

**REPORT ON TRAINING ON
REPORTING SKILLS AND
PROJECT PROPOSAL WRITING**

Nairobi, Kenya

18 – 22 July 2011

ELD Training
www.eldtraining.com



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INTRODUCTION

This report documents the process and evaluates the outcomes of a five-day training on Reporting Skills and Proposal Writing conducted for nine participants from various organisations and conducted at the Fairview Hotel, Nairobi, Kenya, from 18 – 22 July 2011.

The training was developed by ELD Training and led by ELD Director Mr Neil Kendrick. Participants represented a range of development organisations from several African nations as follows:

- Badra Yusuf - Norwegian Refugee Council
- Anne Wambui Kamau - CIC Insurance Group
- Barbara Jerono Chesire - CIC Insurance Group
- Belinda Karuaera - Namibia Council
- Sam Kaxuxuena - Namibia Council
- Henry Macharia Maina - ASAL
- Floride Ahitungiye - Search for Common Ground
- Narcisse Kalisa - Search for Common Ground
- Kigbara Young - Movement for the Survival of the Ogoni People (MOSOP)

This report begins with an evaluation based on daily feedback, end-of-course survey and trainer's observations, and is followed with a day-by-day narrative of what was covered. Participants' feedback can be found at the end of each day. Work produced by participants - draft reports and proposals - are annexed.



TRAINING EVALUATION

Trainer's Observations

From our perspective things went very well in almost all respects. Participants were extremely enthusiastic throughout, and that enthusiasm grew day by day.

The course aimed to balance a lot of inputs (due to having two major objectives) by providing the minimum of theory and maximum application of tools. Group discussions, exercises, tasks and extended hands-on practical work kept the participants' interest and ensured participation was high. A lot of ground was covered.

In practical work, participants clearly demonstrated they had not only acquired the knowledge of Professional Writing and writing reports and proposals, but were able to successfully apply the process and approaches learned. Participants' draft outputs can be found in Annex 2. Please note these are drafts only with just minimal editing.

The training was evaluated daily through end-of-day feedback collected on cards where participants noted what they were happy about from the day's events, as well as any questions and concerns. (These can be found in the Daily Narrative section of this report at the end of the description of each day's learning.)

To quote one participant:

"Having read ELD materials and visited their web site, I cam to this course with very high expectations. I am happy to say that all my expectations have been met and exceeded."



Evaluation

On the final day, participants were surveyed on various criteria related to the course, and their responses are compiled in the table below.

The survey shows a high level of satisfaction with all aspects of the training. Almost all responses fell in the happy (60-80) or very happy (80-100) ranges. The only minor concerns were mainly related to logistics. While from UNFPA side logistics were excellently managed, occasional power outages and poor Internet connectivity was a cause of concern for some.

Criteria	0-20	20-40	40-60	60-80	80-100
Objectives met?					XXXXXXXXXX
Your skills improved?					XXXXXXXXXX
Confidence gained?				XXXXX	XXXX
Content appropriate?				XX	XXXXXXXXXX
Useful materials?				XX	XXXXXXXXXX
Methodology appropriate?				XX	XXXXXXXXXX
Trainer's knowledge & skill					XXXXXXXXXX
Logistics				X	XXXXXXXXXX
Worth coming?					XXXXXXXXXX

Participants' Comments

Narrative comments from the participants (collected during the survey) on the last day included:

- *It was very helpful for me ... I gained a lot of report and proposal writing skills ... probably the best training I have ever attended*
- *The workshop was excellent ... it was really worth coming*
- *Useful and relevant to my work*
- *Learned some great tools (especially Mind Manager) ... makes my writing organised and so much easier*
- *Extremely pleased with the training and looking forward to applying it*
- *Really helpful*
- *I now have the confidence to write a proposal*

DAILY NARRATIVE

DAY ONE

The first day set the objectives for the course and outlined how we would achieve these. Participants also learned some valuable theory about what Professional Writing is and what makes writing effective. A major learning of Day One was on how to improve clarity in writing.

Course Introduction

The day began with a welcome to all participants, after which participants introduced themselves in the plenary.

Next, the trainer elaborated on the purpose for the training and the broad objectives of enhancing participants' ability to write project proposals and write quality professional reports.

Participants were then asked to note down, and discuss in groups, their expectations from the training. Expectations were invited for all levels -

- Method / preferred learning style
- Content / knowledge / learning
- Desired change in skill
- Effectiveness - how the improved skills would have a later impact for UNFPA

These were then gathered into a Mind Map and discussed.



We then went on to look at the initial schedule (later modified, see Annex 1: Final Training Schedule) to see how it reflected the participants' expectations. The course was further illustrated as a process, as follows:

The first session wrapped up with agreement on logistics and norm setting to ensure efficient use of the time available and a successful training.

What is Professional Writing?



The first major input of the course was on the principles of Professional Writing.

First, participants brainstormed their ideas around the focus question 'What is Professional Writing?' Ideas were diverse, and tended to describe what is good writing rather than define the concept itself. The trainer then volunteered a definition that 'Professional Writing is about creating action / change'.

Next, we examined the features of effective writing, which were presented as follows:



This was further illustrated through a reading task where participants read and evaluated two pieces of writing. While neither was 'perfect', participants were able to identify the strengths and weaknesses of each, further developing their understanding of what makes writing effective. An interesting learning was also that they realised it is actually the writer's responsibility to be understood. Participants had previously considered themselves to blame when having difficulty understanding a text.

Next, we considered the responsibilities of the Reporter and Proposal Writer.

Responsibilities of the Reporter were clarified as being to:

- Investigate
- Analyse
- Understand
- Describe
- Explain
- Draw conclusions
- Recommend
- Help your reader decide on action

Responsibilities of the Proposal Writer were to:

- Investigate the Situation – using a range of tools and points of view
- Analyse – understand the causes of the problem to be addressed
- Describe & Explain – help your donor to see the situation the way you see it
- Develop a Plan of Action – set objectives, devise a strategy, schedule activities, developing a monitoring and evaluation mechanism and management plan ...
- Persuade your Reader that –
 - The problem is worth solving
 - It can be solved
 - You can do it

Common problems with Proposal and Report Writing were also noted as:

- Lack of Clear Objectives
- Poorly-Organised and Difficult to Follow
- Not Concise or Clear
- Poor Use of Language
- Poor Style
- Poor Spelling, Grammar and Punctuation

The session continued by exploring that 'writing sends a message', and discussed how readers will always make judgements about us / our organisations based on how we write. Hence, poorly organised writing suggests disorganised people; while writers wasteful with words may be seen as being extravagant in other ways.

The final topic covered in the morning session looked at the Writing Process. Participants were introduced to the four-step Writing Process of:

- Thinking / Analysis
- Planning
- Drafting
- Editing

The trainer clarified how we often confuse these steps, especially Drafting and Editing, leading to problems in writing.

Writing Clearly

The afternoon session began with examining how to improve clarity in writing. Participants were given worksheets electronically to allow for easier editing during the exercises.

Participants were introduced to a tool called the Fog Index. By analysing the Average Sentence Length (ASL) and percentage of complex words (words of three or more syllables), the Index gives us a score equivalent to 'the number of years education a reader needs to easily understand a text the first time'.

Next, a short text was taken for evaluation. In many ways, it was a good piece of writing, but also it forced readers to slow down and re-read. In other places the meaning came through only after some considerable strain on the part of readers. We realised that this was due to poor clarity, mainly caused by long sentences and too many complex (polysyllabic) words.

On analysing the text using the Fog Index, we saw that its index was extremely high.

The afternoon continued with an exploration of how to improve readability by reducing the Fog Index. First, we brainstormed reasons why it's a good idea to use short sentences and came up with:

- Easier and faster to write
- More accurate
- Easier and faster to read
- Make your message more obvious
- Get your reader's attention
- Easier to remember

We then presented, gave examples of and practiced through exercises various ways to reduce the ASL and increase readability:

- Breaking up long paragraphs
- Breaking up long sentences
- Preferring to use short words
- Reducing unnecessary words
- Getting rid of meaningless phrases
- Cutting out emphasising language
- Reducing nominalisations

Participants then worked in groups to increase the readability of a two paragraphs of text. From this exercise we recognised that it does not need much in terms of editing to take a difficult text and make it simple enough for readers to easily grasp.

Day-end Feedback¹

Happy About ...	Questions & Concerns ...
Excellent start Useful sessions Interactive / Participatory (4) Fog Index is useful (4) Tools for writing clearly / keeping sentences short (3) Definition of Professional Writing Good presentation style Nice learning environment (3) Good timing	Need more time for some tasks

¹ Where more than one participant made the same comment, this is indicated by a number in parentheses.

DAY TWO

The main focus of Day Two was on setting writing objectives and data analysis. Participants also learned more about data gathering methods and were introduced to Mind Mapping software.

Setting Objectives

After discussion of the first day's feedback we moved onto the first major point of the day, Setting Objectives. While specifically focused on Reporting, many of the issues were also related to the Proposal Writing context wherever possible.

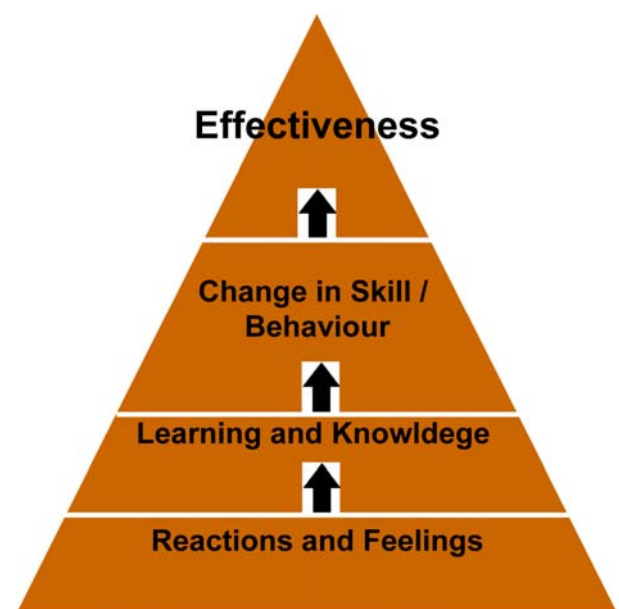
We looked firstly at the overall purpose of reporting. After brainstorming together, we came up with the following list of reasons for reporting:

- To facilitate smooth implementation of programs
- Accountability and transparency
- To provide a record of progress / success
- To investigate concerns from management or end users
- Monitoring activities, use of resources
- Gain support for our work and advocate change
- Assist management thinking

We then moved on to look at setting specific report objectives, using key questions such as:

- What is the history?
- What are the current issues to be explored?
- How will the results of the investigation be used?
- Are you looking at strengths and weaknesses?
- Are you looking at process, performance or outcomes?

The session continued by examining the four levels of evaluation, noting how, at different stages of implementation, we can expect to gather information on different levels. We also saw how these four levels correspond to the intervention logic of the Logical Framework.



The session continued looking at various types of report - evaluation formats, such as the EU format, monitoring reports and progress reports.



However, the most important point that emerged from the study of different formats was that any report format, or even a specific TOR, is never a box-filling exercise. To fully understand the format and develop a plan for data gathering, analysis and presentation, an essential starting point is to map the structure / format in order to (i) identify the questions the report should answer and (ii) identify where the information needed will be found.

Data Gathering Methods

The session continued by looking at getting answers to the questions. We saw that there were six main ways of gathering data:

- Survey – questionnaires, checklists
- Interview – structured or unstructured, getting first-hand responses from end users
- Desk Study – reviewing existing documentation: reports, publications, web sites
- Observation – visiting the project site and personally observing what is happening
- Focus Group Discussion – facilitated meetings with groups of end users around a particular issue
- Case Study – an in-depth investigation over time into one particular end user's experience and outcomes of the programme

In teams, participants discussed and presented back on one method each, outlining its overall purpose, advantages and limitations / risks. We saw that each method presents both opportunities as well as having drawbacks; and that some methods can get us more quantitative data, while others are more qualitative. It was agreed that, to get the required information in a low-cost, reliable way and to get both breadth and depth of information, a combination of methods should be used.

Data Analysis

The rest of the day was spent on Data Analysis. To start the session, we began with analysing quantitative data. Participants were given a set of graphs representing responses from a survey of the citizens of Nepal on a range of issues conducted at the height of that country's civil war.

Participants discussed and compared their interpretations, and it became clear that even quantitative data is seldom neutral, and that everything can be interpreted in more than one way. Therefore, as reporters, we have a responsibility to speak on behalf of 'the facts' rather than letting 'the facts speak for themselves'.

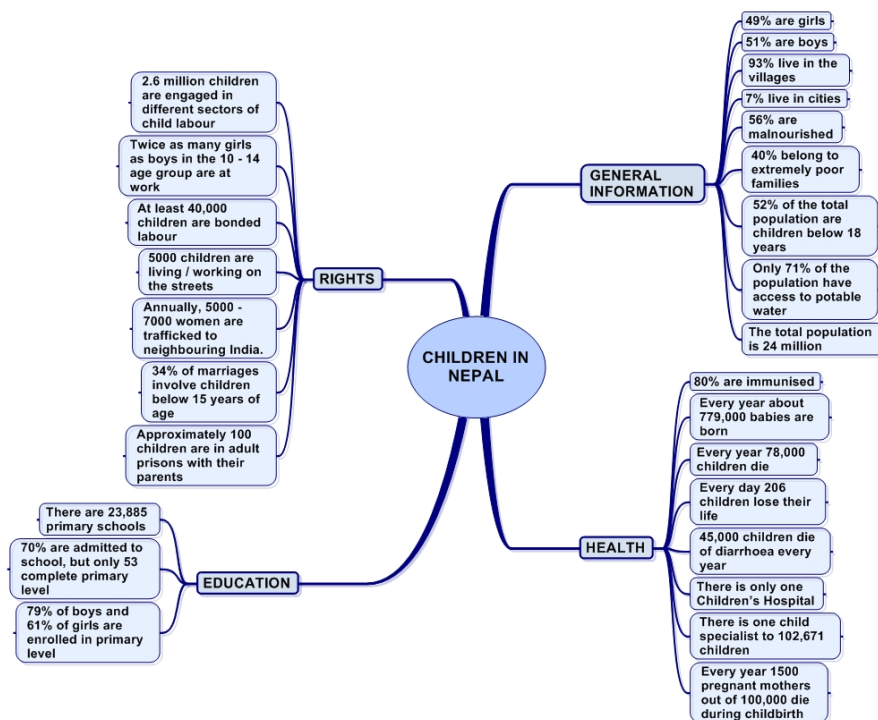
The Three Steps of Data Analysis

We then moved onto the three steps of data analysis:

- Read everything
- Cluster / organise the information
- Identify patterns, associations and relationships

Participants were given a fact sheet which was to form the basis of extended practical work throughout the rest of the week. This fact sheet contained around 30 pieces of 'information' related to the status of children in Nepal. In the first step of analysis, participants, in groups, read through and discussed each piece of data, noting their reactions and thoughts. Through the exercise, some questions were raised - after all, secondary data is static and often incomplete or does not fully answer our questions - and participants naturally tried to connect some of the ideas. It was recognised that this step, though quite limiting, was necessary as a familiarisation stage and that some conclusions, even though incomplete, were already starting to emerge.

Next, we moved to the second step. The same information was issued to participants, this time cut up onto separate pieces of card. Participants then clustered these to find some structure for the information. This was very much a trial-and-error process and, like step one, also had its limitations. While some pieces of information definitely belonged in a particular category, others seemed to belong in more than one 'box' while others were 'orphans', seemingly unrelated to the rest. In the end, a basic structure for the data was agreed as seen below.



This basic clustering of data was then broken down even further within each section to give us a basic structure for the data. While this level of analysis would be sufficient to give a descriptive report, we had seen on Day One that the reporter's responsibility includes that of explaining the data. For this, it was necessary to synthesise the information.

The final step of data analysis was identifying patterns, associations and relationships. For this, it was necessary to use the Mind Mapping tool. After a brief introduction to the principles and a few examples, participants were equipped with Mind Manager software in order to develop Mind Maps of the data. By the end of the day, participants had mapped the data, although the final analysis was left over for the next morning.

Day-end Feedback

Happy About ...	Questions & Concerns ...
Setting objectives (4) Data gathering methods Evaluation reports (2) Four levels of evaluation (3) Starting to understand Mind Manager (6) Data analysis (graphs) (2) This has simplified reporting for me Practical learning Great examples Every day things are becoming clearer I am getting more confident Interesting discussion Fantastic day	How do we use Mind Mapping for proposals?

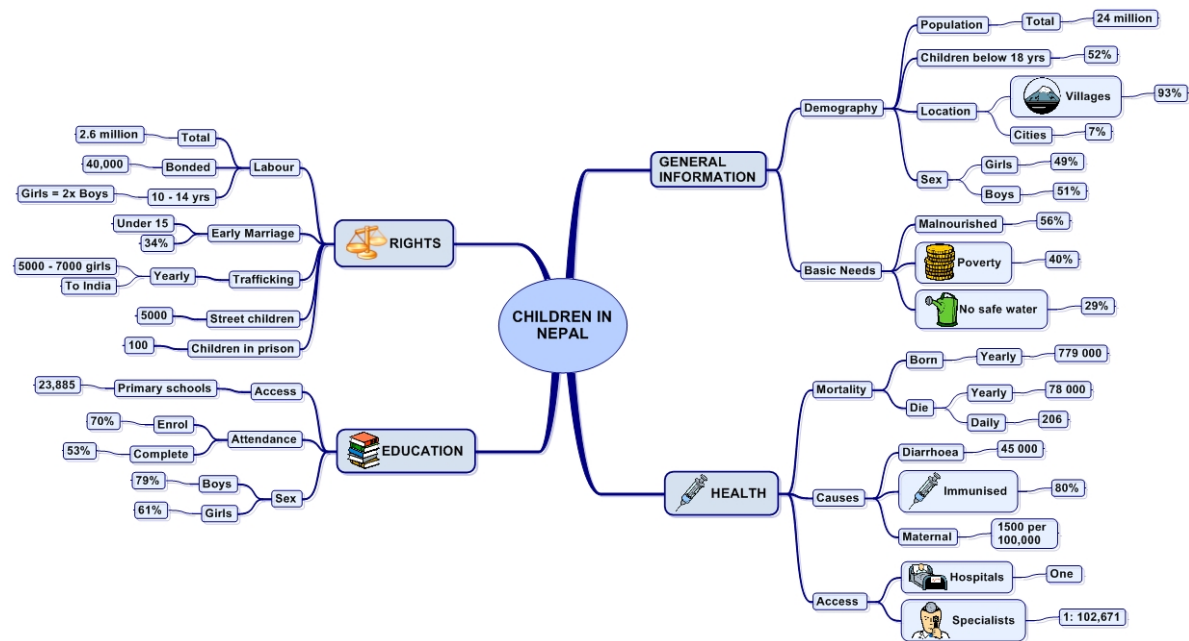


DAY THREE

Day Three took the data analysis further as participants learned how to use Mind Mapping to synthesise data. After learning about how to organise ideas in writing, they then applied all the tools so far into developing a report based on the data they had analysed.

Data Analysis (Cont.)

The first session began with a discussion of Day Two's feedback and questions. Resuming from the previous day, participants had collected everything in one framework, as seen below.



Next, participants moved to turning the quantitative data to qualitative. For each piece of data or idea in their Maps, they were asked to 'describe' the data (using the Mind Manager 'Call Out' function). This exercise had two benefits. First, it allowed participants to 'step back' from the data and start to draw conclusions; and, secondly, it meant that during drafting participants were unlikely to be 'lost for words', as all their ideas would be easily accessible.

Next, we moved onto identifying some of the underlying issues that were not easily identified from steps one and two. We would return to these Maps later in the day during Drafting exercises applying the tools of Organising Ideas.

Organising Ideas

In the afternoon the focus turned to organising ideas in writing. We saw that there were two main ways of organising our ideas - the Inductive and Deductive approaches. While the Inductive approach is logical, it often fails to be persuasive. We suggested that participants prefer to use the Deductive approach as it:

It helps the reader to decide on action

- It's more persuasive
- The reader might not read everything
- It gets the reader's attention
- It helps the reader to follow the argument
- It shows respect

The session continued by looking at the various ways to organise the main points of any document:

- Chronology / Sequence
- Location
- Order of Importance
- General to Specific
- Specific to General

However, whichever way of organising ideas is used, it is always essential to give the main point as soon as possible to help the reader to follow the rest.

The session on what makes a paragraph effective further reinforced this. One key feature of a good paragraph is the presence of a Topic Sentence, usually the first sentence of the paragraph. The Topic Sentence can give the structure of the argument, but, more usually, is interpretive, offering a summary, conclusion or reaction to the evidence the paragraph presents.

The rest of the session was based around practical exercises where participants tried to identify the Topic Sentences for a range of paragraphs. Interestingly, as well as being hard work (something we should not force on our readers!) participants came up with many various (and often contradictory) Topic Sentences for the same data. This further illustrated the importance of Topic Sentences in persuading the reader to see things the way we see them.

The session concluded by examining how, if we are consistent in using Topic Sentences, we can both aid readers in speed reading and also summarise our documents easily by using the Topic Sentences as the basis for a document overview.

Drafting Practical: Introduction & Findings

The final session of the day took participants through a more extended exercise where the Mind Map analysis was used as a vehicle for Drafting.

Using the Map, the facilitator outlined how to develop the analysis into a report structure and how to draft the report Introduction. Participants worked in teams and then, in plenary, we drafted the report's context section.

Participants then worked in teams to draft the various sections of the report, to be compiled the next morning (see Annex 2: Outputs from Group Work).

Day-end Feedback

Happy About ...	Questions & Concerns ...
All sessions were good / Great day (5) Well-structured day / presentations Mind Manager was fantastic / practical session was great (6) Interesting tasks and exercises (2) Linking cross-cutting ideas together in Mind Mapping (2) Hands-on work (3) Enjoying the course	None



DAY FOUR

After wrapping up the previous day's extended practical, Day Four reviewed the Logical Framework Approach, after which groups started to work on planning their extended assignments.

Drafting Practical: Conclusions & Recommendations

After the review of the previous day's sessions and feedback, we gathered participants' drafts and incorporated them into the Mind Map. Participants then brainstormed conclusions and these were also added. Next, the trainer illustrated how to ensure all conclusions were balanced with Recommendations, and the final report draft was exported to Word. The end result (see Annex 2: Outputs from Group Work) was a clear report with good flow and structure, with conclusions based on firm evidence and logical recommendations.

The Logical Framework Approach

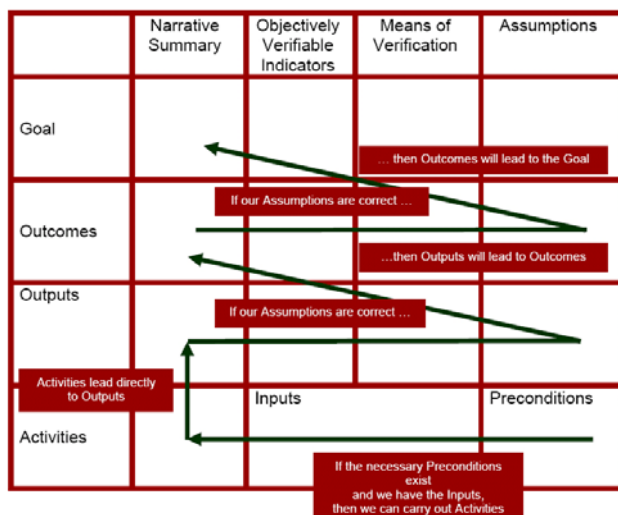
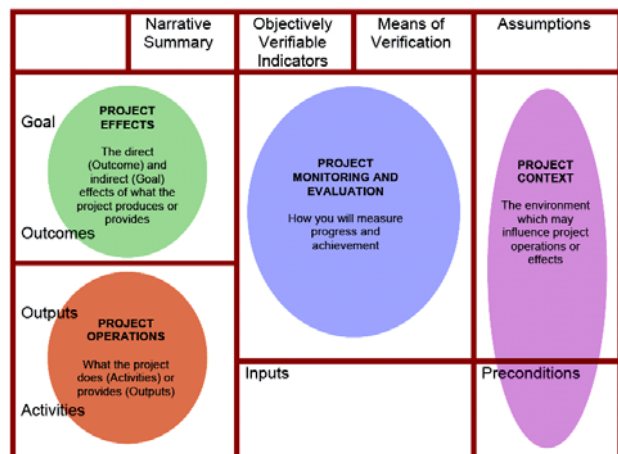
As we had made such rapid progress so far, it was decided that we would further strengthen the Proposal Writing objective by having a Logical Framework Approach 'walkthrough'. Although usually a two-day component of any training, slides were reduced to the minimum, exercises and discussions dropped and the whole stage was covered in just 60 minutes.

Interestingly, non-programme staff who had claimed not to know anything about the Logical Framework actually managed to connect their own experience of dealing with programme staff's workplans and recognise how the LFA is actually a part of their work.

After some brief theory and history of the LFA, we got straight to the Logical Framework itself - the columns, the rows, the different sections and the diagonal logic.

Along with the conceptual illustrations, a complete case study / example was regularly referred to, illustrating the ideas presented.

After the theory, we looked at each of the steps - Problem Analysis, Stakeholder Analysis, Setting Objectives and Defining a Strategy. Next, we saw how these ideas were integrated into the Logical Framework, and how the rest of the data (Preconditions, Assumptions, Inputs, OVI and MOV) were incorporated.



Finally, we looked at how the analysis and Logical Framework data were transformed through Mind Mapping into a plan for Drafting the Proposal.

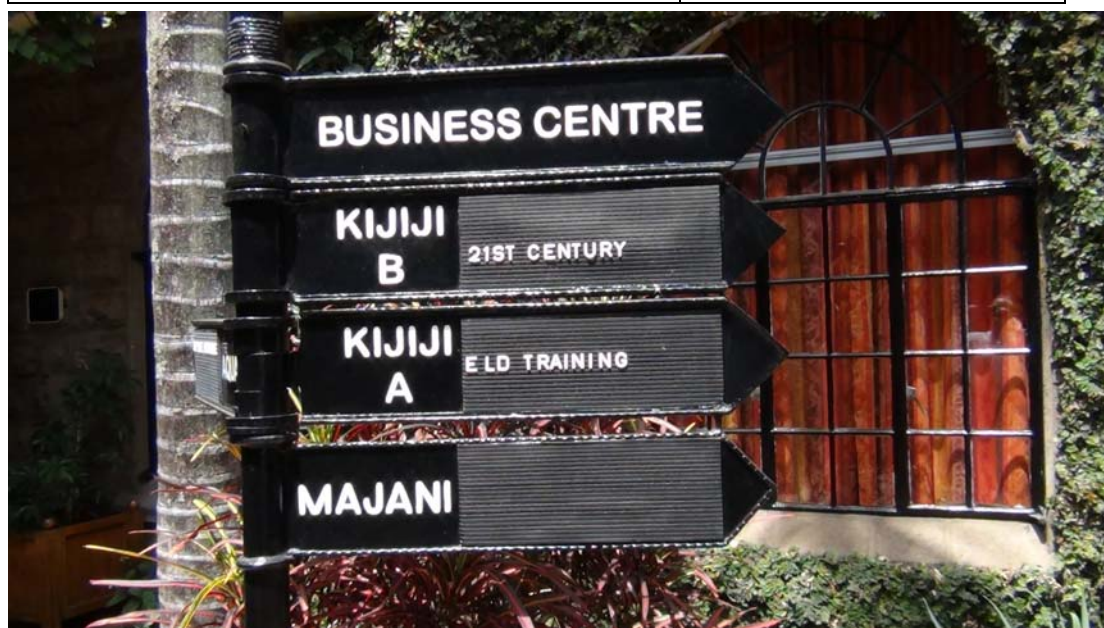
Extended Group Work: Planning Practical

Since the end of the previous day, groups had been forming for the extended writing assignments. (In some cases individuals opted to work alone.)

Throughout the day, teams worked together smoothly, applying the tools learned so far. They developed comprehensive Mind Maps, and by the end of the day all groups had started drafting.

Day-end Feedback

Happy About ...	Questions & Concerns ...
<p>How the Problem / Objectives trees lead to the Log Frame (2)</p> <p>Everything makes sense / is easier (2)</p> <p>Proposal writing practice (2)</p> <p>Great presentation on Log Frame</p> <p>Everything clear and falling into place (2)</p> <p>Using Mind Manager for developing proposals!</p> <p>Drafting is now very easy</p>	<p>None</p>



DAY FIVE

On the final day, participants completed their extended assignments. After some peer editing, these were shared and discussed in the plenary and the course was evaluated.

Extended Group Work: Drafting Practical

Without losing time for review, participants got straight down on the final day to developing their drafts further. Those groups who finished earlier / were more complete exported their Maps to Word and started to look through their drafts to see where improvements could be made in terms of Objectives, Organisation of Ideas and Clarity. At the end of the first session, all groups copied their Maps and Drafts to a pen drive for the peer editing session.

Editing Skills

Participants' printed drafts were shared with other teams so they could give suggestions to each other. Teams were asked to focus on the key areas of: Clear Objectives, Organisation of Ideas and Clarity / Conciseness.

Presentation of Group Work

The day continued with a plenary review of team outputs. We went through each one, highlighting both the strengths and weaknesses of each, and offering ideas for improvement. Some changes were made to each document, although the annexed versions (see Annex 2: Outputs of Group Work) should still be considered drafts and not examples of the best work participants could produce under more natural circumstances and with less time constraint.



Review and Close

In the closing session, we reviewed the key points covered briefly, looking at the process we had used during the course. From each step of the process we highlighted the major lessons.

Next, we reviewed the original objectives of the training as well as participants' own expectations from Day One. It was noted that many major achievements may not even have appeared in the expectations, as often at the start of a workshop we don't actually 'know what we want' or may not be able to anticipate what may come. (Many key areas of ELD courses, such as the Fog Index, Mind Mapping, etc., fall in the zone of things people 'don't know they need' until afterwards.)

Participants then had a chance to evaluate the course using a checklist ranking various course criteria, as well as adding their own free narrative comments. (See the Evaluation section for details.)

The trainer then directed participants to the large amount of digital resource materials provided by ELD for follow-up self-study on CD.

We then opened the floor for questions, reactions and comments to give all participants a chance to express their reactions and raise any remaining concerns.

The workshop closed with the distribution of certificates.



ANNEXES

Annex 1: Final Training Schedule

Day One

- Course Introduction
- Introduction to Professional Writing and The Writing process
- Writing Clearly

Day Two

- Setting Objectives
- Data Gathering Methods
- Data Analysis

Day Three

- Data Analysis / Planning
- Organising Ideas in Writing
- Extended Practical 1 (Children in Nepal Report)

Day Four

- The Logical Framework Approach
- Extended Practical 2 - Planning (Group-defined tasks)

Day Five

- Extended Practical 2 (Cont.) - Drafting
- Peer Editing
- Final Presentation
- Review, Evaluation & Closing

Annex 2: Outputs from Group Work

VULNERABLE SITUATION OF CHILDREN IN NEPAL

INTRODUCTION

The purpose of this report is to highlight the challenges faced by children in Nepal.

Nepal has a youthful population, mostly living in rural areas. Out of a population of 24 million, 52% are children below the age of 18. 93% of children live in villages, where they are less likely to have access to education and good health care.



There are about the same number of boys as girls. There are 49 girls to every 51 boys - however, girls discriminated against. They are less likely to attend school and at greater risk of getting married before they reach 15.

Although children make up more than half the population, their basic needs are not met. More than half are malnourished, poverty is widespread and there is limited access to safe water.

Malnourishment is severe, affecting 56% of children. 40% of children come from extremely poor families, contributing to widespread child labour and trafficking. Lack of clean water leads to preventable diseases such as diarrhoea, the leading cause of early mortality. Just 29% of children have access to safe water.

Information in this report is based on UNICEF's Nepal country report 2010 as well as interviews with staff of international and local NGOs working in child health, education and rights.

This report is organised as follows:

- Findings
 - Alarming Health Situation of Children
 - Disturbing State of Children's Education
 - Child Rights Violations
- Conclusions
- Recommendations

MAIN BODY / FINDINGS

HEALTH

The health situation of the children of Nepal is alarming. The children mortality is frightening at over 10%. 78 000 of the 779000 children born die each year, with 45 000 dying due to diarrhoea due to unsafe water. The maternal mortality rate is equally high with 1500 per 100 000. This is due to limited access to health services, as well as widespread early marriage.

Access to health care is limited with just one hospital for children and one child specialist per 100,000 children.

EDUCATION

Overall, the state of children's education in Nepal is disturbing. Access is limited, the drop out rate is high and there is gender bias against girls.

Children in Nepal have limited access to Education. Although there are 23,885 primary schools, they are more likely to be in the urban areas and not in the rural areas where majority of the children are.

Though the enrolment of children to primary school is impressive, the drop out rate is alarming. About half of the children enrolling don't complete their primary education. Out of 70% of children enrolling school, 53% drop out.

The enrolment of children in School is gender biased, more boys than girls enrolling school with the ration of 79 to 61. Many girls drop out of school due to early marriage, bonded labour and trafficking which is related to high level of poverty.

RIGHTS

In Nepal, children's rights are grossly violated. They are involved in child labour and are detained in adult prisons with their parents. Street children are a common sight. In particular, girls are prone to early marriage and child trafficking.

Around 2.6 million children are engaged in different sectors of labour. At least 40,000 children are in bonded labour, where they are working off their parent's debts.

Gender discrimination is observed with twice as many girls as boys in the 10-14 age group at work. Similarly, between 5,000 – 7,000 girls are trafficked annually to neighboring India.

Due to widespread poverty, around 5,000 children live on the street. It is sadly noted that approximately 100 children are in adult prisons with their parents.



CONCLUSIONS

Children in Nepal are highly disadvantaged.

Children's health status is poor, with high mortality and limited access to health care. Many children fail to complete primary level education due to widespread child labour and early marriage.

Although children account for more than half of Nepalese population, their rights are undermined. Poverty remains a major cause of the widespread violation of children's rights. In particular, girls are more vulnerable in all aspects – health, education and rights.

RECOMMENDATIONS

All actors – government, civil society, international and local organisations, and parents – must work together to improve the lives of children.

- GON must address child mortality urgently through providing safe drinking water and increasing access to **health** care for children.
- Parents and CBOs must work together together to emphasise the need for **education**, and discourage **child labour** and **early marriage**.
- GON must enforce laws protecting children's **rights**.

- All actors must work together to improve **rural livelihoods**.
- Children's Rights organisations, NGOs, CBOs families and must work together to **protect girls'** health and guarantee their education and freedom from rights violations.

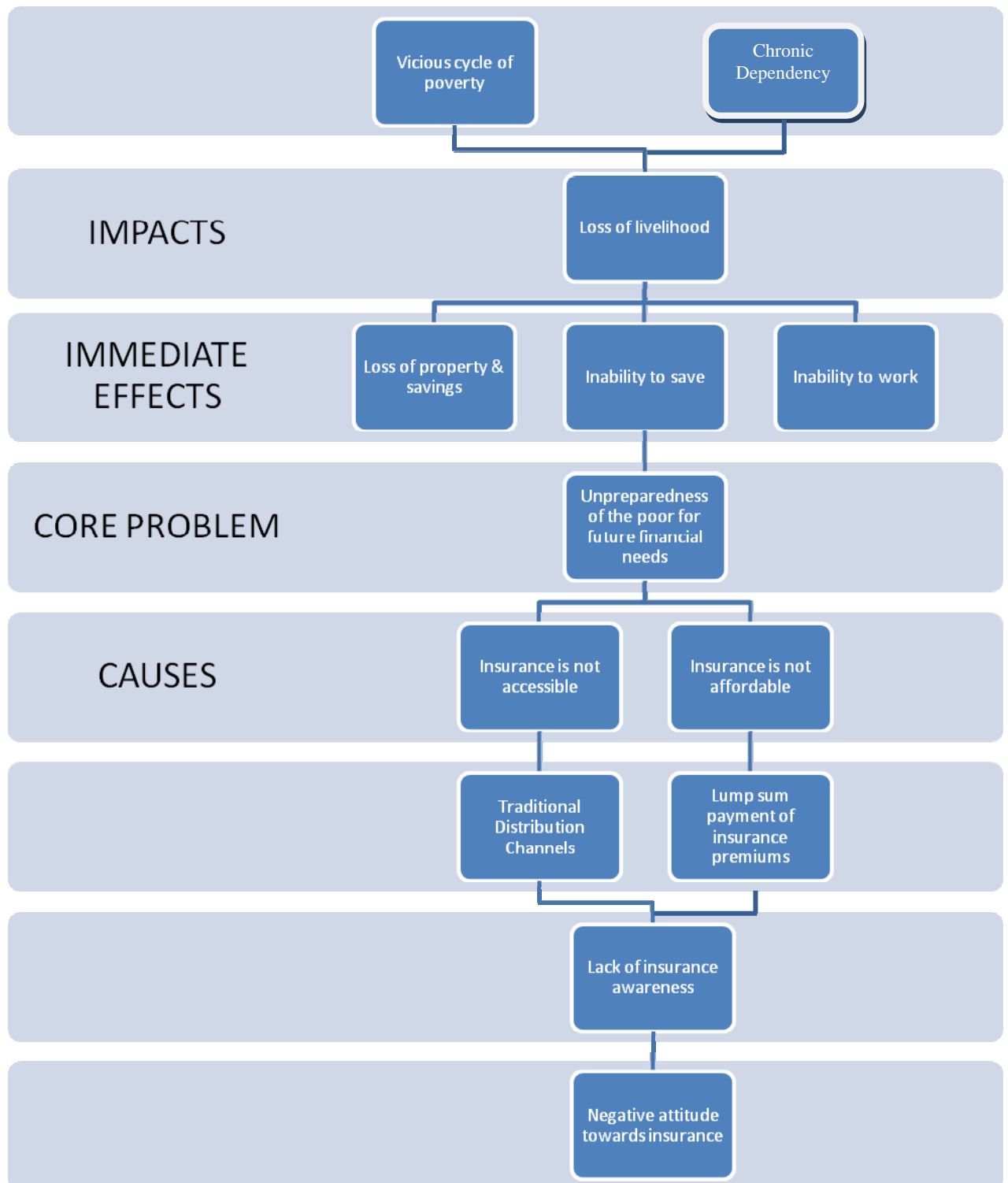


CIC M-BIMA PROJECT OUTLINE

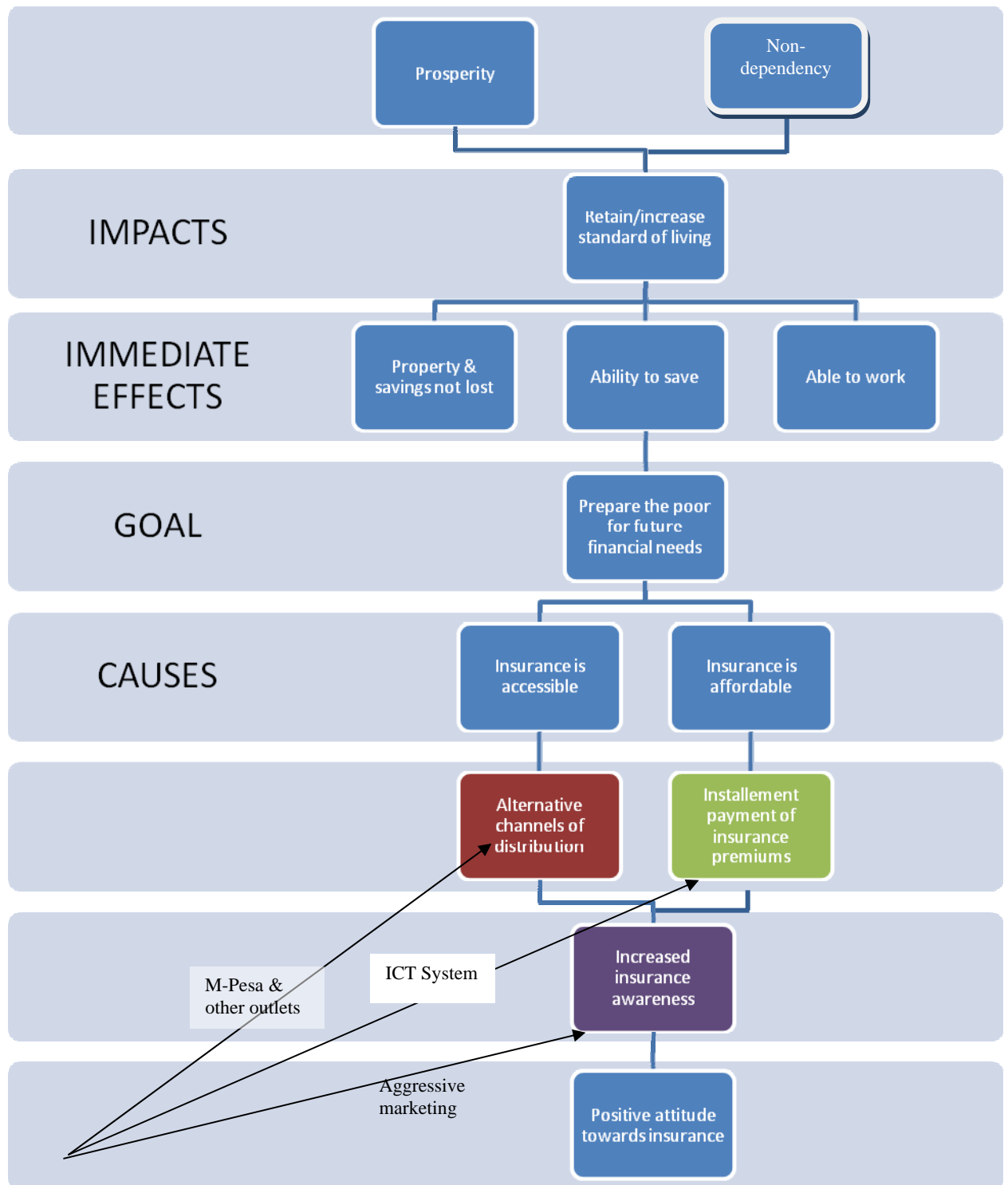
LOGFRAME

M-BIMA	Narrative Summary	Objectively verifiable indicators	Means of verification	Assumptions																					
Goal	Preparedness of the poor for future financial needs																								
Outcomes	<ul style="list-style-type: none"> Increased number of lives insured Increase in premium income and profitability 	<ul style="list-style-type: none"> 26,000 lives covered by Dec 2011 Increased number of claims paid Increased claims ratio 	System Reports	<ul style="list-style-type: none"> Continued support from ... No significant increase in mortality Investment returns 																					
Outputs	<ul style="list-style-type: none"> Consistency of payments Increased awareness Positive change in attitude towards insurance 	<ul style="list-style-type: none"> 80% Persistency level Number mobile phone subscribers Number of calls thru' the contact center 	System Reports	<ul style="list-style-type: none"> No significant increase in cost of living Versatile system with ability to adapt to new technologies 																					
Activities	Increase awareness thru' <ul style="list-style-type: none"> Training Local activations Above the line marketing 	Inputs <table border="1"> <thead> <tr> <th>ACTIVITY</th> <th>COST ITEMS</th> <th>TOTAL COST (USD)</th> </tr> </thead> <tbody> <tr> <td>CAPITAL BUDGET (ICT)</td> <td>Contact Centre CRM solution</td> <td>75,000</td> </tr> <tr> <td></td> <td>Other ICT Costs</td> <td>84,375</td> </tr> <tr> <td>ADVERTISING</td> <td>Above the Line Marketing</td> <td>165,853</td> </tr> <tr> <td></td> <td>Below the Line Marketing</td> <td>147,847</td> </tr> <tr> <td>TRAVEL</td> <td>International Travel</td> <td>24,375</td> </tr> <tr> <td>TOTAL</td> <td></td> <td>497,450</td> </tr> </tbody> </table>	ACTIVITY	COST ITEMS	TOTAL COST (USD)	CAPITAL BUDGET (ICT)	Contact Centre CRM solution	75,000		Other ICT Costs	84,375	ADVERTISING	Above the Line Marketing	165,853		Below the Line Marketing	147,847	TRAVEL	International Travel	24,375	TOTAL		497,450		Preconditions <ul style="list-style-type: none"> IRA certification M-Bima Platform established Product design allowing installment payments
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PROBLEM TREE



OBJECTIVES TREE



SITUATION ANALYSIS

CONTEXT

Majority of the Kenyan population lives below \$2 a day. Unemployment is prevalent which has resulted in alarming poverty levels. Kenyans do not have access to savings or risk management tools, leading to unpreparedness for future financial needs.

Out of a total population of 40m, there are 21m adults of whom 12m are unemployed. 7m Kenyans are employed in the informal sector. Poverty is a challenge with 24m living below \$2 a day, and 12m being in the low income bracket.

In Kenya's development blue print, vision 2030, the government aims to create a vibrant and globally competitive financial sector and promote high levels of savings among Kenyans.

Savings instruments are underutilized. The total population has only 12 million bank accounts, with 1,030 branches countrywide. Life insurance penetration is an appalling 1%. In contrast, mobile money transfer has 17 million subscribers and more than 27,000 outlets across the country.

CORE PROBLEM

With limited access to savings and risk management tools, majority of Kenyans are unprepared for any future financial needs. This contributes to the vicious cycle of poverty and chronic dependency.

Misfortunes arising from death and disability can be prevented. These events lead to loss of property, savings and inability to work. Basic life events like childrens education and buying a home become a burden on the poor because of lack of savings. All these contribute to a loss of the poor's livelihood.

CAUSES

Limited access to affordable insurance and lack of awareness / negative attitudes prevents the poor from planning for life's events.

Traditional distribution channels have made insurance inaccessible to the poor. Insurance is currently sold through agents, brokers and insurance branch offices. The informal sector workers who make up 78% of the working population do not interact with the current distribution channels.

The conventional Lump sum payments of insurance premiums have made it unaffordable to the poor. The informal sector is a consumer economy who earn their wages on a daily basis. This makes it difficult for them to make lump sum payments at the end of the month.

Insurance in Kenya has a generally negative perception. Non-payment of claims, collapse of insurance companies and a general lack of awareness has led to a negative attitude towards insurance.

PROJECT DESCRIPTION

The purpose of this project is to help prepare the poor for future financial needs.

CIC Insurance has partnered with M-Pesa to provide a platform called M-Bima to ease payment of insurance premiums ("M" stands for Mobile and "*Bima*" is insurance in Swahili). The platform will allow for the low income market to pay for insurance on a daily basis which fits their lifestyle. This platform will make insurance affordable and accessible to the poor.

Awareness of insurance is low within the poor in Kenya. CIC Insurance creates awareness through marketing campaigns and local activations. Above the line marketing creates general awareness. Activations give CIC the opportunity to interact with the low income market in their work and residential environments. (How will attitudes be addressed?)

The result of this project will be an increase in the number of lives insured, thus providing security to the low income market. The overall effect is a low income market that is financially prepared.

CIC expects to increase its premium income and profitability with this project.

IMPROVE THE SANITATION CONDITION OF IDP'S

SITUATION

Context

Since 1991, Somalia has remained without a central government and has been the site of intense factional fighting and civil war. Widespread insecurity, famine and a return to traditional clan based governance ensued.

Violence and conflict continue to escalate, and also the worst drought hit the country increasing the displacement. 10,000,000 people has being affected by this disaster. the IDP settlements is overcrowded, there is no sanitation facilities and the health condition of the population is getting worse day after day.

Situation analysis

12,000 newly displaced IDP's overcrowded in Tawakal IDP settelment. 6000 of this IDP's were displaced by conflicts in North Mogadishu, while the other 6000 displaced from the central regions because of the droughts. The sanitation condition of this 12,000 HH displaced to Tawakal settlement is very poor because of lack of facilities and this contributes easy spread of communicable disease in the settlement.

There is huge need for latrines and sanitation items and the TFG government have no capacity to respond to such problem and their are no other agency involved to provide facilitates in this settlement.

PROJECT DESCRIPTION

The project intends to improve the sanitation condition of the IDPs in Tawakal settelment. The project uses two approaches:

1. Provide access to sanitation facilities
2. Empower the community awareness towards hygiene practice methods

We aim to engage the community with planning before the construction of latrines and also set up sanitation committee from the community who will be responsible the overall hygiene issues such as:

- Utilization of latrines and sanitation kits for cleaning
- Resumption of hygiene practice after the project end

There are two main outputs from the project:

1. Provision sanitation facilities

6000 emergency latrines with garbage drums will be constructed in the settlement. Every two families will have access to one latrine. Moreover, 6000 sanitation kits for cleaning the latrines will be provided to promote clean environment.

2. Hygiene Awareness campaigns

During the Six month of the project implementation; hygiene campaigns will be conducted every week. Hygiene posters will be published and soap will be distributed for hand-wash practices. Focus group discussions will be conducted in the settlement together with sanitation committee.

Monitoring and Evaluation

The project will be monitored both internally and externally.

- For technical issues, our Construction officer will monitor daily construction activities.
- The hygiene promoter is also responsible to supervise the overall hygiene condition in the settlement and will work closely with the sanitation committee from the community.
- The M&E team of the organization will be responsible to make sure the smooth implementation of the project.
- External evaluators will be engaged to evaluate the impact of the project during and after the implementation of the project.
- Project reports

PROJECT GOAL: IDPs have better resistance to communicable disease in the IDP settlements.				
	Narrative	Indicator	Verification	Assumption
OUTCOME	IDP'S IN TAWAKAL SETTELMENT HAVE ACCESS TO SUFFICIENT SANITATION FACILITATION	NO OF HH USING SANITATION FACILITIES AND NO OF HH PRACTICING THE HYGIENE METHODS	EVALUATION REPORT OBSERVATION INTERVIEW	Security situation does not deteriorate Water continues to be Available IDPs maintain facilities
OUTPUT	12,000 HH WERE PROVIDED LATRINES, SANITATION KITS ARE AWARE OF HYGIENE PROMOTION METHODS	NO OF HH HAVE ACCESS TO SANITATION FACILITIES AND ARE AWARE OF HYGIENE METHODS NO OF LATRINES CONSTRUCTED NO OF SANITATION KITS PROVIDED 80% OF IDPs REGULARLY PRACTICE GOOD HYGIENE	BENEFICIARY REGISTRATION MONITORING REPORTS SURVEY / INTERVIEW Interview / Observation	IDP numbers remain stable
ACTIVITIES	A1: Construction OF 6000 LATRINES IN TAWAKAL IDP SETELMENT		CHECKLIST/ HAND OVER CERTIFICATES	Same as above
	A2: DISTRIBUTION OF 6000 SANITATION KITS TO THE IDPS IN TAWAKAL SETTELMENT		HAND OVER CERTIFICATES	
	A3: WEEKLY HYGIENE CAMPAIGNS IN TAWAKAL IDP SETTELMENT		FOCUS GROUP DISCUSSION	

NATIONAL COUNCIL WORKPLACE WELLNESS PROGRAMME

SITUATION ANALYSIS

The workforce in the National Council suffers from ill-health.

The National Council was established 1993 and until 2003 did not have a wellness programme in place. The National Council is one of the Houses of Parliament mandated by the constitution to undertake the oversight function over the executive branch of Government through its established standing committees. The main purpose of the National Council is to make and review laws and oversee the activities of the executive in its various ministries and/ or departments. These mandate results in extensive traveling from the duty stations far from their families.

The three major effects of an unhealthy workforce in the national council are loss of productivity, absenteeism and increased costs.

Loss of Productivity

A sickly workforce is more likely to be inefficient and demoralized, thus affecting the operations of the council. The main operations of the council involve extensive traveling locally and internationally, reviewing of documents and laws referred to it by the National Assembly. These activities require attention and energy and a motivated workforce. DATA – EVIDENCE.

Absenteeism

A sickly workforce is also prone to absenteeism. (DATA) The causes of absenteeism are diseases such as HIV/ AIDS, cholesterol, diabetes, stress and hypertension. (DATA) Eating habits and the lack of exercise also contribute to unhealthiness in the workplace. These diseases are preventable but require management at all levels of the National Council.

Increased Cost

This is caused by the high rates of medical leave, funeral attendance by staff, staff taking care of sick relatives, benefits paid to sick staff and actual deaths within the National Council. DATA COSTS.

PROJECT DESCRIPTION

The main objective of the programme is to improve general health and well being of staff and members of parliament within the National Council. This will lead to increased productivity, reduced absenteeism, cost savings, as well as higher motivation amongst staff and parliamentarians, improved general wellness and health within the workplace.

The programme operations will involve various activities focused on management of chronic diseases and maintenance of healthy lifestyle.

There are 3 main outputs of the programme:

- Creating awareness on chronic disease management, healthy living and disease prevention
- Create a healthy workplace
- Promote physical health activities

Creating Awareness

The National Council Wellness Programme will run workshops, seminars and conferences for our staff and parliamentarians. The workshops and seminars will be based on the issues of chronic disease management through nutrition and healthy living as well as disease prevention.

The Council will also create awareness through production and distribution of pamphlets that inform, educate and communicate health issues to staff and their families. Commemoration of health related international days such as World AIDS day e.t.c. and training of peer educators will also constitute part of the strategy on creating awareness.

Creating a Healthy Workplace

Under the provision of a healthy workplace, the National Council Wellness Programme will make available health monitoring devices such as blood pressure monitors, weight and measurement scales and other equipment relevant to monitoring the health status of individuals.

The National Council will promote and facilitate access to voluntary counseling and testing activities including pre-test, post test and follow up counseling for all the beneficiaries. This will be done in collaboration with health professionals (consultants).

Standard procedures for a safe and healthy workplace have already been put in place within the labour code and therefore the National Council Wellness Programme will ensure its full implementation as part of strategy.

Promote Physical Health Activities

The National Council Wellness Programme in promoting physical health activities will form and facilitate club membership through out the Council and organise regular sporting events.

UNITING PEOPLE TO HOLD GOVT. ACCOUNTABLE FOR DEVT IN THE NIGER DELTA REGION

SITUATION

The people of the Niger Delta do not hold government accountable. The Government's unkept commitments and promises account for the lack of provision of basic social amenities and poverty in the region.

The Niger Delta region is grossly denied basic development needs by successive Nigerian governments. The region inhabits 26 million peoples of different tribal backgrounds out of the about 150 million population of the country. It produces 95% of the main stay of the economy but its citizens live in abject poverty. The basic social needs are not attained. (DATA on poverty level)

There have been several development reports on the region by past governments. These reports were neglected. (DATA – which reports, what recommendations, when, by whom)

The people had argued for resource control which the Federal Government did not heed to. This leaning of the government led the situation out of hand as the youths of the region resorted to violent agitations through militant activities. Among these violent activities were oil theft which led to the destruction of the environment and livelihood means of the locals.

After this destructive crisis the Federal Government, constituted a Technical Committee on the Niger Delta. The Committee was empowered to appraise previous reports on the region and recommend to the Government for action. It, however, gave far reaching reports among which the Federal Government was to grant amnesty to the militants who were already chased by the Federal troops into the inner mangroves of the region.

During the crisis, about 100 villages, 1000 children, and about 20,000 women suffered various problems including various human rights abuses. (EXPLAIN)

The Federal Government announcement of amnesty for the

THE SOCIO-ECONOMIC REINTEGRATION OF EX-COMBATANTS IN BURUNDI

Situation

After the Civil war ended in 2005, Burundi started a rehabilitation and reintegration process of Ex-combatants. The civil war began in early 1990s ended by peace negotiations held in Arusha under the United Nations and the African Union. The Arusha Negotiations resolved to set up a committee to reintegrate vulnerable groups including the combatants, Internally Displaced People (IDP) and returnees.

In 2006, a process to rehabilitate and reintegrate former combatants was initiated. However, this was not successful due to the lack of funds, mismanagement and ongoing fighting of the *Forces Nationale de Liberation (FNL)*. Only 10% of the soldiers targeted were demobilised. Only 6,000 ex-combatants were demobilised including 4,000 from the National Forces and 2,000 from the old rebellion CNDD-FDD. The demobilised soldiers were given a package equivalent to \$600.

A Project assessment made in 4 provinces (Bujumbura Rural, Mairie de la Ville de Bujumbura, Ruyigi and Bubanza) revealed that the living conditions of ex-combatants are shocking. They have **no employment**, no shelters and the youth who joined the rebellion while still at **school were not able to reintegrate** at the end of the war. Due to the poor living conditions, they are prone to different diseases and have no access to medical care. Given that alarming situation, some of them, specifically in Ruyigi province bordering Tanzania, the assessment team observed that many preferred to go back in refugee camps in Tanzania, others left their regions and went in towns.

In April 2010, a group of former combatants demonstrated in Bujumbura claiming that they did not receive this package before being demobilised. Apart from this package, demonstrators were requesting to be supported by the Government in this poor living conditions. The National Police intervened, injured and arrested a good number of them.

Mistrusts between the Civilians and ex-combatants is increasing more and more. There have been many cases of thefts, rapes and killings in different provinces (Bubanza, Bujumbura rural, Cibitoke) which were attributed to the ex-combatants. Different media in the country report that these cases are due to the reintegration exercise which was not done.

The initiative targets 64,130 ex-combatants from the former rebellion CNDD FDD, the elements of the National Army (FDN) and the *Forces de la Paix*. This number is made of 10% made of youth under 20, 53 % aged between 20 to 30 years, 30% aged between 30 and 50 and 7% who are over 50. More to that, this members of the army comprises around 5,200 affected by psychosocial problems needing a particular attention and around 3,000 people living with disabilities.

This project has the objective to enhance the socio-economic reintegration of ex-combatants in the 3 provinces of the country including Bubanza, Bujumbura and Cibitoke. It is also aimed at increasing respect and trust between ex-combatants and the civilians in order to improve the security and peace in Burundi.