TRAINING MODULE

PARTICIPATORY PLANNING, PROPOSAL FORMULATION AND REPORT WRITING

Prepared by:

The Learning Institute
People and Natural Resources

Supported by:

SEAFDEC
Sweden

2015
The Learning Institute (LI) is a non-profit, non-political Cambodian organization working with a wide range of civil society, public and private sector organizations to enable more effective contributions to the sustainable management of natural resources for the benefit of rural people.

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INTRODUCTION TO THE TRAINING MANUAL

The project Strengthening Community Fisheries Management and Livelihoods Diversification in the regions of the Tonle Sap Great Lake and the coastal provinces, Cambodia is an attempt to strengthen small-scale fishing activities in Cambodia. Its objective is multi-fold: it aims at strengthening the rights of community fisheries members, enhancing the capacity of local youth groups and community fisheries organizations in support of sustainable fisheries and habitat management, and improving the recognition of the role of women and integrating a gender perspective in the development of rural/coastal livelihoods and in community fisheries (and habitat) management.

The project is implementing by The Learning Institute (LI) with support from Government of Sweden through Southeast Asian Fisheries Development Center (SEAFDEC). The project implements in 7 community fisheries (CFIs) in 6 provinces include Kampong Chhnang, Pursat, Battambang, Kep, Kampot, and Sihanoukville. In 2015, the project team organized Training Need Assessment (TNA) workshops in those CFIs to find out what are the need for training of the community. As result, there were many training needs found from the workshops, those include natural resource management and planning, leadership and community organizing, networking and partnership building; proposal formulation and report writing. From the findings, the project has developed training manual and materials for awareness raising to the target audience encompasses of community committee, community member, fishermen, local authorities (commune and village), and youth.

The training manual on “Proposal Development and Report Writing” has been developed to support community workers to deeper understand the keys element in the proposal and report as well as other concept.

The Learning Institute hopes that field workers will make use from this manual to support their current work. We believe that this training manual will have some missing points, and we hope that users will share comments/feedbacks from usage to improve developing of this module more practical and useful for next publishing.
## TRAINING AGENDA AND SESSION PLAN

**Main Message:**
- Participatory community action plan
- Proposal development
- Report writing

**Participants:** 20 people (CFi committee, Youth group, and local authority)

**Time:** 2 days

<table>
<thead>
<tr>
<th>TIME</th>
<th>Module</th>
<th>METHOD</th>
<th>OBJECTIVE</th>
<th>MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>60mns</td>
<td>1: Setting the scene</td>
<td>• Plenary discussion • Brainstorming • Plenary and small group discussion • Questions and answers</td>
<td>• Know about the background of project and LI • Know about objective and expectation • Know about ground rules • To know about participant knowledge before starting</td>
<td>Flip charts, color paper, marker, and tape, pre-test.</td>
</tr>
<tr>
<td>120mns</td>
<td>2: Participatory Planning</td>
<td>• Plenary discussion • Brainstorming • Sharing lessons • Snow balling • Questions and Answers</td>
<td>• Define the definition of participation, planning, participatory planning and their importance • Know about related terms in action and budget plan • Produce action and budget plan</td>
<td>Flipchart, markers, cue card, tape and handouts.</td>
</tr>
<tr>
<td>120mns</td>
<td>3: Proposal Writing</td>
<td>• Plenary discussion • Brainstorming • Sharing lessons • Questions and Answers</td>
<td>• Recognize the definition of proposal writing • Know some tips for successful proposal writing • Know about the key elements of a proposal • Format/sample of proposal</td>
<td>Flipchart, markers, cue card, tape and handouts.</td>
</tr>
<tr>
<td>180mns</td>
<td>4: Report Writing</td>
<td>• Plenary discussion • Brainstorming • Small Group Discussion • Questions &amp; Answers • Feedback • Balling exercise</td>
<td>• Definition of a report and other related terms • The reasons for writing reports • The key elements of three reports • Format/sample of report</td>
<td>Flipchart, markers, scissors, tape, handouts and ball.</td>
</tr>
<tr>
<td>4 Hours</td>
<td>5: Practical Exercise:</td>
<td>• Plenary discussion • Small Group Discussion • Brainstorm • Group presentation • Feedback</td>
<td>• Develop action plan • Develop budget plan • Develop full proposal • Develop full report</td>
<td>Flipchart, markers, scissors, tape, handouts</td>
</tr>
</tbody>
</table>
GOOD PRACTICE HINTS

- This training course delivery requires at least two facilitators because they can take turn in introduce about exercise, group discussion, and taking note of any important results from group discussion and plenary presentation.

- Facilitators should be on the same pages and be ready on group work exercise and other sections of the course. Facilitators have to prepare answer sheet or written lesson and extra explanation for all sections in the course. In case the facilitators could not respond to the question by participants, facilitator should not feel shy or afraid of saying “I don’t know”. The facilitators and participants could try to find some better idea to respond to the question together or facilitator could try to respond in next day of the course.

- The course delivery consisted of many group discussions. So during the discussion, facilitators better to walk around to ensure participants on the right track, fully participation from group members, and to share more idea in case they needed.

- There is time provided for each section and if facilitators think provided time is not enough or over, facilitators can keep it flexible and make change. Facilitators should make sure that participants are given enough time to finish each step.
**METHODODOLOGY**

The following types of learning methods are suggested in this Training Manual:

- **Brainstorming:** Participants are asked to „brainstorm“ i.e. to generate ideas about a particular subject. Every suggestion is accepted without criticism or comment and written down on the flip chart. The group then discusses the ideas when all suggestions have been recorded. Where necessary and relevant the facilitators provide additional input and make sure that the session ends with the correct information.

- **Buzz groups:** Participants discuss ideas/experiences in pairs or threes for a few minutes, sitting where they are in the larger group or plenary discussion. This is helpful for getting discussions going and enabling participants to explore ideas before speaking in the larger group. The buzz groups are usually given guiding questions. After a given time representatives of the buzz groups are invited to share their findings with the plenary.

- **Games:** Games and exercises can help to sort out problems, to create a group identity and to build trust within the group. Different types and exercises are used: icebreakers, energizers, knowledge games which give information to the players. As much as possible exercises used during the training will build on the concrete projects participants are working for.

- **Facilitator Presentation:** A presentation of a subject by the facilitator. Usually after the presentation the facilitator allows for questions and discussion of the topic.

- **Plenary Discussion:** During plenary discussions the whole group stays together and discusses a certain topic. Plenary discussions are often used at the beginning and end of a session. They assist in getting the whole group moving, making sure that everybody has the information required and summing up the most important issues of a session.

- **Small Group Discussion:** Usually small group discussions and exercises comprise about 7-10 people. They should not be too big to enable every participant to speak. Small group discussions are to encourage people to share experience and knowledge and to develop a co-operative approach to working.
**MODULE 1: SETTING THE SCENE**

<table>
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<tr>
<th>Session 1.1: Opening/Welcome</th>
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<tbody>
<tr>
<td>Session 1.2: Introduction of Participants</td>
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<tr>
<td>Session 1.3: Participants’ Expectation and Concerns</td>
</tr>
<tr>
<td>Session 1.4: Objectives, Program, and Ground-Rules</td>
</tr>
<tr>
<td>Session 1.5: Pre-test</td>
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</tbody>
</table>
### SESSION 1.1: OPENING/WELCOME

**Objectives:**
- Participants are aware of the overall background of the project, training, and institution.

**Materials:** Draft note for the speaker

**Time:** 15mns

**Steps:**
1. Welcome the audience.
2. Introduce the training course topic and objectives.
3. Introduce the trainers.
4. Introduce the overall background of the project
5. Introduce about background of implementing institution

**Notes for the facilitators:**
- In this session, make sure that the guest speaker is aware about the overall background, purpose of the training, methodology, and some key focus in the training. In addition, how the training contribute to strengthening capacity of local community and better management of fishery resources. More importantly, share to the audience how this training course link to other trainings.
- It may be helpful to prepare some notes for the welcome speech of the guest. Encourage the guest speaker to highlight the importance of putting into practice what participants' have learned during the workshop and that participants should therefore commit to the planning/action plan they will develop at the end of the course.
SESSION 1.2: INTRODUCTION OF PARTICIPANTS

Objectives:
In this self-introduction part, participants will be able:
- Identify other participants by their referred names
- Know more about their background, their current work and their role in natural resource management/governance
- Feel more relaxed each other and facilitators,
- Test participants’ understanding on natural resources and some related terms

Material: Written cards, color paper, makers, marker box and flipchart

Name of natural resources:

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>2</td>
<td>Giant Mekong barb (Trey Kolreang)</td>
<td>11. Bee</td>
<td>22. Rumdul</td>
</tr>
<tr>
<td>3</td>
<td>Trey Kralan</td>
<td>12. Biodiversity</td>
<td>23. Troyng (Giant Ibis)</td>
</tr>
<tr>
<td>4</td>
<td>Flooded forest</td>
<td>13. Which provinces that share border with your province?</td>
<td>24. Pka Snor</td>
</tr>
<tr>
<td>5</td>
<td>Tell about the community fisheries who you know</td>
<td>14. What is sustainability?</td>
<td>25. Konlong (Sat Konlong)</td>
</tr>
<tr>
<td>6</td>
<td>Win 10 candies</td>
<td>15. Kouphey</td>
<td>26. Monkey</td>
</tr>
<tr>
<td>7</td>
<td>Win 5 candies</td>
<td>16. Dam Reang</td>
<td>27. What thing(s) that symbolizes your province?</td>
</tr>
<tr>
<td>8</td>
<td>Elephants</td>
<td>17. Environment</td>
<td>28. Money</td>
</tr>
<tr>
<td>9</td>
<td>Snake Prolit</td>
<td>18. Kreal (bird)</td>
<td>29. Dog</td>
</tr>
<tr>
<td></td>
<td></td>
<td>19. Win 10 candies</td>
<td>30. Cat</td>
</tr>
<tr>
<td></td>
<td></td>
<td>20. Tiger</td>
<td></td>
</tr>
</tbody>
</table>

Time: 20mns

Steps:
1. Introduce participants that they will know each other by name, working place and a written card. Then, give an example to the participants.
2. Allow participants choose a written card from a box and keep it secretly. After that, facilitators pick a card from a box as the participants.
3. Give each participant 30-60 seconds to introduce their name, working place, role in natural resource management, and a written card that have chosen at their seats. The participants should take turn one by one to present it.
4. At the end, reflect the session by questions as followings:
   a. What they have learnt from the introduction session?
   b. Why some animal, plants and terms you did not know?
5. Wrap up the session by focusing on the animals, plants and terms that introduced in the exercise.
**SESSION 1.3: PARTICIPANTS’ EXPECTATIONS AND CONCERNS**

**Objectives:**
- Know about expectations of the participant from the training course. This will be to avoid any misconceptions about the training, respectively to adjust the training program where appropriate and possible.
- Participants know which of their expectations can be addressed and which cannot be addressed.

**Material:** Color paper, makers, flipchart, and masking tape

**Time:** 20mns

**Steps:**
1. Introduce participants about the objectives of this session.
2. Distribute color paper and marker to participants.
3. Ask participants to write down their expectations and concerns on the given color paper (1 expectation per paper).
4. Facilitator collect all written color paper from participants.
5. Facilitator read out loud and group those expectations. In this step, facilitator can ask for clarification of any expectations and concerns hardly understand.
6. Wrap up the session.
7. Inform participants that we will come back to see all the expectation at the end of the course. All concerns will be taken into consideration.

**Note for facilitator:**
- Facilitator have to check carefully on each expectation and concerns, and honestly inform participants if some expectation and concerns could not be addressed because of this and that as some may out of topic of the training course. In case there are issues brought forward by participants, which you could/want to include into the program, make sure that in your daily facilitators’ meeting you discuss where and how to adjust the program.
SESSION 1.4: OBJECTIVES, PROGRAM, AND GROUND-RULES

Objectives:
- Participants are aware of the training objectives
- Participants will be able to remember and understand the logic of the training process.
- Facilitators and participants know about what should do and should not do in the class which promote a good working spirit.

Materials: Flipchart, marker, masking tape, note the objectives of the training courses, and copies of the workshop program.

Time: 20mns

Steps:
1- Introduce the objectives of the session to participants.
2- Present the objectives of the training course. Use handout 1.4a: Objectives of the training course. Facilitator can make reference to participants’ expectation and concerns from earlier session where relevant. Distribute the handout 1.4a and allow time for question and comments.
3- Distributing the training workshop program. Explain the major steps and how the modules are logically linked with each other. Us handout 1.4b: Training program.
4- Brainstorm in plenary by asking “what you should and should not do in class?”
5- Facilitator write all the idea from participants on flipchart.
6- Facilitator ask participants to have final check whether they agree or disagree.
7- Facilitator asks participant “What is the punishment look like when someone break the rules?”
   Note: Punishment could be in the form of dancing, joking story, acting like money or other animals, and pay money. This will depend on willingness of participants.
8- Facilitator wrap up and inform participants that all ground rules will have to be well respected by both facilitators and participants.

Notes for the facilitators:
- When presenting the objectives, make reference to participants’ expectation and concerns and explain which can be met and which can’t be met.
- To ensure working spirit, facilitator and participants should take responsibility to the ground-rules.
### Handout 1.4a: Objectives of the training course

- Participants understand about what is proposal, and objective of writing proposal
- Participants understand about each key elements in the proposal
- Participant understand about definition of report, and important of report.
- Steps in writing report
- Key contents in report
SESSION 1.5: PRE-TEST

Objectives:
- Participants assessed their own knowledge/understanding before the training.

Materials: Handout 1.5: Pre-test

Time: 15 mins

Steps:
1. Explain the objectives of this pre-test to participants
2. Distribute the pre-test (handout 1.5) sheet to all participants and provide further explanation.
3. Give participants 20 mins to complete the task.
4. Collect all answer sheet from participants.
5. Check if there is missing answer.
### Handout 1.5: Pre-test

Name of CFi:……………………………………
Name: ..........................Sex:..............Age:...............Status:..................
Educational status: ......................
Role: ...........................................
H/P:................................................

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>1</td>
<td>What is proposal?</td>
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<td>..................................................................................................................</td>
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<td>..................................................................................................................</td>
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<tr>
<td>2</td>
<td>What are the key element in proposal?</td>
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<td>..................................................................................................................</td>
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<tr>
<td>3</td>
<td>What are some tips for successful proposal writing?</td>
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<td></td>
<td>..................................................................................................................</td>
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<tr>
<td>4</td>
<td>What is report?</td>
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<td>..................................................................................................................</td>
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<td>5</td>
<td>What are the reason for writing report?</td>
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<td>..................................................................................................................</td>
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<tr>
<td>6</td>
<td>What is action and budget plan?</td>
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<td>..................................................................................................................</td>
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<td>..................................................................................................................</td>
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<tr>
<td>7</td>
<td>What is participatory?</td>
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<td>..................................................................................................................</td>
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</tbody>
</table>

Thanks!!!
MODULE 2: PARTICIPATORY PLANNING

Session 2.1: Definitions of participatory and its importance

Session 2.2: Definitions of planning and its importance

Session 2.3: Action plan
SESSION 2.1: DEFINITIONS OF PARTICIPATION AND ITS IMPORTANCE

Objectives
At the end of this session, the participants will be able to:
- Define the definition of participation and its importance.

Materials: Flip chart, markers, color papers, masking tape, scot tape

Time: 30 mns

Steps:
1. Introduce the objectives of the session to participants
2. Brainstorm with participants by asking “What is participation? And its importance?” by allowing participants to share their idea and facilitator write the ideas on the flipchart
3. Facilitator combines the participants’ idea together.
4. Facilitator present handout 2.1 and reflecting with the ideas of participants
5. Q&A
### Handout 2.1: Definition of participation and its importance

<table>
<thead>
<tr>
<th>Definition of participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ The co-relation and actively performance from local people to make decision process effectively</td>
</tr>
<tr>
<td>➢ The ability in preparing meeting and identify the needed, innovation, experience, practicing, and evaluation certainly activity through their initiative idea</td>
</tr>
<tr>
<td>➢ The participation of beneficiaries in achieving , from the local people</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The Importation of participatory</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ To encourage people to gain more knowledge, skill and understand on resource management effectively</td>
</tr>
<tr>
<td>➢ To initiate new idea for effective implementing, productive and substantiality</td>
</tr>
<tr>
<td>➢ To inspire people in sharing to each other</td>
</tr>
<tr>
<td>➢ To initiate widely knowledge on the resource issue.</td>
</tr>
</tbody>
</table>

To development through widely dissemination freely and transparency
SESSION 2.2: DEFINITIONS OF PLANNING AND ITS IMPORTANCE

Objectives
At the end of this session, the participants will be able to:
- Define the definition of planning and its importance.

Materials: Flip chart, markers, color papers, masking tape, scotch tape

Time: 30 mins

Steps:
1. Introduce the objective of the session to participants
2. Facilitator uses snowballing tool by asking participants to work as pairs to discuss on question "What is planning and its importance?" Then combine into 2 pairs (4 persons) then ask them to combine 2 pairs more (8 persons)
3. Allow representative of each group to report their results to plenary and allowing enough time for question and clarification
4. Facilitator present handout 2.2: definition of planning and its importance.
5. Reflection to participant idea, Q&A
### Handout 2.2: Definition of planning and its importance

#### Definition of Planning
Planning determined by difference meaning depending on the concept and perception of individuals or institute respectively. Here are some definition appropriate federal consideration:

- the process of setting strategic goals, preparation and timetable to achieve the objective
- the importance part of time and project management and it is also a set of activities of each step to achieving certain goal.
- the systematic of processing in preparing for the future targeted by selecting strategies, preparing activities schedule or budget resource in any circumstance.
- the process of preparing a set of activities based on specific time, strategic or limited resource to achieve the commune or community goal.

#### The important of Planning
Planning is an important part of every work that we are going to do. Here are the signification of planning:

- To understand on tasks we are going to do to achieve development goal.
- To do in Working group or co-working to make decision, collaborate and coordinate together and more actively and smoothly.
- To set the activities which have implanting and existing resource
- To provided good communication with other institute.
- To provide close guidance for project performance from day by day in institute.
- Supporting good management and governance of institute
- To show the goal which is easily to control result whether it is success and to evaluate the effectiveness of activities implementing
- To set the beneficiary and responsible
SESSION 2.3: ACTION PLAN

Objectives
At the end of this session, the participants will be able to:
- Define the definition of action plan
- Understand about the important of action plan
- Able to develop table of action plan.

Materials: Flip chart, markers, color papers, masking tape, scot tape

Time: 60 mns

Steps:
1- Explain the objectives of the session to participants
2- Devide participants into 2 groups.
3- Asking “What is action plan and its importance?”
4- As representative of the group to present result in plenary
5- Facilitator present handout 2.3: Definition of action plant and its importance.
6- Q & A
7- Inform participant that we are not moving to another part called “Table of action plan”
8- To facilitation this part, facilitation pun handout 2.3 on the wall and explain each item. In addition, please raise practical example of the CFi management plan.
Handout 2.3: Definition of action plan and its importance

Definition of action plan
An action plan is a detailed plan outlining actions needed to reach one or more goals.

The Important of action plan
- To create planning for self-practice
- To set number of staff for project implementing
- To allocate resource properly use in the project
- To make budget proposal
- To evaluate development project

Handout 2.4: Table of Action Plan

2.5 Table of action plan
Project Name: 
Overall Objective: 
Project Objective: 
Result: 
Project period 
Place: 

<table>
<thead>
<tr>
<th>Activities</th>
<th>Sub-activities</th>
<th>Index</th>
<th>Mean of verification</th>
<th>Implement date</th>
<th>Responsible</th>
<th>Resource</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Jan</td>
<td>Feb</td>
<td>Mar</td>
</tr>
</tbody>
</table>

Extra note for handout 2.4

A. Overall Objective
- The general objective which required long period to achieve.
  - Poverty reduction in rural area
  - Improve the situation to be better
  - Raise high living standard
  - Raise average period of living

B. Project Objective
- Possible achieve at the end of project implementation
- Project object must be clearly that
  - Focus group was clearly set
  - Is the expectations of the overall objective
- Must create a form that we wish, which are not the process

**C. Project result**
- ✓ The result of project implantation
- ✓ Project result must be clearly that
  - The important result is really necessary to achieve the project objective
  - Result must be appropriated with the existing resource

**D. Activities**
- ✓ An action that transfer the resource to project result based on plan and certain time
- ✓ Activities must be described clearly that
  - The activities should be the result
  - All activities must directly involve to achieve the goal
  - Time period for each activities must be certain

**E. Index**
- ✓ Quality
- ✓ Quantity
- ✓ Influence

**F. Mean of verification**
- ✓ Reference
- ✓ Report

**G. Resource**
- ✓ Material use for support each activities

**H. Responsible**
- ✓ Name
- ✓ Skill needed
- ✓ Existing workload
- ✓ Present
MODULE 3: PROPOSAL WRITING

Session 3.1: Definitions of proposal writing

Session 3.2: Keys element of proposal

Session 3.3: Tips for proposal writing

SESSION 3.1: DEFINITIONS OF PROPOSAL WRITING
Objectives:
At the end of the session participants will understand:
- Definition of proposal writing

Materials: Flipchart, markers, cue cards, tape and handouts.

Time: 30 mins

Steps:
1. Explain session objectives to participants
2. In plenary, the facilitator brainstorms with the participants “what is proposal writing?”
3. Facilitator write down the responses from participants
4. Facilitator present handout 3.1: Definition of proposal writing.
5. Q&A

Handout 3.1: Definition of Proposal writing
Proposal Writing is a process of writing a request to raise fund in order to solve a problem. It follows certain guidelines and formats according to respective donors. A successful writing will result in getting money to implement the proposed project.

SESSION 3.2: KEY ELEMENTS OF PROPOSAL
Objectives:
At the end of the session participants will understand:
- Key elements of proposal

Materials:  Flipchart, markers, cue cards, tape and handouts.

Time:  90 mns

Steps:
1- Explain session objectives to participants
2- Devide participant into 2 groups.
3- Each group discuss “What are some of the key elements of proposal?”
4- Group representative present result in plenary.
5- Facilitator present handout 3.2: Key elements of proposal. This has to be done one by one and with practical example related to fishery management.
6- Q&A
<table>
<thead>
<tr>
<th>Key Elements in a proposal</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Cover Letter</strong></td>
<td></td>
</tr>
<tr>
<td>- Brief description of your organization’s mission/history, if necessary</td>
<td></td>
</tr>
<tr>
<td>- Briefly summarize the project, the purpose, activities, methods</td>
<td></td>
</tr>
<tr>
<td>- Provide contact name and phone number for follow-up</td>
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</tr>
<tr>
<td>- Signed by director (may be co-signed by board chair or member, if there is a relationship to the funders)</td>
<td></td>
</tr>
<tr>
<td><strong>2. Cover Page</strong></td>
<td></td>
</tr>
<tr>
<td>- Project title (it should be clear, not too long and not too short)</td>
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<tr>
<td>- Location of the project</td>
<td></td>
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<tr>
<td>- Name of your organization</td>
<td></td>
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<tr>
<td>- Date of submitting</td>
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<tr>
<td>- Any other necessary information</td>
<td></td>
</tr>
<tr>
<td><strong>3. Executive Summary</strong></td>
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<tr>
<td>- Limit to one page or less which describes the project in a very clear, well organized language.</td>
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</tr>
<tr>
<td>- Include introductory statement of the problem</td>
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<tr>
<td>- Briefly explain how the project or program deals with the problem; include experienced and/or planned results</td>
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<tr>
<td>- Link to goals/priorities of funders</td>
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<tr>
<td>- Total budget and amount requested</td>
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<tr>
<td>- It should also attract the interest of the reader so that they want to read the rest of the proposal.</td>
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</tr>
<tr>
<td><strong>4. Table of Contents and List of Abbreviation</strong></td>
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<tr>
<td>- List down what your proposal will cover</td>
<td></td>
</tr>
<tr>
<td>- Any abbreviation will follow the content in the next page</td>
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</tr>
<tr>
<td><strong>5. Background</strong></td>
<td></td>
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<tr>
<td>- Identify the problem which answer the question why your project is needed</td>
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</tbody>
</table>
6. Description of Organization
   - Briefly describe your organization/community and the structure of the program including partners and population served (history, mission, goals/objectives, structure, scope of service and accomplishments)
   - State why your organization is interested in the subject area of the proposal
   - Identify other sources of support (including non-financial)
   - Convince the reader of your trustworthiness, professionalism and ability to responsibly manage the funds requested

7. Goals
   - Identify what you want to accomplish as specifically as possible. Limit your goal to a single desired solution to the highest priority problem.
   - Connect to underlying causes of problem, so it becomes obvious why achieving the goal will solve the problem
   - Be realistic
   - Start with "goals" which are general, long term and broad desires.

8. Objectives
   - Define specific, concrete and measurable related outcomes
   - State dates by which they will be accomplished
   - Link to the goal; how does achieving each objective contribute to achieving the overall goal and reduction in the problem? Why is your organization suited to accomplish them?

9. Project Activities and Inputs
   - Define the action & resources needed to achieve the objectives of the project you are proposing.
   - Personnel needed; staffing requirements; qualifications; job descriptions
   - Facilities, equipment, materials needed
   - Describe involvement, if any, of target population in the activities

10. Phases/timing and the work plan
    - Indicate the time period within which the project will be completed. Normally, projects are subdivided into phases or steps, with particular activities taking place in sequence.
    - Many proposals may include a detailed work-plan which provides a detailed analysis of how activities will be coordinated through time in order to deliver the project.
11. Monitoring and Evaluation
   - Criteria and procedures
   - Who will be responsible
   - When will evaluation be conducted (address how you will assess your progress as well as measure “final” results)
   - Include indicators to demonstrate the degree of success so that the donor and the beneficiaries will know how and when a project has been successful.

12. Budget
   - Ask yourself what is needed to achieve that result? How much money is going to be spent? A time spent on the actions is also a resource.
   - Include itemized budget. Justify all cost items
   - Cost estimate should be broken down into categories such as salaries; supplies and materials; equipment; travel and per diem; rent; telephone, etc.
   - Voluntary contributions made to the project by you and members of your organization should be listed and estimated as closely as possible in cash terms.

13. Future Funding
   - What will be necessary to keep program going
   - Identify potential resources and how you plan to secure them

Note: Goals, objectives and methods may be organized differently around program areas

14. Attachments-Supporting Material
   - Detailed budget (line-by-line)
   - Extra information supporting the proposal

Other requested information
SESSION 3.3: TIPS FOR PROPOSAL WRITING

Objectives:
At the end of the session participants will understand:
- Tips in writing a successful proposal

Materials: Flipchart, markers, cue cards, tape and handouts.

Time: 30 mins

Steps:
1- Explain session objectives to participants
2- Divide participant into 2 groups
3- Each group discuss “what are the tips for successful proposal writing?”
4- Group representative present result in plenary.
5- Facilitator present handout 3.3: Tips for proposal writing.
6- Q&A

Handout 3.3: Tips for proposal writing
- Define the project
- Submit proposal to more than one donor
- Learn the culture of the funding agency to which the proposal is directed
- Give the donor exactly what it requests
- The implementation process
- Seek support of other organization
- Have others read the proposal before it is submitted
## Module 4: Report Writing

<table>
<thead>
<tr>
<th>Session 4.1: Definition of Key words for Report Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 4.2: Objectives of Report</td>
</tr>
<tr>
<td>Session 4.3: Process of report writing</td>
</tr>
<tr>
<td>Session 4.4: Key elements of Report</td>
</tr>
</tbody>
</table>
SESSION 4.1: DEFINITION OF KEY WORDS FOR REPORT WRITING

Objectives:
At the end of the session participants will understand:
- Keys word in the report writing

Materials: Flipchart, markers, cue cards, tape and handouts.

Time: 40 mns

Steps:
1- Explain the objectives of the session to participants
2- Brainstorm participants do they know any key word in the report that they used to do.
3- Facilitator write down all respond from participants.
4- Facilitator present handout 4.1: Key words for report writing
5- Q&A

Handout 4.1: Key words for report writing

| **Report:** summary of meeting that have written in order and it is refer to someone. Report is use for information from one work place to other work place or institute to institute in terms of participation in making decision or solution. |
| **Document:** is paper work which give information, actual event that is exactly happened or happening. What they recognize or accept in reality. |
| **Comment:** the idea that we have considered based on the decision making balancing the judgment rather than reality |
| **Record:** the official note which is describing every things in the meeting and approval of decision making. |
| **Summary:** is the short description from importance point. |
| **Conclusion:** is the final of article, the evaluation, and decision making after the consideration. |
| **Recommendation:** to provide advice, suggestion or the information to admire some things. |
| **Form or design:** is the word selection or the way of writing by using of writer word |
| **Structural forms:** is preparing of all part in one |
SESSION 4.2: OBJECTIVES OF REPORT

Objectives:
At the end of the session participants will understand:
- The objectives of writing report

Materials: Flipchart, markers, cue cards, tape and handouts.

Time: 30 mns

Steps:
1- Explain the objectives of the session to participants
2- Devide participant into 2 groups.
3- Each group have to discuss “What are the objectives of report?”
4- Representative of the group present the result in plenary.
5- Facilitator present handout 4.2: Objectives of report
6- Q&A

Handout 4.2: Objectives of report
Objective of Report writing
✓ Keep a record and as evidence
✓ Sharing information to some other and some place
✓ To have regulated form for other to follow
✓ Sometime there is too much information they cannot remember all
✓ To have sufficient information when needed
✓ To keep as official report
✓ Sharing the same information for various group
✓ To keep good communication
SESSION 4.3: PROCESS OF WRITING REPORT

Objectives:
At the end of the session participants will understand:

- Each process of writing report

Materials: Flipchart, markers, cue cards, tape and handouts.

Time: 30 mns

Steps:

1- Explain the objectives of the session to participant.
2- Devide participant into 2 groups.
3- Each group will discuss “What are the process of writing report?”
4- Group presentation
5- Facilitator present handout 4.3: Process of writing report
6- Q&A

Handout 4.3: Process of writing report

<table>
<thead>
<tr>
<th>The process of report writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Set the goal (for who? What do they want to know? Date)</td>
</tr>
<tr>
<td>✓ Collecting information</td>
</tr>
<tr>
<td>✓ Analyzing information</td>
</tr>
<tr>
<td>✓ Ordering information</td>
</tr>
<tr>
<td>✓ Selecting the importance information and cut some are not</td>
</tr>
<tr>
<td>✓ Drafting the report from your own notification</td>
</tr>
<tr>
<td>✓ Re-reading, editing and final reading</td>
</tr>
<tr>
<td>✓ Final decision</td>
</tr>
</tbody>
</table>
SESSION 4.4: KEY ELEMENTS OF REPORT

Objectives:
At the end of the session participants will understand:
- Key elements of report

Materials: Flipchart, markers, cue cards, tape and handouts.

Time: 80 mns

Steps:
1- Explain the objectives of the session to participant.
2- Devide participant into 2 groups.
3- Each group will discuss “What are the key element of report?”
4- Group presentation
5- Facilitator present handout 4.4: Key element of report
6- Q&A
### Handout 4.4: Key elements of report

<table>
<thead>
<tr>
<th><strong>Letter of sending</strong></th>
<th>This letter is for individual or institute to get this report</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Page title</strong></td>
<td>The front page showing the report, date receiver or institute receiving the report</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>Show the specific content and describe the title and page number</td>
</tr>
</tbody>
</table>
| **Summary**           | Showed the summary of the report within one page or less than, in summary are:  
  - Objective  
  - Show the solution  
  - Consideration solution  
  - Selection solution  
  - Proposal activities |
| **Introduction**      | Objective of the introduction are:  
  - Explain the objective of the report  
  - Problem and the important of the solution  
  - Explanation of planning and various aspects of the solution  
  - Set the information source and strategic |
| **Report body**       | A part of report containing relevant information and sequence |
| **Final summary or conclusion** | Is the final decision to comment, idea or suggestion such recommendation |
| **Recommendation**    | Writing of the gap of the report and also recommendation can be applicable and improve for next time. |
| **Annex**             | To show the additional information and relevant information |
| **Reference**         | Describing of the source of documentation. The arrangement based on sequence of letter or the name of the author included date of publication, book title, or name of printing house or company. |
**MODULE 5: PRACTICAL EXERCISE**

- Develop a draft proposal
- Develop action plan
- Develop budget plan
- Develop a draft report
MODULE 5: PRACTICAL EXERCISE

Objectives:
At the end of the session participants will be able to:

- Develop a draft proposal
- Develop action plan
- Develop budget plan
- Develop a draft report

Materials: Flipchart, markers, cue cards, tape and handouts

Time: 4 Hours

Steps:
1- Explain the objectives to the participant.
2- Divide participants into 2 groups.
3- Facilitators ask those 2 groups to develop
   - A draft proposal
   - Action plan
   - Budget plan
   - A draft Report
4- Group representative present results in plenary
5- Facilitator combine the results from those 2 groups. Then, there will be only one proposal represent the whole community.

Note for facilitators:
- For proposal, action plan, and budge plan, facilitator has to explain them that in the future, The Learning Institute will fund youth group in each community for better management of fishery resources. This could be very useful when time arrived, then they can use results from this practical exercise as the basic information.
- For report, facilitator could ask each group to produce report of attending the training course.
Module 6: Closing Session

Session 6.1: Post-test
Session 6.2: Course Evaluation
Session 6.3: Reflection
Session 6.4: Community Representatives’ Remark
Session 6.5: Closing Remark
SESSION 6.1: POST-TEST

Objectives:
- Know about the level of understanding of participants after completed the course delivery.

Materials: Handout 6.1

Time: 15mins

Steps:
1- Explain the objectives of the session to participants.
2- Distribute the handout 6.1 to participants.
3- Ask participants to fill in their answer.
4- Collect answer sheet.
5- Check if there is some missing answer.
### Handout 1.5: Pre-test

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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<tbody>
<tr>
<td><strong>Name of CFi:</strong></td>
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<td><strong>Name:</strong></td>
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<td><strong>Sex:</strong></td>
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<td><strong>Age:</strong></td>
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<td><strong>Status:</strong></td>
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<td><strong>Educational status:</strong></td>
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<tr>
<td><strong>Role:</strong></td>
<td></td>
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<tr>
<td><strong>H/P:</strong></td>
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<tr>
<td>1- What is proposal?</td>
<td></td>
</tr>
<tr>
<td>2- What are the key element in proposal?</td>
<td></td>
</tr>
<tr>
<td>3- What are some tips for successful proposal writing?</td>
<td></td>
</tr>
<tr>
<td>4- What is report?</td>
<td></td>
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<tr>
<td>5- What are the reason for writing report?</td>
<td></td>
</tr>
<tr>
<td>6- What is action and budget plan?</td>
<td></td>
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<tr>
<td>7- What is participatory?</td>
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</tbody>
</table>

Thanks!!!
SESSION 6.2: COURSE EVALUATION

Objectives:
- Know the idea of participants on training process, materials, facilitators’ performance, and additional feedback.

Materials: Handout 6.2

Time: 15mns

Steps:
1- Explain the objectives of the session to participants.
2- Distribute the handout 6.2 to participants.
3- Ask participants to fill in their answer.
4- Collect answer sheet.
5- Check if there is some missing answer.
### Handout 6.2: Training Course Evaluation

#### Training Process and Materials

<table>
<thead>
<tr>
<th>Items</th>
<th>Very happy</th>
<th>Happy</th>
<th>OK</th>
<th>Unhappy</th>
<th>Very Unhappy</th>
<th>Reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
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<td></td>
<td></td>
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<tr>
<td>Materials</td>
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<tr>
<td>Refreshment</td>
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<td>Solidarity</td>
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<td>Lunch/dinner</td>
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<tr>
<td>Venue</td>
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<tr>
<td>Respond to your expectations</td>
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<tr>
<td>Field Trip</td>
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</table>

#### Facilitators’ performance

<table>
<thead>
<tr>
<th>Items</th>
<th>Very happy</th>
<th>Happy</th>
<th>OK</th>
<th>Unhappy</th>
<th>Very Unhappy</th>
<th>Reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitation skills</td>
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<tr>
<td>Explanation speed</td>
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<tr>
<td>Respond to question</td>
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<tr>
<td>Encouragement</td>
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<tr>
<td>Characteristic</td>
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#### Additional Question

**Which keys point will you apply?**

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…………………………………………………………………………………………………

**Any comments for better training courses delivery in the future?**

…………………………………………………………………………………………………
…………………………………………………………………………………………………

**Do you have any other training need?**

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…………………………………………………………………………………………………

**Other suggestion?**

…………………………………………………………………………………………………
…………………………………………………………………………………………………