masking tape Solicitation (Annex A), one per participant print the following pages only: 1-20, 25-35, 37-38, 44-45, and 52-63 Proposal calendar (Annex E), one per participant

- Prepare a flipchart calendar (several pieces of paper will be needed to make it large enough) with a 6-week turnaround. To ensure participants can see, make it as large as possible. The general structure for this calendar should look something like this:

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
WEEK 1		RFP Released					
WEEK 2							
WEEK 3							
WEEK 4							
WEEK 5							
WEEK 6							
WEEK 7				Proposals due			

- Ask participants to find a partner and quickly brainstorm key milestones and activities in the proposal development process. Give pairs about 5 minutes to generate ideas.

- In the large group, ask different pairs to shout out one of the steps that they recall. Each time a step is named, write it on an index card in large letters. Keep writing ideas on cards until participants have no more ideas.

- Once the previous steps are completed, share the solicitation in Annex A with participants. Allow participants approximately 5 minutes to quickly review the solicitation. They should look for activities that a proposal development team would need to build into their proposal development calendar (i.e. electronic submission, hard copy submission, submission of questions, information calls, etc.).

- Ask the group if there are additional ideas that have emerged since the solicitation was shared and identify a scribe who will help to complete any additional index cards.

- Make sure the following milestones are mentioned: go/no go decision, pink review, red review, green review (budget draft), selection of key personnel, and submission.

- Ask participants to put the milestones and activities in order. (Which step comes first? Second? And so on.) Post on the wall calendar until the order is correct. Refine the content on the cards as needed. You may ask questions such as: "What events related to this proposal have specific dates? When are those?", "What are key decisions or materials that must be ready before others can proceed?", "How do you decide how much time is needed for each key activity?".

- See Annex E for a finalised proposal development calendar - the workshop prepared calendar should look similar but may have slight differences. Distribute copies to each participant. Participants can use the calendar as a reference for the remainder of the workshop.

TOPIC: PARTNER SELECTION

Format	Small group
Duration	60 minutes
Materials	Scenario (Annex F), one copy per participant Laptops (one per small group) Solicitation (Annex A) Partner matrix template (Annex G) (electronic version, one per small group) Flipcharts with partner questions Markers Masking tape

- Have participants move into small groups of between 3 to 5. Each group should work at a table with one laptop and have access to an electronic copy of the Partner Matrix Template (see Annex G as a separate Excel file). Once participants are in their groups, distribute the scenarios (Annex F) for review. Participants should also access their copies of the solicitation, which you distributed in the previous activity.

- Instruct participants to work in their small groups to select a consortium of partners for the proposed programme based on the information provided in the scenario and solicitation.

- Groups should prepare a partner matrix during their discussion, noting core technical, cross-cutting, geographical and any other special considerations (i.e. mix of national, regional, and international partners, management experience / skills) needed to have a successful proposal. This information can be gathered through the solicitation (pages 1 to 20). Then, reviewing the scenario, groups should mark which of the skills or capacity each potential partner would bring into the consortium, including their own organisation.

- Groups should then use their partner matrix and scenario to answer these key partner questions: “Does the organisation meet the donor’s requirements?”, “Are they a strategic partner?”, “Are they a good partner?”, “Do they have similar values?”, “Do they complement (not duplicate) your organisation’s and other consortium members’ skills and capacity?”, “Is there a clear role for them in the project?” These questions should be hung on flipchart paper around the room. Put one question on each flipchart.

- Allow ample time for a debrief, between 15 to 20 minutes. The debrief may include the following questions: What consortium did your group decide upon? How did you determine if a partner was strategic / good / shared similar values? Have you used a partner matrix in the past? If so, how did this exercise compare to your real-life experience? What did you find challenging about this exercise and why?

TOPIC: FOCUS GROUP DESIGN

Format	Musical flipcharts
Duration	30 minutes
Materials	Smartphone capable of playing music Speaker to plug into phone Music selection Flipcharts with the following headers: "USAID Local Government Support Program (LGSP) partners", "networks", "traditional and new media", and "CSOs" Masking tape Markers

- Give participants 5 minutes to scan pages 5-20 in the solicitation. In their scan, participants should seek out how these groups are engaged in the programme: USAID Local Government Support Program (LGSP) partners, networks, traditional and new media, and CSOs.
- In this exercise, participants work silently as music is playing in the background. They rotate to the various flipcharts, each with one target group listed as its header, at their own speed. At each flipchart, participants read the category of target individuals for a focus group, reflect on the scenario from the previous exercise and the solicitation, and then consider information they may need from the target group. They then draft a possible focus group discussion question and post the question on the appropriate flipchart.

- After participants have had an opportunity to add questions to all categories, ask the group to gather around the first flipchart. Ask a participant to read aloud the questions participants provided. The facilitator should challenge participants to think of additional information they may need to gather from specific target groups which could enhance their proposal design. Continue in this way through all the flipcharts.
- Debrief by asking questions such as: What were some of the strongest questions you saw developed during this process? Why were these strong questions? Other than focus groups, what other ways could some of these questions be answered (i.e. secondary data sources including reports or research, primary data such as targeted interviews or surveys)?

TOPIC: OUTLINING

Format	Small group work
Duration	60 minutes
Materials	Solicitation (Annex A) Outlining template (Annex H), one copy for facilitator Paper (three sheets per group) Pens Flipcharts (three per group) Markers Flipchart outline template

- Ask the participants divide into small groups, preferably working with new partners. Groups should be between 3 to 5. Each group should have a copy of the solicitation, blank paper, flipcharts, and markers.
- Groups should review the solicitation to identify key headings and sub-headings, allocate page numbers per section, evaluation criteria persection, special instructions, and guidelines per section, and list required and desired annexes. You should hang the flipchart outline template for groups to review in developing their own outlines. See Annex H.

- As the groups begin to outline, they can use the blank paper and pens for their drafts and brainstorming. They can use the flipcharts for their final outlines.
- Once groups have completed their outlines, have groups pair together. Ask groups to compare their outlines.
- Use these questions for the debrief: What similarities between your outlines did you find? What are the major differences? How did your group determine sub-headings / page allocation?

TOPIC: STORYBOARDING

Format	Small group activity
Duration	60 minutes
Materials	Flipchart paper (at least 5 per small group) Markers Masking tape Draft outline from previous exercise, focusing only on the Management Approach and Staffing Plan section Solicitation (Annex A) Management Approach and Staffing Plan, one per participant (Annex I)

- Explain that participants are going to practice creating a storyboard for ashort proposal section. Participants should remain in the same small groups from the previous session.
- Participants should use the Management Approach and Staffing Plan section of the solicitation for this activity. Participants should reference pages 29-30 and 44-46 of the solicitation.
- Ask the groups to plan out how they would present the Management Approach and Staffing Plan section using flipchart paper.
- Emphasise that participants shouldn't worry about the specifics of content, but rather how the pages should be planned and organised. The focus should be on how to make the best use of the assigned space to ensure ease of evaluation and improve readability.

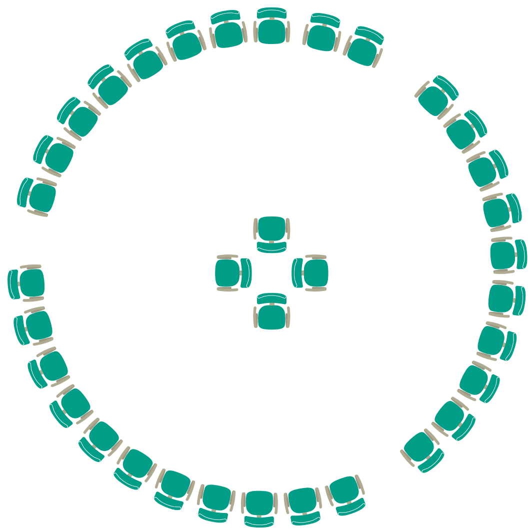
- Give each group 40 minutes to plan and draw out their storyboard pages.
- At the end of the 40 minutes, have participants report on their designs. Prompt the larger group to comment on whether the storyboards would support ease of evaluation; responsiveness to the donor; and look appealing on paper.
- Distribute Annex I, as a separate annex, as an example of how this section may look upon completion. If time permits, ask these debrief questions: What similarities exist between this example and your designs?, What surprises you about the design we handed out?, What features standout in this example - both negative and positive?

TOPIC: WRITING FABULOUSLY!

Format	Individual and group sharing
Duration	45 minutes
Materials	Flipchart labelled "FABulous Writing" with bullet points (3) for Features, Advantages, and Benefits and their corresponding definitions Masking tape Markers Paper (two sheets per participant) Pens (one per participant) Applicant resume, one per participant (Annex J) Job description, one per participant (Annex K) Solicitation (Annex A)

- Ask participants to recall the video lesson on FABulous writing. Ask participants to define FAB (Features, Advantages, and Benefits). Hang the "FABulous Writing" flipchart for use during this exercise.
- In this exercise participants will work individually to test their skills in FABulous writing. Distribute blank paper, pens, the applicant resume (see Annex J) and the job description (see Annex K) to each participant. Participants can also reference the solicitation to ensure they understand what the donor seeks in a Chief of Party, pages 44-45.

- The participants should draft a paragraph or two stating the qualifications and experiences of the selected applicant. Allow approximately 20 minutes for the writing portion of this exercise.
- Set up the room for a Fishbowl exercise. See picture below. Ask for three to four volunteers who will sit in the inner circle, read aloud their FABulous paragraph(s) and receive feedback from the listeners in the outer circle.



- Instruct the listeners to listen for features, advantages, and benefits. They should determine if the writing is FAB and how it is FAB. Listeners should also be on the "look out" for other concepts (i.e. active and passive voice, jargon, hidden verbs) as well as flow and responsiveness to the solicitation.

TOPIC: DAY 1 CLOSING

Format	Fist to 5
Duration	15 minutes

- Explain that you want the participants to indicate how well they liked the day's sessions by showing the number of fingers between one and five that best reflects how they feel. Five fingers mean they liked it a lot and one means they did not like it at all.
- Ask participants to make a fist and hold it high up in the air. Explain that on the count of three, everyone should show the number of fingers that best expresses how much they liked the entire day.

- Scan the room to get a sense of how the group felt about the day. Ask individuals for feedback about why they rated the day the way they did. If wanted, you can do this for the major sessions from the day to get more detailed feedback.
- Thank the participants for their input and assure them that you will carefully consider their feedback.

TOPIC: DAY 2 OPENING

Format	Group reflection
Duration	10 minutes

- Have participants gather in a circle. Ask that participants take a moment to reflect on the previous day's sessions.
- Ask participants to share one thing they learned on the previous day and /or one remaining question they have. If possible, answer the questions (or state when the question will be answered in today's sessions)

TOPIC: SENTENCE SIMPLIFICATION

Format	World Café (simplified format)
Duration	45 minutes
Materiasl	Flipcharts with sentences (one sentence per flipchart) Markers Sentences (Annex L)

- Ahead of the workshop, write 2-4 of the example sentences found in Annex L on the flipchart (one sentence per flipchart).
- Have participants form small groups, giving each group one of the flipcharts. Ask the groups to simplify the sentences to make them easier to read and understand, focusing on ideas such as hidden verbs, jargon, voice (active vs. passive), "big words", etc. Each group should draft the revised sentence below the original.

- After 5 minutes, ask participants to rotate to the next flipchart. Participants should review the first sentence and the revised sentence and if possible draft an improved simplified sentence. After 5 minutes, ask participants to rotate again and repeat the exercise.
- After three rounds, debrief by asking participants the following: What are some examples of the types of things you changed? Why did you change them?

TOPIC: MONITORING & EVALUATION

Format	Round tables
Duration	60 minutes
Materiasl	Solicitation (Annex A) Flipcharts (blank, approximately 5 sheets per group) Markers Masking tape M&E examples (Annex M1 and M2), one copy per participant

- Introduce that during this session participants can self-select between two groups. One group will draft a theory of change and a conceptual framework as a graphic and the other will create a logical framework. Both groups will complete their exercises using the solicitation as a reference. Participants should reference pages 5-20 and 52-63 for this exercise.
- Ideally, the two groups will be approximately equal in size. If your workshop has more than 20 participants, consider creating three groups where the third can complete either of the two above exercises.
- The group working on the theory of change should review the solicitation to see if the donor outlined a theory of change and if so this should be incorporated. If not, the group must develop one. In addition, the group should sketch a conceptual framework in graphic form including key concepts, assumptions, expectations, beliefs, or theories that support and inform the project. The conceptual framework may also include cross-cutting factors.

- The group working on the logical framework should review the solicitation to see if the donor outlined a required or suggested goal, purpose, objectives, outputs, activities, or indicators. If so, the framework should include these. In addition, the group should develop additional inputs which they believe will help their proposal stand apart from others.
- Each group should select one to two members to present in plenary. The presentations should be no more than 2 minutes (keep a timer), but the flipcharts outlining their group's work can be hung for participants to review more leisurely.
- Debrief by first distributing copies (one per participant) of the M&E examples (Annex M1 and M2). Ask participants questions like: What similarities do you see between your work and this example?, What differences do you see between your work and this example?, What features of these examples do you find visually pleasing / distracting?

TOPIC: FRINGE AND OVERHEAD CALCULATION

Format	Rapid pairing
Duration	30 minutes
Materiasl	Solicitation (Annex A) Pens Paper (piece per group) Calculators / Smartphones with calculators (one per pair) Worksheet (Annex N), one per group Answer guide (Annex O) Flipchart with fringe and overhead rates formulas Markers Masking tape

- Before the start of this session, prepare a sheet of flipchart paper with the fringe and overhead rates formulas but cover it with another sheet so that it's not visible to participants.
- Ask that participants to rapidly find a colleague to work with. Distribute the Worksheets (Annex N) to each pair and ensure that each pair has access to a calculator, paper, and pens.

- Ask the plenary if they recall the formula for determining the fringe and overhead rates – after the group reacts, unveil the flipchart with the formulas.
- Instruct pairs to work together to review the worksheet and to determine the fringe and overhead rates for the organisation. Allow 10 minutes for pairs to review the worksheet and to determine the fringe and overhead rates. In addition to determining the fringe and overhead rates, the groups should answer the worksheet questions.
- Share the correct fringe and overhead rate calculations. Ask if groups correctly calculated the rates and if one group would like to walk the participants through their calculations. Follow this by reviewing the worksheet questions and answers. You can use the Answer guide in Annex O.

TOPIC: BUDGET AND BUDGET NOTES

Format	Small groups review and large group discussion
Duration	60 minutes
Materiasl	Budget, one per group (Annex P) Budget notes, one per group (Annex Q) Solicitation (Annex A) Flipchart with allowability questions Markers Masking tape

- Before the start of the session, prepare four sheets of flipchart paper with the following questions (one question per sheet): "Is the cost reasonable?", "Can I allocate the cost to this specific award?", "Is the cost consistent?", and "Does the cost conform to the rules and regulations of this award?"
- Hang the flipchart papers with these four questions for participants' consideration during this exercise (up to two questions per paper).

- In addition, ensure that participants recall the meaning of "best value / value for money" (the best projects for the least amount of money, value for money looks at factors other than cost, such as quality and expertise, and the impact relative to the cost). Participants can refer to these pages in the solicitation: 19, 28, and 38.
- Have participants move into pairs. Distribute a copy of the budget and budget notes (see Annexes P and Q) to each pair. Ask that participants take 30 minutes to review the budget materials. Participants should review the budget with the following concepts in mind: allowability, reasonable, consistent, allocability, and best value / value for money. In groups, the participants should look at the three budgets (Year 1 costs only) and the budget notes for this review.
- Reconvene the participants. Explain that as you ask a question the participants must reflect on that aspect of the budget. Questions may include: What did you notice about the presentation of the budget (appearance, structure)? Does it make it easier or harder for you to review (and in what ways)? What did you notice about the presentation of the budget notes? Did this presentation make it easier or harder for you to review (and in what ways)? Are the costs reasonable? Were there explanations that helped you determine the reasonability of the costs? What were they? Are the processes for deriving costs provided in sufficient detail / reasonable? Can you give an example? Was best value / value for money articulated well in the budget notes? Why or why not?

TOPIC: ASK AN EXPERT (OPTIONAL)

Format	Expert panel
Duration	60 minutes

- Prior to the workshop, identify two to three individuals from civil society organisations or donors who can serve as experts in proposal development. These individuals should represent different roles or functions in preparing proposals. For example, they may include a proposal manager, writer, recruiter, technical lead, cost lead, or donor.

- Introduce the panel including the panelist's names, organisation, and role in the organisation.
- Use the interview questions below to begin the interview part. After three to five questions, open the floor so that participants can ask the panelists burning questions.

1. What is the most recent proposal you worked on, what was your role, and what is one thing you wish had gone differently in that proposal development process?
2. What are the most common challenges you face during proposal development?
3. Thinking back to proposals you have helped to win, are there common processes or techniques used which you believe contributed to the success?
4. What skills make up your proposal development dream team?
5. When you review a proposal, what really annoys you (i.e. what mistakes create a bad reaction)?
6. Who do you recommend reviews proposals prior to submission? Why?

TOPIC: PEER-TO-PEER CONVERSATIONS

Format	Speed dating
Duration	30 minutes
Materiasl	Stop watch / timer Noise maker

- Ask participants: As you move forward with proposal development work in your own organisation, what questions do you still have? What advice can you seek from your peers to help you deliver a winning proposal?

- Set up the room for “speed dating” by creating two long rows of chairs facing each other. Create enough space between each pair of facing chairs for a bit of privacy. All participants take a seat, and pairs discuss the two questions presented above. Allow 5 minutes for the first and second rounds (use a timer with a noise maker). For the third and fourth rounds, allow 3 minutes. During the progressive rounds participants may discover they have new questions or follow-up questions. They are not required to continue to discuss their initial two questions but can explore other interests. Rotate “dates” by having only one row move down (skip a chair or two between pairs if possible).

- To wrap up this activity, have participants share some of the highlights from their “dating” discussions. Were there any “aha” moments? Or reoccurring themes/concerns?

TOPIC: COURSE EVALUATION AND CLOSING

Format	Course evaluation and closing
Duration	30 minutes
Materiasl	Soft ball Evaluation (one per participant) Pens

- **Ball Learning Toss.** Have participants sit or stand in a circle. Pass a ball (or similar object) to different participants. As they receive the ball, they should share one or more things they learned during the training. Continue until each person has had a chance to speak.

- **Written evaluation.** Distribute the course evaluation form and give participants about 10 minutes to fill it out. You might want to step out of the room while they do so.

- **Closing words.** Share a few closing words to acknowledge the participation and hard work of attendees and emphasise that preparing excellent proposals is possible with practice and by using many of the processes and tools highlighted in the video-based part of the course and the workshop.

Annex B
SIMPLIFIED AGENDA

B

TIME	TOPIC
DAY 1	
EARLY MORNING SESSIONS	Welcome, introductions, and expectations
	Key terms matchup (optional)
	Life cycle matching game
	Building a proposal development calendar
LATE MORNING SESSIONS	Partner selection
EARLY AFTERNOON SESSIONS	Focus group design
	Outlining
LATE AFTERNOON SESSIONS	Storyboarding
	Writing fabulously!
	Day 1 closing

TIME	TOPIC
DAY 2	
EARLY MORNING SESSIONS	Day 2 opening
	Sentence simplification
	Monitoring and evaluation round table
MORNING SESSIONS	Fringe and overhead calculations
	Budget and budget notes
EARLY AFTERNOON SESSIONS	Ask an expert (optional)
LATE AFTERNOON SESSIONS	Peer-to-peer conversations
	Course evaluation and closing

Annex C

KEY TERMS MATCH UP

C

TERMS	DEFINITIONS
SOLICITED PROPOSAL	Proposal written based on specific objectives and requirements given by the donor.
UNSOLICITED PROPOSALS	Proposal or concept note written based on a need identified by your organisation, not by a donor.
SOLICITATION	Documents outlining what a donor organisation is seeking to fund and highlighting details like the location where they would like the work to take place, the timeframe, the donor's expectations concerning the work, the approximate monetary value of the work, and the goal and objectives of the work they want to fund.
RFA	An outline of what a donor organisation is seeking to fund.
RFP	An outline of what a donor organisation is seeking to fund.
PROPOSAL	Your organisation's response to a solicitation.
BID	Your organisation's response to a solicitation.
APPLICATION	Your organisation's response to a solicitation.
AWARD	Legal documents that describe your organisation's role, the donor's role, and the proposed work that bind you with the donor. This can take on many forms (agreement, grant or contract)
DONOR	The institution which issues the solicitation and the final award.
FUNDER	The institution which issues the solicitation and the final award.
LEAD APPLICANT	The organisation taking the lead on proposal development, who will also be held financially and programmatically responsible for the work.
PRIME	The organisation taking the lead on proposal development, who will also be held financially and programmatically responsible for the work.
PRIME RECIPIENT	The organisation taking the lead on proposal development, who will also be held financially and programmatically responsible for the work.
CONTRACT	An organisation agrees to deliver a product or service in exchange for funding. The primary beneficiary of the product or service is usually the donor, who knows exactly what they want to have done and how.
GRANT	An organisation received an amount of money from a donor for a particular purpose and usually for public benefit. Grants can be specific but they give much more space to the implementing organisation to solve the problem and get the work done the way it sees fit.
PPR	Brief summaries of completed projects that demonstrate your organisation's capacity to implement the project you're proposing.
LETTER OF SUPPORT	Letters demonstrating support from different types of entities that you'll collaborate with but won't have a contractual relationship with.
CONCEPT NOTE	A short document that gives description of the context, presents the problem, and gives a general overview of the types of activities your organisation is thinking about.

Annex D
LIFE CYCLE ACTIVITIES

D

INSTITUTIONAL POSITIONING	PRE-POSITIONING	PROPOSAL PREPARATION	AWARD / POST-AWARD
Influence donor solicitation/ design	Partner selection	Review solicitation	Answer donor questions
Scout competition	Research (site visits and assessments)	Hold Go/No Go decision	Review agreement
Implement current work well	Design (draft)	Hold proposal kick-off meeting	Request changes to agreement as needed
Treat employees fairly	Outlining (draft)	Create proposal calendar	Determine communication management with donor
Publish thought leadership pieces	Create job descriptions	Attend bidders conference	Submit required documentation
Engage with donors	Recruitment	Submit questions and review Q&A from donor	Form Start-up team
	Ideation for cost share	Assign proposal roles	Transfer proposal materials to Start-up team
	Identify past performance reviews	Design (ToC, Logical Framework, Staffing structure)	Organise Pre-award kick off meeting
	Identify competitiveness	Recruitment	Finalise Start-up workplan/roadmap
		Technical (Pink team) review	Request donor debrief on proposal
		Writing	
		Technical (Red team) review	
		Costing (Green team) review	
		Editing	
		Submission	

Annex F

SCENARIO

F

Your organisation has decided to prepare a proposal for the Moldova Partnerships for Sustainable Civil Society project (MPSCS) through funding from USAID. Your organisation profile is below, as are the profiles of three additional potential partners. Use the solicitation and the matrix to select partners (none, one, or more – but be wise in thinking through if more or less is better!)

Your organisation:

Your organisation is an international non-profit with headquarters in Washington, DC. Globally your organisation has about 3,000 employees, the clear majority of which are located in Sub-Saharan Africa. Your organisation was founded in the mid-1970s and is well known within the donor community, including USAID, for implementing civil society strengthening activities. Globally, your organisation has technical expertise in supporting good governance, HIV, and capacity building programming.

Your organisation has technical leads at the global level for good governance and capacity building but not in media or communications. Your organisation also lacks expertise in tax reform laws and other similar financial legal issues. Your organisation is also strong in monitoring and evaluation with a team based at headquarters who can support the programme. Your organisation is well positioned to financially manage the award. You have a robust awards management system in place, including sub-grants.

Despite this, your organisation does not currently work in Moldova. You have only two programmes in the region, one in Belarus and one in Ukraine. Both of these are focused on capacity building of civil society organisations.

Potential Partner A:

This partner is registered in Moldova and has a small office with about 10 staff in the capital. They only work in the capital and do not provide programmes across the country. They focus on social media campaigns around political issues such as "get out to vote", free speech, and corruption within government and links between government and business. They are a Moldovan-managed organisation. Your organisation has never worked with this organisation. This organisation brings no cost share. This organisation has been a sub-recipient of USAID in the past.

Potential Partner B:

This is an international NGO with headquarters in Brussels. They have current operations in Moldova. They have a sizable portfolio in country, approximately $2million per year and so have indicated that they will require at least $980,000 per year to enter into a partnership and participate in this work. Their focus is on communication including print, radio, television, and social media. They are known for capacity building of media outlets but they can also develop their own media to use in programmes. Their office is managed by an international staff, whose salary and allowances are rather significant. Your organisation has worked successfully with this organisation in Belarus and so has some history to build on. This organisation brings no cost share. They have managed a small award from USAID, but much smaller than the amount you would award to them based on their scope of work.

Potential Partner C:

This is a local NGO led by a well-known anti-establishment female. The NGO focuses on increasing the participation of women and other minority groups in political matters. This is a well-known NGO, but your organisation has never worked with them. And, while they are well-known and do good work, they do not have strong financial capacity. However, they bring a sizable cost-share to the project through volunteers and links to local businesses. This organisation has been an awardee of USAID in the past, but failed to submit key deliverables on time.

Potential Partner D:

This is a local for-profit business that provides capacity building services to businesses and civil society organisations. Your organisation has hired them for work in Ukraine with some success. Their rates are very reasonable, in fact are often cheaper then your own orgaisation's. They focus on financial management, human resource management, change management, and board of directors capacity building. Many of the services they provide are the same that your organisation is best known for. They have never managed a portfolio with funding from USAID.

Annex H

OUTLINING TEMPLATE

H

SOLICITATION REFERENCE	EVALUATION POINTS	OUTLINE	INSTRUCTIONS	PAGE ALLOCATION

Annex L
SENTENCES

L

1. Management issues affecting project outcomes will be addressed by the Chief of Party.
2. The dedicated PLMG1 Officer will be in collaboration with all SIP2 partners to ensurethat the work is done with adequate support and according to the TRM3 and DRL4 guidance.
3. In order to achieve targets, we must undertake the accurate calculation of new MBR5 figures for every TRG6 monthly meeting.
4. Completion of the APEA7 assessment will influence the final activities and indicators and be completed by the SACREP officer.

1. Partnership Learning Monetisation Growth
2. Social Impact
3. Technology Risk Management
4. United States Bureau of Democracy, Human Rights and Labor
5. Monthly Business Review
6. Transition Resource Group
7. Applied Political Economy Analysis

Annex N
WORKSHEET

N

1. What are direct costs?
2. What types of costs are generally considered direct?
3. What are examples of indirect costs?
4. What are the two categories of indirect costs?
5. What are fringe costs?
6. What types of costs are considered overhead?
7. Organise the following costs into direct and indirect.

	DIRECT	INDIRECT
PROJECT LABOUR		
MEDICAL INSURANCE		
PROJECT OFFICE		
HOME OFFICE		
PROJECT VEHICLE		
HOME OFFICE PAPER SUPPLY		
PROJECT LABOUR HOUSING ALLOWANCE		

Scenario: Organisation Jolly Good is in the process of determining its fringe and overhead rates for a new programme application. Jolly Good has a total labour cost of $378,000 per year. The fringe benefits pool is $83,550 per year. These costs include medical insurance, severance, 13th month payment, and retirement contribution. What is Jolly Good's fringe rate?

$$\text{Fringe Rate \%} = \frac{\text{Total Fringe Benefit Pool}}{\text{Total Labour Costs}}$$

Jolly Good has direct costs of $665,302 per year and $59,871 overhead. These costs include office rent, utilities, equipment maintenance, and registration fees. What is their overhead rate?

$$\text{Overhead Rate \%} = \frac{\text{Total Overhead Benefit Pool}}{\text{Total Direct Costs}}$$

Annex O
ANSWER GUIDE

O

1. What are direct costs? Costs that are directly related to the project activities.
2. What types of costs are generally considered direct? Labour, fringe related to labour, project travel expenses, equipment, supplies, and activities.
3. What are examples of indirect costs? Non-salary compensation, rent, utilities, paper for the copy machine.
4. What are the two categories of indirect costs? Fringe and overhead.
5. What are fringe costs? Fringe benefit costs include all non-salary compensation including paid vacation days, pension benefits, and things like housing allowance, or medical insurance that the organisation provides to its employees.
6. What types of costs are considered overhead? Overheads refers to the costs the organisation has to incur to function daily: rent, utilities, paper for the copy machine, and the like.
7. Organise the following costs into direct and indirect.

	DIRECT	INDIRECT
PROJECT LABOUR	X	
MEDICAL INSURANCE		X
PROJECT OFFICE	X	
HOME OFFICE		X
PROJECT VEHICLE	X	
HOME OFFICE PAPER SUPPLY		X
PROJECT LABOUR HOUSING ALLOWANCE	X	

What is Jolly Good's fringe rate? **22.1%**

What is their overhead rate? **8.9%**