Resource Development Training

Module 3: Project proposal and concept note writing

Ben Small/HelpAge International

Part 1: General principles →

1.1 General principles for writing concept notes and proposals

At the end of Part 1, you'll be able to:

- Understand the general principles of writing a good project proposal or concept note

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Part 2: Proposal and concept note structure →

2.1 Guidelines for writing a project proposal

2.2 Guidelines for writing a concept note

2.3 Guidelines for developing and presenting a budget

Annex A. DFID generic feedback on proposals

Annex B. Example concept note

Annex C. Example proposal budget

At the end of Part 2, you'll be able to:

- Know how to structure a good project proposal and concept note
- Understand how to develop a project budget

Malik Alymkulov/HelpAge International

Part 3: Specific issues to be addressed in a proposal →

3.1 Value for money

3.2 Sustainability

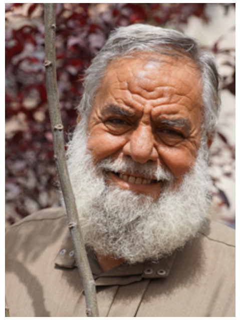
3.3 Inclusion: gender, disability and age

3.4 Risk analysis

Annex D. HelpAge International gender analysis guide

At the end of Part 3, you'll be able to:

- Explain how to write compelling sections on value for money; sustainability; inclusion; risk analysis



Fedaa Qatatshsah/HelpAge International

Part 4: Meeting the deadline →

4.1 Roles of individuals involved in proposal writing

4.2 Proposal development schedule

At the end of Part 4, you'll be able to:

- Plan the process to develop and submit a proposal

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Module 3: Project proposal and concept note writing

Part 1. General principles

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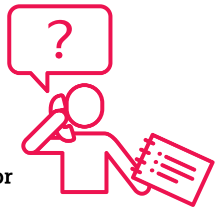
Part 1. General principles

1.1 General principles for writing concept notes and proposals

Donors will ask for either a proposal or in the first instance a concept note (and then later a full proposal) to be submitted to describe both the details of the project design and the requested budget.

It is useful to look at some general principles that apply to writing concept notes and proposals before considering the content. Some points outlined in this section may seem very obvious, but many people do not follow these principles and as a result almost always fail before they even start writing the proposal. **So, however obvious they may seem, read them carefully as they form a solid foundation for the rest of this Module.**

Guidelines will help you
when writing a proposal, if in doubt contact the donor for clarification.



1. Follow the donor guidelines.

- If the donor issues guidelines for writing the proposal, **read them very carefully and follow them**. The guidelines will probably include a statement on the donor's interests – possibly a thematic focus such as health or education; possibly geographical such as a focus on a certain country or region; possibly their approach, such as rights-based approaches. Do not waste time writing proposals for donors whose guidelines do not fit with your approach to development. If your project does not fit, find another donor. Do not assume you know the donor and their guidelines well, as they might have changed.
- If the donor provides a format to follow, for example with sub-headings or questions to answer, **adhere to that structure and ensure you answer all of the questions**. If questions are difficult, do not ignore the question, but find help from colleagues.
- **Keep within the maximum page length**. Some donors limit how much you can write in each section by giving a maximum word count, maximum characters and possibly stipulate the font type/size and margin size etc.
- Minimum/maximum budget size – do not exceed it.
- Minimum/maximum project length – do not exceed it.
- Deadline for submitting the proposal – do not miss it.

If in doubt about any of the guidelines, contact the donor for clarification.

2. Research the donor and utilise the findings in your proposal.

Find out the donor's interests and ensure that these are clearly highlighted in your proposal – but at the same time remain consistent to your own values and objectives.

Go beyond the donor guidelines that may have been sent to you and explore the donor's website too – look for their policies and strategy. Try to use the language they use to describe your project, as this will help them to see how your organisation is talking about the same things.

For example: *if the donor talks a lot about 'leave no-one behind' as part of their approach to the Sustainable Development Goals (SDGs), use that 'leave no-one behind' phrase in your proposal when you refer to older people, especially those who are marginalised.*

3. Put yourself in the position of the donor reading the proposal.

> **Key questions to ask yourself:** If you were reading the proposal would you find it a compelling project to fund? Would you be excited by what you are writing?

Organisations should make their project sound exciting and compelling. Remember that the person reading your proposal has a very heavy workload. Make sure that you write with clarity – the donor is not going to spend time trying to work out what you mean, **it's up to you to make it clear and appealing.**

4. Do not assume that the donor knows your organisation and mission.

Even if your organisation has submitted many proposals to that donor in the past, they may not remember your organisation if they have received many proposals or if a new member of staff is reading it this time round. So, if there is a section in the proposal where you have to describe your organisation then write it as though the donor has never heard of you – it might really be the case. Sometimes the donor will ask an external agency to do the assessment and they are less likely to know your organisation.

5. Be clear.

Help your reader to understand your project and organisation by being as clear as possible. What exactly is it that you want to do and why do you want to do it?

For example: *only outline the problem that you are going to address. Providing some context might help the reader understand the problem, but the reader does not need to know the complete geography and history of the community unless it is relevant to the problem to be addressed in the project.*

6. Keep jargon and technical language to a minimum.

There are two reasons for this:

- The person reading your proposal may not understand the meaning of the words used – proposals are not always reviewed by technical specialists.
- The donor/reader is more interested in the clarity of the concept/proposal presented, not technical complexity. Do not be tempted to show off knowledge by using technical jargon. **If using jargon is unavoidable for some reason, provide a brief explanation of the word/phrase as a footnote.**

7. Be concise.

Ensure that you explain what needs to be said clearly in as few words as possible and that everything you write is relevant and adds to the knowledge of the reader.

- There is no merit in writing lots! Get your ideas over as briefly as possible and keep the reader engaged.
- Do not repeat things – partly because you are wasting some of your precious page limit, and partly because it will not read well if the reader keeps reading the same thing over and over.
- When writing, ask yourself: is it relevant to this project/programme? If not, do not include it in the proposal.

8. Avoid vague language.

Vague sentences such as 'hopefully, the health status of older women will be improved' or 'maybe the health status of older women will improve' or 'in the future the health status of older women will improve' will make the reader feel that you are unsure about what your proposed project will achieve.

Be positive and definite. Donors will be more impressed if you sound as though you know where you are going and how you will get there.

For example: *A more effective and positive way of writing the sentence would be: 'After five years, the health status of older women will have improved'.*

9. Use the future active tense in describing what you will do.

For example: *'We will train 20 OPA leaders'.*

10. Use up-to-date and relevant data and make sure it is referenced.

In a project proposal, data is usually used in the problem statement to justify the proposed project design. Therefore, be ruthless and only use data that is relevant to the problems you will address. Think carefully about what the most relevant, reliable, and impactful data and only use this to support your case. Do not include data relating to issues that will not be addressed in the project or data from a source which cannot be identified. Focus on the quality of the data rather than quantity. Data should always be referenced – either in brackets after the data, or as a footnote.

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11. Start with the Logframe, not the proposal.

The Logframe *(refer to Module 2 for more details on the development of a Logframe)* is the best way to get clarity on the design of your proposal. For that reason, it is **good to complete the Logframe before you write the proposal**.

For the concept note, donors will generally only ask for column 1 (hierarchy of objectives) of the Logframe to be completed or ask you to define Goal, Outcome and Results (and not Activities). The proposal or concept note is not the place to design the project – this should have been done before you start writing. Rather it is your opportunity to 'market' or 'sell' your project and vision to potential donors by presenting the design in a compelling way.

Sometimes when you develop the budget, you may find that the activities have to be amended a little due to budget constraints – in this case remember to change the activities (and possibly indicator targets) in the Logframe as well as the proposal.

12. Make sure that the concept note/proposal relates to the Logframe.

The objectives (Goal-Purpose-Results-Activities) **MUST** be the same in both documents. The indicators and means of verification **MUST** also be the same. The assumptions/risks **MUST** also be the same. The only difference is that the concept note/proposal elaborates on what is written in the Logframe.

13. Presentation is very important.

It is important to proofread the proposal before submission. If your document is not presented well, it can distract the reader from the content. Therefore, ensure that:

- The concept note/proposal looks neat and presentable
- You have used paragraphs and sub-headings to break up the text
- You have only used one font, in one font size
- If you do not have a template to follow, make sure your document follows a clear and logical sequence *(see Part 2 of this Module →* for ideas on this)
- There is an **accurate** contents page
- Check spelling and grammar
- Acronyms have been listed – and spelt out **the first time only** in the text
- Annexes have been clearly referenced in the text and included in the contents page
- Diagrams/figures are labelled
- Any numbering is logical and consistent, and **activities** are consistently numbered in all documents. Typically, activities are listed in four places: narrative, Gantt chart, budget, and Logframe. **Use the same activity numbers in all four places** – this makes it much easier for the reader to cross-reference.

14. Present a clear and consistent budget.

If you are including a budget make sure that everything in your budget matches with the narrative you have written, so all activities in the budget need to be described in the narrative, and every activity in the narrative needs to be included in the budget. If you accidentally get this wrong, it can cause problems later even if the project is funded. Be sure to include **overhead** and **support** costs where you can and be aware of any **co-funding** requirement.

15. Annexes.

Use Annexes wisely and only for information that is not crucial to the flow of the proposal but is useful for further reference. **Every Annex must be referenced** in the main narrative – usually by saying please see Annex X so that the reader knows where to find the information. Annexes must also be listed in the contents page. If you cannot find a place in the narrative to reference the Annex, then it is probably not necessary to include the Annex at all.

16. Ensure someone else reviews everything.

No-one can write a perfect proposal on their own. During drafting ask at least one other person to review it, if multiple people are working on a proposal try and get a fresh pair of eyes of someone not as heavily involved. The golden rule is that **NOTHING should be sent to a donor unless someone other than the author has read the draft**, checked it, and made suggestions to improve it. That person, who is playing the role of 'editor' or 'reviewer', can also pick-up errors such as repetition, unclear phrases, typos which have not been picked up by spell-check.

Don't do it on your own

... always ask someone else to read your draft, check and make suggestions for improvements.

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Part 2. Proposal and concept note structure

Part 2. Proposal and concept note structure

Whilst donor requirements for a proposal can vary, the three standard documents are the Logframe; the narrative proposal; and the budget. Once the Logframe has been finalised, the proposal and budget can be developed at the same time, though it will be an iterative process whereby the narrative may need to be changed each time the budget is adjusted and vice versa.

2.1 Guidelines for writing a project proposal

If the donor provides guidelines, then **follow the guidelines** and use them as a checklist.

If there are no specific guidelines to follow, then the information in this section can be used as an outline format and checklist. However, note that this is broad guidance for when the donor does not have their own guidelines.

Use a checklist
to make sure you've included everything the donor requires in the proposal.

1 Cover page

The cover page should capture the essence of the project proposal and should immediately catch the attention of the reader. It should not appear cluttered but include essential project details:

- Project title
- Your organisational name and logo
- Name of the donor you are submitting the proposal to
- Total project budget and amount requested from the donor
- Duration of proposed project (start and end months)
- Name and contact details of the person in your organisation who will liaise with the donor
- Submission date
- Relevant image (optional)

2 Table of contents

The table of content provides the reader with an organised list of the various sections and subsections of the proposal. The reader gets a clear view of what is included in the proposal and they can easily find the sections that are most relevant to them.

Ensure that:

- All sections are listed
- Page numbers are correct
- The title and headings match those in the text

③ Project title

Check whether it:

- Accurately reflects the purpose of the proposal?
- Identifies the direct beneficiaries?
- Sounds interesting/exciting?

Tip: if you are stuck for a title, look at the project outcome in the Logframe – the title should normally reflect this.

For example: *if the project outcome is: 'To improve the accessibility of primary health care for older people in Rikot'*

... then the project title could be something like: 'Improving older people's access to Primary Health Care in Rikot'

④ Executive summary (1 page maximum)

This should be the last part of the proposal that is written and drafted after the full proposal has been written. Usually this is a **maximum of 1 page**. It is an important part of the proposal as it is likely to be the first thing that the reviewer learns about the project. It should be a summary of the whole proposal and include:

- The problem to be tackled. Focus on the **issue**, **challenge** and the **need**. Include data to demonstrate that you understand the problem.
- The expected beneficiaries (primary and secondary)
- Purpose (outcome) of the project
- Expected results
- Who your organisation and any relevant partners are.
  Talk about your organisation and its strengths. Emphasise how and why your organisation is best-placed to implement the project successfully and details of any implementing partners
- Timeframe of the project

Tips for writing an excellent executive summary:

- Be concise and clear
- Do not use jargon and overly technical language
- Focus on the benefits of the project
- Do not include too much data – but enough to show the project is evidence-based
- Make it exciting
- Don't make it too long

⑤ Background/context (0.5 page)

- Explain who **your organisation** is and why you are qualified to implement this project
- Who the **partners** are and why they were chosen
- Describe the **history behind the current project**, how was it identified, and by whom
- Describe the **process in designing** the project and who participated in it
- Explain any **global** policies (e.g. SDGs) and **national** policies that provide a framework for the project
- Explain what you have learned from previous projects and how that influenced your project design

6 Justification (including problem statement and situation analysis) (2 page maximum)

This section presents the argument of why your project needs funding. It describes the issues and problems that a particular community faces and how your organisation will address the given problem. The primary purpose of this section of the proposal is to convince the donor that your project is important and the problem that you intend to solve is real. Organisations should include facts and figures as evidence of the issues to be addressed.

These facts can be from data collated by your organisation or from project evaluations, research articles or government reports.

For example: *if the problem is the high level of new infections among older people, you will have to back this problem statement up with a needs assessment to evidence this.*

Along with stating data to justify the project, you should also state why your organisation is best placed to implement the project (reference similar projects that have been implemented).

The problem statement should answer the five Ws (Who, What, Where, When and Why):

who?

Who are the **people** impacted by this problem?

what?

What is the **problem** to be addressed?

What is the **evidence** that defines the problem?

What is the **relevance** and **importance** of this issue for the chosen beneficiaries?

where?

Where are the **communities** affected by the problem?

when?

When did the **problem/issue** become so critical?

why?

Are any **other organisations** already addressing this problem in the area? If so, why is additional input required?

Why is it important that we fix the **problem**?

7 Project description (5 pages maximum)

This section of the proposal includes the project goal, objectives, methodology, impacts, etc. It will also describe what action will be taken to address the problems described above. It is therefore very important that this section relates to the problem statement in section 4 above and vice versa.

This section mainly describes the 4 levels of objective that are stated in the Logframe.

The objectives of the project should be clearly stated and should be **exactly the same wording used in the Logframe**. Do not change the wording in this narrative and make the links to the Logframe explicit. You should include:

a. Goal (sometimes called 'Wider Objective' or 'Impact') – this is the higher-level objective, greater than the project itself, but to which the project will contribute. Other interventions will also contribute to the achievement of the goal.

An example of a goal statement could be: *To contribute to realising the rights of older people in Rikot, particularly older women, older people with disability, and older people who suffer discrimination and exclusion based on their caste, ethnicity, or economic status.*

b. Outcome (sometimes called 'Specific Objective' or 'Purpose') – this is what will change, and who will benefit over the lifetime of the project, because of the project.

An example of an outcome statement could be: *To strengthen the capacities of civil society, policy makers and service providers to enable more effective participation of marginalised/vulnerable older women and men in processes that develop policies and practices impacting on their social and economic inclusion.*

c. Outputs (sometimes called 'Results') which are the specific, direct deliverables of the project.

Examples of outputs could be:

- *Increased knowledge and skills of Civil Society Organisations (CSOs) to advocate for older people's rights;*
- *Policy makers at local and national levels sensitized on the rights of older people so that inclusive planning and accountability mechanisms are developed;*
- *Strengthened networks of older people at local and national levels for influencing policy and practice;*
- *Increased access of older people to information, learning, skills training, and finance*

d. Activities detailing what the project does to achieve the outputs. The section on activities is potentially very long, therefore it is important to be very concise in your writing – donors are also stretched for time. So organisations should briefly describe each activity that will help you to reach your objectives:

- Who is doing what?
- When is it happening?
- With or for whom are you doing the activities?
- Where will it take place?

An example activity could be: *The Community Mobiliser will organise monthly Older Peoples Association (OPA) meetings for one year in the village in which we aim to create understanding about older peoples' rights. We plan that each meeting will include 50 older people and part of the agenda will be to train selected older people to become the leaders of the OPA.*

Make sure that what you write is actually going to be implemented and link it to the outputs and outcomes. The length of this section depends on the size of the proposal, and how many activities there are.

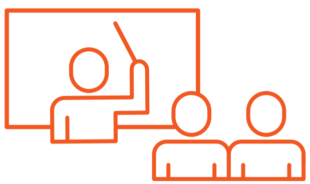
Guidance on how to write objectives is included in Module 2 in the section on developing a Logframe.

8 Beneficiaries (0.5 page maximum)

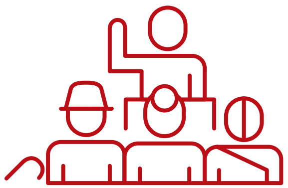
In this section include information about the people (beneficiaries or target groups) that will benefit from the project.

- Who are the direct beneficiaries? How many are there? Why and how were they selected? What support do they need?
- Who are the indirect beneficiaries? How many are there?
- Direct versus indirect and primary versus secondary. This can be confusing as different donors ask for beneficiaries to be categorised in different ways. The definition may also vary so check the donor guidelines carefully.

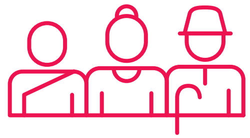
Example of beneficiaries: *A project is training OPA leaders and health workers with the objective of benefitting older people in the community. In this example there are four types of beneficiaries: Direct, Indirect, Primary and Secondary, as described below:*



Direct beneficiaries
are the OPA leaders and health workers who benefit from the training.



Indirect beneficiaries
are the older people who will benefit from the increased skills and knowledge of the OPA leaders and health workers.



Primary beneficiaries
are the older people – they are the ones whom the project wants to benefit in the longer-term.

Secondary beneficiaries
are the health workers and OPA leaders who have increased skills, which is good, but not the final longer-term aim of the project.

9 Stakeholder analysis (1 page maximum)

A stakeholder is anyone with an interest in the project. In this section describe the role of all the different stakeholders in the project, what their roles are and why they have been assigned the role. This may vary from project to project, but typically would include:

- Your organisation
- Partners (each one separately)
- Local government
- Central government
- Different beneficiary groups
- Any other stakeholder groups that are important for this project

Refer to the stakeholder analysis in Part 1 of Module 2. The results of that analysis will inform what you write in this section.

10 Activity chart (also called a Gantt chart)

The individual activity implementation is often presented in the form of a Gantt chart (activity plan/chart). The chart should also specify which agency is responsible for the implementation of the activity. An example Gantt chart can be found in Figure 1.

Note that after Year 1, subsequent years do not need the same level of detail (unless the donor requests otherwise) and are usually divided into half year (six month) units. For example, a five-year project would show activities for Year 1 as shown in Figure 1, and for remaining years it would be as shown in Figure 2.

Figure 1: Activity (Gantt) chart

Activity		Year 1 by month												Responsible agency
No.	Description	1	2	3	4	5	6	7	8	9	10	11	12	
1.1	Train health workers in age friendly methods													HelpAge and partner
1.2	Provide clinic space													Partner
1.3	Procure and distribute medicine													HelpAge and partner
2.1	Consult with older people on health issues													Partner
2.2	Set up Older People's Associations (OPAs)													Partner
2.3	Run OPA activities													Partner

Figure 2: An example Gantt chart for multi-year project (post year 1)

Activity		Years 2–5 (6-month periods)								Responsible agency
No.	Description	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8	Period 9	Period 10	
1.1	Train health workers in age friendly methods									HelpAge and partner
1.2	Provide clinic space									Partner
1.3	Procure and distribute medicine									HelpAge and partner
2.1	Consult with older people on health issues									Partner
2.2	Set up Older People's Associations (OPAs)									Partner
2.3	Run OPA activities									Partner

Make sure that:

- You keep the same activity numbers in both charts
- You keep the same activity wording in both charts
- The planned schedule is realistic. A common mistake is to propose far too much.

A Gantt chart will help lay the foundations of a more detailed workplan if your organisation is successful in securing funds for the project.

11 Resources required

This can be divided into:

a. Human Resources: for this make a table (see Figure 3 below for an example). Each post is often expressed as a 'Full Time Equivalent' (FTE) i.e. a full-time member of staff is expressed as 1.0; a half time person is expressed as 0.5; a quarter time person as 0.25 etc. It is important to include the following information:

- Include every post which will be funded by the project, including administrative and logistic posts. *The posts in Figure 3 are just examples and do not reflect a comprehensive project list.*
- Explain the roles and responsibilities of the parties involved in the project. Who has overall responsibility for implementing the project? Who will the organisation collaborate with and how? Who is responsible for the day-to-day implementation?
- Explain reporting procedures (within your organisation and to the donor). Donors are keen to see how an organisation is accountable, so mention the finance system (is it computerised, is it audited, etc.) and who is responsible for financial management in your organisation.
- Please note that some donors may insist on timesheets to be kept so costs are allocated according to the exact time spent on a project. For a proposal this can be included as an estimate of expected time to be spent by individuals involved in the project.

b. Equipment: state what is needed for the project and justify it. Consider what provides better value for money. Is it more cost effective to buy or rent/hire equipment?

Figure 3: Example of a table showing required human resources for a project

Post title	No. of posts	FTE	Employing agency	Location	Summary of role
Project Manager	1	0.5	HelpAge	Name country/office location	Overall management of the project to ensure objectives are met and activities are managed within the contractual frameworks and budget
Health Advisor	1	1.0	HelpAge	Name country/office location	Provides technical advice on all health aspects of the project and supports on implementation of health activities
Technical Director	1	0.05	HelpAge	Name country/office location	Provides general strategic direction and advice, as well as ensuring linkages with all other projects/programmes
Community Mobilisers	3	1.0	Partner	Name country/field location	Organises and helps deliver activities at the community level
Finance Officer	1	0.5	Partner	Name country/office location	Manages financial budget and ensures all financial records are kept accurately

12 Monitoring and Evaluation (M&E) (0.75 page maximum)

The section on M&E should be linked to the Logframe. It is important to explain how the indicators will be used in monitoring and evaluation. This section should explain to the reader how you will monitor progress and evaluate your project impact.

For example: *In order to assess the impact of our OPA meetings we will measure OPA members knowledge and understanding of older peoples' rights at the start of the project and again at the end using the same questionnaire.*

Briefly describe how you will disseminate results as it is good to share success with your stakeholders. It will increase your visibility and might lead to new opportunities. Possible means of communicating achievements could be social media; reports; workshops; published papers; articles; conferences.

a. Monitoring:

- Who will be involved in monitoring at each level (community level; project level; headquarters)?
- What special committees will be established for monitoring (if any)?
- What type of monitoring of activities are planned?
- What are the key indicators to be used for monitoring progress on outputs (ensure these are consistent with the Logframe – usually monitoring indicators are at the output level)
- What will be the reporting mechanisms for (a) Narrative and (b) Financial reporting? Who is responsible?
- Ensure that there is an adequate budget included to carry out these monitoring activities.

b. Evaluation:

- What are the evaluation arrangements in general?
- What is the plan for a mid-term evaluation (often this will be an internal exercise)?
- What is the plan for an end-term 'impact' evaluation (often this is done with external evaluators at the end of the project)?
- Explain any plans for a base-line survey and end of project survey which could compare the same data and therefore inform the evaluation by providing crucial impact data.
- What are the key indicators to evaluate the impact of the project? (ensure these are consistent with Logframe – they are usually found at the outcome level)
- How will lessons learned in the evaluations be shared internally (within the organisation) and externally (outside the organisation – both within and outside your country)?

Part 4 of Module 2 provides some additional guidance on developing monitoring frameworks which can feed into the project proposal.

13 Risks (1 page maximum)

The major risks to project success should be listed along with plans to mitigate their impact. There is more guidance on risk analysis and what can be included, in *Part 3 of this Module* →.

14 Cross-cutting issues (1 page maximum)

Donors will frequently ask us to **comment on THEIR cross-cutting issues**.

If there are no strict guidelines, you should be able to say how you have taken each of your own cross-cutting issues into account in the project design.

For example: *you could include a paragraph each on:*

- *Gender*
- *Disability*
- *Ageing*

15 Sustainability (1 page maximum)

In this section, you should explain how the **project outcome will be sustained**. In other words, describe how the benefits of the project will not end when the funding ends, but will continue into the future. This does not mean that the project activities need to be sustained or continue. Some of the activities might be but the main reason for the project is to ensure **sustainable change at the outcome level**.

In presenting issues of sustainability, it is useful to recognise the following different areas of sustainability:

- Institutional sustainability
- Policy sustainability
- Economic sustainability
- Social sustainability
- Environmental sustainability

Sustainability is covered in more detail in *Part 3 of this Module* →.

16 Organisational profile (1 page maximum)

The purpose of this section is to demonstrate why your organisation is the best placed to deliver the project. It should include:

- Organisation name
- Established date
- Registration details
- Contact details
- Vision and Mission
- Brief history
- Track record of experience – especially relating to the proposed project
- Organisation structure
- Awards and certifications

17 Budget (0.5 page maximum)

You should include a summary of the budget in this section (not the detailed budget which will be a separate document, *see Part 2.3 of this Module* →). In this section, you can mention:

a. The total project budget and how much you are requesting this donor to fund

b. If the donor is not being asked for 100% funding, state where will the balance come from?

c. What the main drivers of the budget are. The simplest way to present this is to just put the budget for the main headings, for example:

- Human resources £xxxx
- Capital costs £xxxx
- Activities £xxxx
- Monitoring and evaluation £xxxx
- Administration £xxxx

d. How you are offering the donor value for money *(see Part 3.1 of this Module for more information →).*

Learning from donors

Good donors give feedback when they reject a proposal, explaining the reasons why it was rejected (it may even have been an excellent proposal but rejection may be for the simple reason that there was not enough money in the pot to fund it). Feedback is valuable information so that organisations can adjust the proposals they submit to that donor and other donors in the future. Much feedback is specific to your particular project, but there are common mistakes that proposal writers make.

Annex A presents a table showing DFID (UK Department for International Development), now FCDO (Foreign and Commonwealth Development Office) generic feedback on proposals submitted to their Global Poverty Action Fund in 2014 →. Even without reviewing the actual proposals, this feedback is really useful as it highlights, from a donor perspective, the common mistakes made by project proposal writers, as well as emphasising the strong points of a well-written proposal. This feedback could be applied to any proposal.

Key strengths and weaknesses of proposals are presented in Figure 4 below.

Figure 4: Some common weaknesses and strengths of project proposals

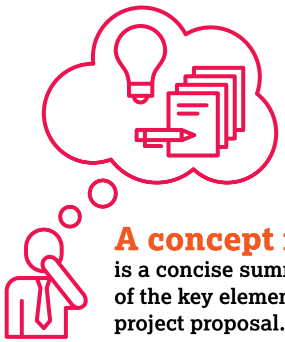
Weaknesses	Strengths
Analysis is too general	Good use of data and triangulation
Target groups too generalised	Very clear target groups
Limited gender analysis	Clear gender analysis
Lack of clarity on how project related to other initiatives	Good demonstration of how project will address gaps
Lack of clarity about learning from previous projects	Present results of consultation with target groups
Unclear how beneficiaries were consulted in project design	Coherent statement explaining poverty issues
Links between problems defined and project intervention not clear	Realistic targets set – not overambitious
Project impact description too vague	Consistent disaggregation of data
Unclear how beneficiary target figure was calculated	Realistic appraisal of constraints
Plans to disseminate lessons learned from evaluations too vague	Interventions clearly relevant to the problems identified
Over-ambitious activities – cannot fit or be achieved in time frame	Clear that lessons learned from earlier projects have influenced this project design
Claims that the project will empower people not supported by the activities and budget	Well-considered approach to piloting new ideas
Risks not identified	Clear roles of each stakeholder group
No indication of how training will be followed up	Use existing structures to enhance value for money
Partnerships not clearly defined	Clear identification of capacity building needs
Staff structures top heavy and not enough front-line staff	Realistic targets
Narrative and Logframe do not match	M&E costs well justified
Limited information on M&E methodology	Clear how monitoring will feed into management decisions
Inadequate Logframe	Consistency between budget and other parts of the proposal
Beneficiary numbers inconsistent	Value for money considerations clearly described
Weak budget notes	Budget lines clearly support stated activities
High vehicle costs	

2.2 Guidance for writing a concept note

Many donor agencies prefer their grant-seeking applicants to submit a comprehensive concept note about the proposed project before being invited to submit a full project proposal. This saves time for both the donor, as they can make an initial judgement based on a brief paper and for the CSO, reducing the time spent on developing a full proposal.

A concept note is a brief outline of the project you have in your mind. A simple version of it will include an introduction, a background and short problem description, proposed objectives and results and a budget overview. Ideally, it should not be more than four pages unless the donor agency has specific requirements or provides a specific page limit.

The format of a concept note can vary greatly. Despite being a shorter document than a full proposal, a good concept note will also follow a clear project design process.



A concept note
is a concise summary of the key elements of your project proposal.

Key considerations for developing a good concept note

As with proposals, **if the donor has clear guidelines for concept notes, then organisations must follow them**. If there are no guidelines or if the donor does not offer any specific details of what should be included, organisations can follow these guidelines to produce a compelling concept note.

1. Purpose of a concept note: Concept papers are used to briefly explain a project idea to a potential donor. A concept note needs to be engaging and appealing to the donor as they will be reading it to see if they are interested in funding that type of project.

2. Length: You should aim for a maximum of four pages (single sides) of A4.

3. High level information: At concept note stage, the donor is not interested in a detailed analysis of the problem being addressed, or in the detailed activities of the project. They want to be able to understand the problem at high level and how your organisation proposes to respond to it without too many details of the specific issues or activities.

4. The donor will be interested in knowing: VERY BRIEFLY, the answers to these questions:

- **Who** is your organisation?
- **Who** will benefit from the project?
- **Why** is the project needed?
- **How** do you know the project is needed?
- **What** do you intend to do?
- **How** do you intend to do it?
- **When** will it be implemented and for **how long?**
- **Where** will it be implemented?
- **How** much money are you asking for?

5. Structure of a concept note: In the absence of donor guidelines, the structure of the concept note could be:

a. ***Title of project.*** *(see notes under Section 2.1 'Writing a project proposal' →).*

b. ***Background.*** Make a brief statement (1 paragraph) about your organisation and any partners, and how the project was identified.

c. ***Problem statement.*** (i.e. justification of your proposed intervention). Include key evidence for the problem, if any other agency is addressing the need, and why additional input is required. It is important to be as specific as possible here.

   This section of the concept note should be an 'introduction' or 'background' of the project where the problem to be addressed and the root causes are stated. This section can be concluded with the 'opportunity' available for the intervention to address the problem. Remember to include references in the narrative so that you can establish authority to the facts given. For example, if there is extensive poverty in the region, include data (disaggregated by sex, age and disability) and a reference.

d. ***Length of project.*** Details of how long your proposed intervention will last and an expected start date (only if known).

e. ***Where.*** Locations of where the proposed project intervention will take place.

f. ***Expected outcome of the project.*** There should only be one outcome.

g. ***Key expected results.*** A maximum of five key results.

h. ***Key activities for each result.*** A maximum three per result. Do not go into too much detail as the focus in a concept note should be on the outcome and outputs.

i. ***Beneficiaries.*** Who are they? Why were they chosen?

j. ***Key stakeholders.*** Details of any key stakeholders other than beneficiaries? What is their role in the project?

k. ***Monitoring and Evaluation.*** How will the donor assess the results of your project?

l. ***Why the project is relevant*** to the country (policies etc.) and global agenda (e.g. SDGs).

m. ***Total budget required.*** This does not need to be broken down unless otherwise requested. State how much you are requesting from the donor (it may, or may not, be 100% of the budget).

6. Be concise and brief and do not include partially developed details of activities in a concept note. The details can come later if you get to full proposal stage.

7. The budget should be a realistic estimate. It should include all costs – including overheads and staffing costs at the required rate. Although the concept note budget does not have to be 100% accurate, neither should it be a guess. If you have to adjust in the full proposal, the full proposal budget should not vary by more than about 20% compared with the concept note (note: some donors have rules on this). It is also possible to break the budget down under four–five main headings if you have that analysis.

Concept notes are increasingly required as the first step in the application for funding to the main agencies and private donors. Thus, concept notes must be clear, specific, and attractive to the reader. The concept notes must capture the audience's attention and make your potential sponsor curious about your project, and willing to get to know you and your ideas better.

If the concept note is accepted by the donor, they will usually ask for a full proposal to be completed as part of the next stage of the process. **A successful concept note does not guarantee funding as much more detail will be required by the donor at proposal stage.**

An example concept note from HelpAge network members in Nepal can be found in Annex B →.

2.3 Guidelines for developing and presenting a budget

Budgeting is an essential part of proposal development and it is important that programme staff, as well as financial staff, are involved and understand how the project budget is developed. Budget development is an integral part of project design and therefore the programme staff **must** be involved in the process.

Developing budgets for a project is time-consuming, but necessary to support the design of the project. Experienced donors can see very quickly how well constructed a budget is and it is important that organisations ensure there are adequate finances to be able to implement it well.

Different types of budget

1. Activity budget As the name suggests, an activity budget covers the costs required for implementing a project activity.

For example: *if the project is about building the capacity of civil society leaders, then organising workshops are usually a key activity. Organising workshops have costs involved: costs to hire a venue, human resource costs (trainer or facilitator costs), travel and transportation costs for participants and organisers, food, lodging, handouts and other materials. When developing an activity budget, every expense needs to be broken down. Whether organising the workshop for one day or three days it is important to breakdown and present the costs 'per day' for the different components of the activity and follow this with the total amount of the activity. This helps the donor get full clarity of the project activity and its costs.*

2. Line-Item budget This requires the budget to be presented under broad cost headings, such as:

- Human Resources
- Travel/transport costs
- Purchase of vehicles, equipment, supplies
- Office rental and utility costs
- Programme Costs
- Overheads

Donors will often give you a format within a proposal requiring the breakdown of the budget under set categories. Major donors like European Commission and USAID prefer to have their budgets as line items which can be quite complex and organisations should spend time understanding what is required before completing it.

Broad principles of budgeting

- It is important that your budget is **in line with your narrative proposal and Logframe**. The budget should clearly include provision for all the project activities you are proposing to undertake.
- When preparing your budget, please **be realistic**. Experience has shown that many project budgets are often set too high for the early phases of projects, leading to requests to move unspent balances into later years.
- Unless requested otherwise, present budgets in the **currency of the donor**. It is normal to develop your budget in your local currency, then convert to the donor currency. If so, be clear about the **exchange rate** that you use. You must state the source, value and value date of any exchange rates you have used to calculate your budget. Please use a reputable source to find the appropriate exchange rate.
- Some donors insist that your budget should fit with their **financial years**. For example, FCDO budgets must always run from 1 April to 31 March.

- **Inflation rates** used in the project budget should be based on official predictions and source should be mentioned. For staff salaries you may want to include both inflation and increments on the salary scale.
- Break down the budget to provide **sufficient detail** to justify the budget estimates. For instance, it would not be acceptable for staff costs in a budget line to state: Local Staff Costs £100,000. It should be broken down, such as:
  - Project Manager 0.8 Full Time Equivalent (FTE) £20,000
  - Project Officers (3 FTE) £45,000
  - Project Assistants (5 FTE) £35,000

  Some donors may also require organisations to produce staff contracts to prove the salary paid.
- You must also include **detailed notes** with your budget to explain budget lines.

What information should be included in the budget?

Organisations should include all costs associated with the project. It is important that you include as much detail as possible. A typical template has five budget sub-headings:

1. **Capital expenditure**
2. **Project activities**
3. **Staff costs**
4. **Other administration costs**
5. **Monitoring, evaluation and learning**

To implement activities, organisations are required to have human resources, an office and other operational mechanisms. Donors vary in their approach to supporting organisational costs – some will state that they only fund project activities, whilst others will fund overhead *(see 'core costs' →)* and staff costs on top of the activities. It is important to read the donor guidelines to ensure you know what is included.

The assessor will consider whether the budget is appropriate for the proposed project, whether it follows the budget guidance and format provided, and whether it offers value for money (e.g. costs per beneficiary, percentage of costs on activities compared to administration/staff costs, ensuring maximum benefit for the resources requested).

Below are key factors to consider under each sub-heading, although this is not exhaustive, so do not be constrained by the examples provided:

Capital expenditure

Show the costs related to any capital purchase in the year in which the purchase is planned. You must not spread the cost over the lifetime of the project, i.e. do not place the costs of a vehicle purchase half in Year 1 and half in Year 2. Use the budget notes to provide details of the individual items, e.g. if the item is a camera or a laptop, include the make and model in the budget notes.

Project activities

Include the costs for each activity to be delivered by the project. Break down the components of the cost for each activity as much as you can e.g., by number (days/events/items etc). Do not include staff or administration costs associated with the activity – these should be shown under the relevant sub-headings. Use the budget notes to provide an itemised breakdown of the activity costs. As project activities influence the budgeting of your project, it is important to gain greater clarity about them. If you know the specifications of your project activities, then budgets can be developed more easily and more frequently.

For example: ***'Organise workshops for civil society leaders in Nepal'*** *provides too little information to understand what the true costs will be. Instead, this can be stated as:* ***'Organise three workshops for 15 civil society leaders in Kathmandu'.***

The cost per workshop, i.e. venue hire, refreshments, stationary, facilitator fee, can be explained in budget notes. The specific numbers and place enables the costs to be calculated much more easily and it is much clearer for the reviewer to see what is included.

Staff costs

All staff costs, including those associated with activities, and consultants should be included here.

Provide for each staff member, their organisation, job title, location, and **percentage of time to be spent on the project, expressed as Full-Time Equivalent (FTE)**. Use the budget notes to provide further justification for the staffing inputs and fee/salary rates. Remember to allow for salary increments and inflation if it is a multi-year project.

If a consultant is being contracted on a daily basis then their FTE does not need to be reflected and instead the number of days they will be contracted for should be shown on the budget together with their daily rate.

Understanding FTE: Figure 5 below illustrates how to apply FTE to project staff members with different work patterns or schedules. This is a guide only and does not try to cover every situation.

Figure 5: Explaining Full-Time Equivalent (FTE)

Staff situation	FTE
A full-time member of staff working on the project 100% of their time	1.00
A full-time member of staff working on the project 3 days out of 5	0.60
A part-time member of staff (50% of full-time hours) working on the project 100% of their time	0.50
A part-time member of staff (50% of full-time hours) working on the project 50% of their time	0.25

Remember when developing the staff budget:

- The number of staff should align exactly with those listed in the project proposal.
- It is important to apply 'cost recovery' to the staff working on the project. Some of these might be working full time, others for only part of their time as they will also work on other projects. In the budget it is important to be clear how much of a person's time is being charged to the project using the FTE methodology.
- Remember to add in any additional staff costs such as insurance, pension etc. for each member of staff included.
- If the project is for more than one year, remember to increase the salary in subsequent years – using an inflation rate and possibly increments on a salary scale if that is your policy.

Travel

Some donors have this as a separate budget line whilst for others it is part of activities, M&E etc. Travel costs should include costs connected with visits (airfare, train, care hire, petrol etc.), accommodation and often a personal allowance (per diem) for individuals travelling. When budgeting for international travel, organisations should remember to include the cost of visas.

Other administration costs

All items of administrative expenditure must be shown separately under this subheading. This may include office costs directly associated with the project (but not organisational core costs – see below). Indicate which partner the cost is associated with (if appropriate) and the location where the cost is incurred. All project related costs must be itemised. General percentage estimations of support costs are not acceptable.

Monitoring, evaluation and learning

Ensure to include sufficient provision for an appropriate level of monitoring and evaluation. This may include:

- Provision for a baseline survey (if not undertaken before the contract is due to start) and endline survey
- Mid-term review and an independent external evaluation at the end of the project. There is no specific ceiling for the cost of the evaluation but the assessor will consider if the allocation is appropriate for the proposed project
- Regular monitoring costs if not absorbed in activity costs
- Costs of developing and disseminating lessons learned e.g. end of project seminar, event, materials etc.

Core costs

These are sometimes called 'overhead costs' and refer to those expenses that are required by the organisation to run its operations but are not directly related to project activities. However, they still form a part of project budgets. Overheads can include items such as office rent, telephone expenses, accounting fees, utility costs, salaries of central staff like the CEO, etc. During recent years, overheads have become an extremely sensitive issue for donors with some donors reluctant to allow them as costs in a project budget. Many donors will agree to pay overheads, and some have a fixed percentage of direct costs that you may charge, usually between 5% and 15%. If a donor does not pay overheads, it might still be possible to accept the grant if you can cover core costs from other sources. Always refer to the proposal submission guidelines to check whether the donor agency allows you to include overhead or at least administrative expenses in your project.

Calculating core costs: If the direct costs add up to $100,000 and the donor allows for 10% overheads, then you can add $10,000 for these indirect costs, making the total budget $110,000.

Overheads must be included in the budget ranged proposed by donors.

For example: *if the donor sets out guidelines of proposals with a maximum budget of $200,000, then the total project costs, including overheads must be under this maximum budget.*

Core costs
refer to costs that an organisation needs to run its operations, such as office rent, equipment, utilities, communications and the salaries of central staff.

What cannot be included in a project budget?

This depends on the particular donor, but the following is commonly not allowed:

- **Major capital expenditure** (e.g. construction or purchase of buildings and purchase of vehicles) cannot be supported as a primary focus of the proposed initiative. Any aspect of capital expenditure that you include needs to be fully justified as directly contributing to a sustainable outcome.
- **Inflation** must not be included as a stand-alone, separate budget line. It must be built into years 2, 3+ of a multi-year project and the inflation rate must be justified.
- **Land purchase**
- **Contingencies** Some donors allow contingencies, some do not. Be careful to study the rules about contingencies, as they are often very complex.
- **Depreciation** This is a bookkeeping transaction rather than an actual cost and must not be included as a budget item.

  For example: *if you budget a vehicle for $50,000 in year 1 of the project, the cost must be charged at $50,000 in year 1, not spread over year 1, year 2, year 3 etc.*
- **Debt repayment**
- **Pre-project implementation costs** This refers to any costs which organisations have incurred in preparing the proposal e.g. design costs, baseline surveys etc.

What are matching funds?

Some donors will not pay 100% of the project budget costs and may require an organisation to find a percentage from other sources. Typically, this may range from 10–25%. This is referred to as the **matching contribution** towards the project, and can also be referred to as **co-funding**.

Matching funds may be raised from:

- Another donor agency
- The beneficiary community
- Local authorities

When organisations present their budget, it is important to be clear which budget lines will be paid by the donor you are applying to, and which by matching funds. If the same percentage is applied throughout, then you can state 'X% of the total budget will be met by matching funds'.

Every organisation should consider the risks involved in taking on the responsibility to secure matched funds before agreeing to the grant contract.

What does a good budget look like?

There is no standard way of presenting budgets, and donors will have their own format which must be followed. *An example of a budget can be found in Annex C →.*

Karel Prinsloo/Age International

Additional resources

ICPCN guidelines on writing a proposal:
www.icpcn.org/wp-content/uploads/2013/07/Guidelines-on-writing-a-fundiing-proposal.pdf

Understanding cost allocation:
https://www.youtube.com/watch?v=rm9U3x_2_KA

Civicus guide to budgeting:
http://civicus.org/documents/toolkits/Budgeting.pdf

Annex A.

DFID generic feedback on proposals submitted to Global Poverty Action Fund (GPAF) 2014

1. Project design/contextual analysis

Weaknesses	Strengths
MDGs discussed only generally and often without reference to specific sources of information. MDGs might not be off-track nationally but insufficient justification for why this continued to be a focus of the project. Many proposals include **beneficiary numbers without clearly describing how the numbers were derived**. Many also exaggerate the number of anticipated beneficiaries e.g. 'all people in the district'. **Analysis (including use of data) is sometimes too general** (country-wide), rather than describing the specific target areas and target groups. Factors causing poverty are not adequately addressed. **Target groups too generalized** e.g. 'poor households'; and insufficient explanation of the reasons for selecting the specific target groups. **Limited mention of impact on girls, women, boys and men**, such as 70% women will be involved, or 'women lack access to credit', without explaining the factors affecting their access. Women are mentioned or may even be the target of the action, but there is only a generic analysis of the structures which make women unequal. **Impact on other vulnerable groups is not addressed** or only addressed in terms of 'ensuring participation' without any apparent adjustment of activities based on consultation with diverse groups. **Insufficient consideration of gender and diversity** in the project design. Unclear whether there have been separate meetings with women, other stakeholders in the design process (i.e. not just consultation about need). **Lack of clarity on how the project relates to other initiatives and/or gaps in service delivery**; about what is already being done and by whom. General statement such as 'government services are weak' but no analysis of why they are weak. Lack of analysis of gaps in state provision e.g. generalizations about shortage of resources rather than critical examination of factors influencing budget allocations.	The strongest analyses used the MDG section to **analyse national level MDGs in depth, looking at specific targets**; the extent to which they are off-track; what measures are required to secure greater success; which were already being taken forward by government; and where there were critical gaps. This was then related to the sub-national target area and the MDG profile for that area. Good proposals provided a clear rationale for why a national target perceived as 'on target' could be regarded as 'off-target' in a subnational area. The problem statement provided good information about the sub-national context and in particular showed a **depth of understanding and familiarity with the specific communities involved**. In some cases, this leads to an adaptation of the MDG analysis where local context demanded a different kind of response. The strongest proposals show an **intimate understanding of government/ donor programmes** (including resource flows, technical inputs etc.) to which the project can/should in some way relate. **Good use of data** and triangulation from various sources (applicant, government, research etc.) **Very clear target group** which is delineated between sexes and social and political power structures. Clear statements on why a particular group is poorer than another and why engaging with that group will make a difference. The stronger proposals were clear about what constitutes a direct beneficiary, and not over-ambitious in stating how many people are really likely to benefit indirectly. For example, household composition is disaggregated, with relevant attention to inter-generational aspects e.g. older people caring for several young dependents in post conflict contexts. **Clear analysis of impact on girls, women, boys and men from every angle**. Why men, women, girls and boys are marginalised, what the key barriers are for each disadvantaged group and the differences. Clear analysis of issues on social inclusion and exclusion. Consistent attention to disability wherever relevant.

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Lack of clarity about learning from previous projects using similar approaches, or how this experience has informed the present proposal. Insufficient evidence to suggest who or how people were consulted, how the target group has been engaged. Some proposals mention consultation but do not present any of the findings. Many problems listed in the proposal but unclear which of these are specifically relevant to the proposed intervention. No explicit mention of target groups being involved in the project design – or vague references to consultation without any clarity as to what difference this made to the project design. In proposals where the target area is conflict affected, conflict sensitivity is insufficiently reflected in the narrative and/or Logframe – the concept of 'do no harm' is not clearly explored.	**Good demonstration of current gaps** in service provision, which the project will address. Evidence of **how the project will be related to other initiatives** including reference to all stakeholders from global, national to local, government and non-government directly relevant to project. The best proposals **draw extensively on consultation** results with beneficiary groups, rather than just saying that consultation has taken place.

2. Potential poverty impact and link to MDGs

Weaknesses	Strengths
Poverty impact described in vague terms such as 'increased income levels' and how many people will have 'reduced poverty levels' without clarifying the level or degree of the anticipated increase. **Unable to define anticipated benefits in tangible ways** such as the income likely to be generated, increases in crop production and/or diversity. In some cases where **a target figure** has been provided, **it is unclear how this has been reached, appears unrealistic or too modest** to be worth the money; or there are too many target groups, without clear differentiation between direct and indirect beneficiaries. Where target group is noted as 'x' number, it is often not clear what percentage of the total group/cohort this represents, and it is often not clear why this particular target group has been selected. Some proposals set **unrealistic targets** (e.g. for increases in income) within the timeframe and did not justify or explain this by reference to the outcomes of any earlier work or pilot activities. Projects aiming to effect changes in government legislation often underestimated the time required. Some proposals claiming to be focusing on reducing women's poverty are **not supported by adequate contextual analysis** and there is often little or no attention to disability, HIV/AIDS or ethnicity in context where these are important factors. Insufficient attention to **disaggregated indicators** in Logframes.	**Coherent statement of what the poverty issues are, and the change that will occur as a result of the project**. A reasonable estimate of likely improvements in income, crop production, access to resources etc. Clear explanation as to **how improved services will impact on the lives of poor people**. **Poverty impact consistently presented** in narrative and Logframe, with target groups clearly differentiated. The stronger proposals were **not overambitious** and set realistic targets for a 2- or 3-year project. **Clear analysis** of different groups and the different impacts of the project on their poverty, well-being, empowerment. Clear links between the context analysis and the anticipated impact. Evidence is provided to show clearly how the value of anticipated poverty reduction benefits **justifies the proposed investment**. **Consistent disaggregation**, including where relevant for boys as well as girls e.g. in access to education. **Often clear description of expected impact on different target groups** in the narrative. Comprehensive statements on what changes will happen and for whom, and with what long term results.

continued over

Over claiming for scale of anticipated changes **without evidence of consideration of alternative approaches**. **Not clear how target group will be empowered** to take the work forward strategically, and how this will be supported after the project. **No consistency with problem statement** in terms of achieving significant change, especially in post conflict contexts. Tendency to continue **subsidy-based approaches**, without tackling cost-recovery. **Dissemination plans are vague** and often seem to rely solely on a 'workshop' with stakeholders at end of project – but no other earlier tactics for buy-in or involvement of these stakeholders (usually the government). Proposals often state that 'Lessons Learned will be shared', but do not include obvious mechanisms/budget/staff to support the proposed dissemination. No specific attention to which aspects have potential for **replication or leverage**.	**Realistic appraisal of constraints** that might affect outcomes but consistent presentation of potential in relation to project costs. **Arguments for sustainability consistent with problem analysis**. For example, strong health proposals work closely with and strengthen government health services to continue financing and delivering the improved health service in future. Clear thought about where information will be disseminated and shared to build **wider learning**. Strong proposals **demonstrate a contribution to specific MDG targets** not just to the broad goal statement, they use MDG indicators in the Logframe, and show links to the national management information systems. The presentation of the anticipated changes in the Logframe **is complementary** to the description in the narrative proposal document.

3. Project methodology and approach

Weaknesses	Strengths
Tendency for single technology-specific NGOs to look at single technology interventions, without sufficient consideration to cost and impact effectiveness relative to alternatives that may be available. **Over-ambitious activities** which cannot be achieved in time frame. Weak evidence to suggest there is sufficient time built into the project to work with marginalised and disempowered groups. Gantt charts showing activities **all happening together or inadequate time for each part, rather than clear sequencing**, or not allowing enough time for start-up. Claims that project will involve/benefit women **not supported by disaggregated indicators or any necessary budget provision**. Additional vulnerability mentioned in analysis and descriptive sections but with no clear strategies to respond to these challenges. **Lack of evidence of integration and avoiding duplication**. Few proposals were explicit on links between their project and how it will complement or work with other (non-partner or State) initiatives in the target areas. The approach presented in the narrative proposal is **not consistent with that in the Logframe** or is not reflected in the budget or Gantt chart.	The proposed interventions are clearly relevant to the problems identified and included **clear step-by-step linkages between the problem and the anticipated changes**. The project approach is well thought out and clearly represents a **coherent response** to the identified problem(s). Reference to similar approaches in different contexts and **how these have been adapted to be appropriate to the proposed project context**. Clearly showing how **lessons learned** from earlier work or work by others has been incorporated into the proposal design. **Clear sequencing** of activities and time allocated to build confidence and understanding, and to engage with key target groups and institutions. **Integration with other initiatives and actors**. Clear evidence of linkages and support from other stakeholders. Clear evidence of what links are needed and for what aspects. For example, linkages to Ministry of Health for following up on malnutrition of children, health messaging, maternal mortality.

continued over

The proposal does **not identify the main external and internal risks**, which may have an impact on the success of the project or include appropriate mitigation measures. Where previous experience is noted, but specific results of earlier relevant work are not given. Interventions/activities are included, but it is not always clear who will implement them.	**Clear analysis of challenges and barriers** with project design demonstrating how it will overcome these. Known challenges or concerns about proposed approach e.g. intra-household conflict caused by women's access to cash, are acknowledged and mitigated to the extent possible. The proposal includes a **well-considered approach towards experimenting or piloting** new ideas or approaches.

4. Sustainability, scaling-up and replicability

Weaknesses	Strengths
The proposal does not demonstrate how training activities will be followed up or consolidated to support sustained adoption or behaviour change.	The proposal **includes clear provisions for sustaining the anticipated changes** beyond the life of the project. There is a clearly thought-out strategy for **replication of the proposed approach beyond the project period; and significant potential to influence** the practice of others. Clear attention to **securing interest and 'buy- in'** from key government, academic and professional bodies likely to be critical for scaling up and replication.

5. Project management/organisational capability

Weaknesses	Strengths
Partnerships not clearly defined. Not sufficiently clear what expertise each partner or actor contributes to the project. Insufficient explanation for why UK applicant needs to receive a significant proportion of funding for 'backstopping', 'oversight' etc. No mention of **project governance** and lack of clarity on how project will be managed or the level of target group engagement in management. Organograms often weak and not helpful in understanding this area. **Little attempt to build up expertise of implementing partners** through project governance arrangements. Management heavy structures that do **not include sufficient front-line staff**. Sometimes **too much reliance on other stakeholders** (not partners) to carry out activities, without clear commitments.	Stronger proposals demonstrate a **high level of skills and experience** in relation to proposed activities. **Roles and responsibilities clearly aligned** to activities and need. Clear on different experiences and levels of knowledge such as global, regional, national, and local and how they interconnect. **Clear governance** processes and **involvement of stakeholders**. Management, administration and implementing **staff levels appropriately balanced** and explained. A number of the behavioural change focused projects **clearly stated the need** for high intensity human resources at field level. **Use of existing structures** to enhance **value for money**, rather than creating new ones specifically for the project.

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Insufficient justification for **high level of professionally qualified staff** or conversely, for dependence on community level voluntary labour. Working in a **number of countries** but not explaining how this will be managed, coordinated – or how it could be considered value for money. The number of partners, project locations and associated transport, management and administration costs are not justified and **do not represent good value for money**. **No mention of specific gender needs**, for example working on maternal health in Pakistan but not specifying women health workers. Government often named as a 'partner', but it is unclear what role the government will actually play in delivering project outputs and the nature of the relationship is not clear. Funding history of partner organisations is vague and does not clearly tally with the annual income amount shown.	Clear staffing needs based on **gender analysis**. Clear identification of any **capacity building needs** and how they will be addressed. Clear presentation of **rationale for selection of project partners**.

6. Monitoring and Evaluation (M&E)

Weaknesses	Strengths
Narrative and Logframe do not match. Problem analysis, description of activities and Logframe indicators are not consistent with each other. **Weighting of the outputs** is not in line with the emphasis in the narrative. **DFID indicators are not appropriately incorporated**. DFID indicators are included in the narrative proposal but not in the Logframe; or DFID indicator included which has little relevance to described activities and it is unclear how change would be measured. **Poorly defined indicators**. Very vague indicators such as 'poverty reduced'; indicators related to training (a big component) tended to be weak. **Limited information** provided on M&E methodology in the narrative. **Logframes wholly inadequate** for measuring results and impact. Outputs are too broad/vague. Indicators insufficient in scope and detail for measuring progress towards the project's proposed outcome. **Milestones not showing any change**. Unrealistic milestones e.g. saying 0 at start for something like 'knowledge within community' when there will be some knowledge. **Target figures inconsistent**, for example saying 6,000 people involved, yet different activities indicate much lower target numbers without explanation and not adding up to the stated total figures.	Very clear how **M&E is linked to problem analysis and design**. **Realistic and achievable** targets. Strong proposals used **several standard indicators and supplemented them with one or two project-specific ones**. **Clear milestones** showing change at a realistic pace. **Target figures consistent** with text and described approach and activities. **M&E costs justified** either for the information that will be fed-in to inform project progress and/or dissemination for learning to others, which is clearly linked to learning and not just disseminating information for the sake of it. Clearly stating **how the monitoring will feed into management decisions**, e.g. annual social assessments. Clear **involvement of stakeholders** feeding into progress of project through M&E results, as well as steering group etc. A few proposals provided **strong lesson learning** components and feedback mechanisms. Clearly **disaggregated gender indicators** relevant to described problem and activities. **Strong evidence** of careful integration of lesson learning.

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Many targets/milestones seemed arbitrary with no reference to any baseline data (or data available from other sources), and many are ambitious within time frame. **Baseline data non-existent or not explained**. Where baseline is not zero (because of previous achievements) need to distinguish between additional gains and overall numbers in targets. **M&E budget very high without adequate justification**. Budget for M&E not explained in sufficient detail. Sometimes budget for M&E is too low to enable collection of evidence. No information to show that the target beneficiaries will be involved in the M&E process.	

7. Budget, efficiency and economy

Weaknesses	Strengths
Staffing costs and descriptions not clearly linked to management and implementation description. **Lack of consistency** between described project, management arrangements, staffing levels and budget lines. **Weak budget notes** that do not clearly relate to narrative text and/or Logframe. **Inconsistency of figures** between the budget and the budget notes. **High vehicle costs** (and vehicle related costs) with inadequate justification. **Insufficient breakdown** of budget by partners' costs. **Proportion of budget** consumed by staff and delivery very high without adequate justification. Absence of budget to address issues of accessibility related **to gender and diversity**. Proposal sometimes said, 'we considered value for money', but only in a few cases was this expanded to explain what alternatives were actually considered and why the final choice was made.	**All budget lines clearly allocated** to support described activities and outcomes. **Consistency** between budget items and all other components of the proposal. Each budget line clearly described with c**omprehensive and clear budget notes justifying the figure included** for each line. Salary and other significant budget lines **based on analysis of local rates** or benchmarking. Activity budget lines **clearly relate to the Logframe outputs and the activities** log. **Value for money** considerations clearly described e.g. hired vehicles versus purchased.

Annex B.

Example of a concept note from Nepal

This example was developed jointly by three network members in Nepal (Ageing Nepal, NASCIF, and NEPAN) and was submitted to the EC who 'passed' it and invited a full proposal. It follows the donor's format.

1.1 Summary of the action

Objectives of the action	**Overall objective(s) (i.e. Impact):** to contribute to realising the rights of older people in Nepal, particularly older women, older people with disability, and older people who suffer discrimination and exclusion based on their caste, ethnicity, or economic status. **Specific objective(s) (i.e. Outcome(s):** to strengthen the capacities of civil society, policy makers and service providers to enable more effective participation of marginalized/vulnerable older women and men in processes that develop policies and practices impacting on their social and economic inclusion.
Target group(s)[1]	12 Older People's Associations (OPAs) with about 960 members in total; 3 NASCIF District Chapters; 3 District NGO Federation; 4500 older people in the project area; Federal Government politicians and staff; Provincial Government Planning Commission, municipality and rural municipality politicians and staff; 90 health service delivery staff; the broader community.
Final beneficiaries[2]	Current and future older people (> 60) in Nepal (2.15m in 2011 rising to 7.8m by 2050) especially those with disability, and those marginalised due to gender, caste, ethnicity, or economic status.
Estimated outputs	1. Strengthened capacity of **CSOs** to advocate for older people's rights and inclusion of marginalised older people in planning processes; 2. **Policy makers** at local and national levels sensitized on the rights of older people so that inclusive planning and accountability mechanisms are developed; 3. Strengthened capacity of networks of older people at local and national levels for influencing policy and practice; 4. Increased **access** of older people to information, learning, skill training, and finance; 5. Increased capacity of CSOs, policy makers and service providers to reduce **elder abuse**.
Main activities	**Output 1:** Training workshops for CSOs on knowledge and advocacy skills relating to older people's rights; OPA formation/ strengthening; advocacy campaigns; leadership development. **Output 2:** Programmes and workshops with policy makers and politicians at all levels; advocacy campaigns; conduct an accountability survey to identify gaps in current practice; support Government to initiate, develop, or strengthen accountability frameworks for older persons services; training of CSO and Government staff on the implementation of joint monitoring mechanisms. **Output 3:** Develop policies and strategies for networks at local and national levels; establish and implement coordination mechanisms at the local and national levels that link older peoples organisations to other stakeholders such as rural municipalities and CSOs; train network members on policies, strategies, and running a network. **Output 4:** Develop media on OP rights and entitlements; women's literacy classes; skill training and advocacy for provision of finance for income generation. **Output 5:** Awareness raising on elder abuse; research on elder abuse; advocacy to politicians, policy makers and CSOs.

Endnotes

1. Target groups are groups/entities who will directly benefit from the action at the action purpose level.
2. Final beneficiaries are those who will benefit from the action in the long term at the level of the society or sector at large.

1.2 Description of the action (maximum 2 pages)

(i) Background: Population ageing is rapidly increasing all over Asia and Nepal is no exception. Life expectancy in Nepal has increased from 41 in 1971 to 72.2 for women and 69 for men in 2018. At the same time fertility rates are declining. Consequently, the percentage and numbers of older people (60+) in the population has increased from 6.5% to 8.13% (2.15m) between 2001 and 2011 and is projected to reach 17% (7.8 million) by 2050. Policy makers often assume that older people are mostly dependent, and that the family will take care of them, requiring limited action by government. Yet according to a 2014 report by Tribhuvan University and Ageing Nepal, 51.5% of older people do not have a living spouse, and 7.5% of older women are living alone. Often out of necessity, two-thirds of older people in Nepal continue to work (UNFPA and HelpAge International, 2016) despite discrimination and physical challenges, and 6.1% report they have at least one type of disability. Therefore, the need for action and awareness raising by civil society including organisations of and for older people is urgent. Older people in Nepal have long been directly or indirectly discriminated against by those who hold power in the family and community, and by policy makers and service providers in Government. Although the Government of Nepal passed the Senior Citizens Act in 2006, its impact on older people's rights has been very limited. Ageing Nepal (2014) comprehensively summarised the situation for older people by reviewing existing policies and programmes of Government and major donor agencies and aimed to provide insights and recommendations in filling the gaps in age inclusive planning in Nepal. This proposed project is significantly informed by the findings of that report and updated through a workshop of all applicants in May 2019.

(ii) Objectives: The *overall objective/impact* of the action is *'To contribute to realising the rights of older people in Nepal, particularly older women, older people with disability, and older people who suffer discrimination and exclusion based on their caste, ethnicity, or economic status'*. Older people are frequently discriminated against and unable to enjoy their rights or claim their entitlements. This is even more the case for those older people who live with disability, are female, belong to Dalit communities, are from one of the minority ethnic groups, or who have low economic status. The action therefore will work with both older people as rights holders (and the civil society that supports them), and duty bearers, to make significant progress on realising a range of rights including (but not limited to) the right to information, to health care, to quality education, to participating in the political and decision-making processes, to an adequate livelihood, to engage in productive employment, and to be free from abuse and neglect. The *specific objective/outcome* of the action is *'to strengthen the capacities of civil society, policy makers and service providers to enable more effective participation of marginalized/vulnerable older women and men in processes that develop policies and practices impacting on their social and economic inclusion'*. Underpinning the lack of enjoyment of their rights is discrimination and social exclusion which denies older people a voice in decisions which impact their lives. Therefore, the focus on this action will be to work with both rights holders (the older women and men) and duty bearers (Government of Nepal at all levels) to raise awareness of older people's rights, and develop sustainable mechanisms for including them, especially marginalised older people, in the planning and decision-making process, and to advocate to the Government to support the 'Convention for the Rights of Older People'. Reducing elder abuse is essential as it is a barrier to realising all other rights. The endemic discrimination against older people is exacerbated by lack of extensive evidence, therefore the project will collect and promote the use of 'Sex, Age, and Disability Disaggregated' (SADD) data at all levels.

(iii) Key stakeholder groups: Stakeholder groups fall into four categories:

(a) The **implementing NGO consortium:** The lead applicant is the Nepal Participatory Action Network (NEPAN) and the four co-applicants comprise two Nepali NGOs namely Ageing Nepal and The National Senior Citizen Federation (NASCIF), and two international NGOs namely HelpAge International (HelpAge) and HelpAge International UK. Of these five consortium members, four focus exclusively on the rights of older people, and whilst NEPAN has a broader agenda, they have been working with older people since 1999. All five are members of the HelpAge global network which is a unique worldwide alliance of 130 organisations in over 75 countries promoting the rights of older people.
(b) the **duty bearers** (Government at all levels) have been consulted regularly on older people's issues by all three Nepali NGOs during their work over many years. Attitudes vary, but with multiple budget pressures there is not universal support for older people's rights, hence the need for advocacy and campaigning.
(c) the **rights holders**, represented by CSOs including Older People's Associations (OPAs), NASCIF District Chapters and the older people themselves, will be generally supportive, though there may be differences of approach. The NGO Federation will be supportive but the interest of members in older people's rights is variable.
(d) The attitudes of the **broader community** are also likely to vary widely, but where there is discrimination and/or abuse at household level it can be assumed that attitudes toward project objectives may initially not be universally supportive (a 2015 survey on cases of elder abuse reported in the Nepali media suggested close relatives/children are the most common sources of abuse).

(iv) Intervention Logic, risks, assumptions: The action will achieve the specific objective through five outputs: **1.** Strengthened capacity of **CSOs** to advocate for older people's rights and inclusion of marginalised older people in planning processes; **2. Policy makers** at local and national levels sensitized on the rights of older people so that inclusive planning and accountability mechanisms are developed; **3.** Strengthened capacity of **networks** of older people at both local and national levels, for influencing policy and practice; **4.** Increased **access** of older people to information, learning, skill training, and finance; **5.** Increased capacity of CSOs, policy makers and service providers to reduce **elder abuse**. To achieve effective participation of older people in decision

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making processes there will be outputs focussing on both rights holders (1,3,4,5) and duty bearers (2,5) that create conditions for understanding, recognition, and progress on older people's rights. Barriers to participation will be reduced including the lack of awareness of older people's rights; lack of clear channels enabling policy makers to listen to older people; and elder abuse. The capacity building of rights holders and defenders (1,3,4,5) will enable them to effectively advocate (1,5) to more receptive duty bearers (2). Output 4 empowers older people through greater access to information on their rights and entitlements; through the skills and finance needed for starting micro-businesses; and through greater self-esteem from access to learning and literacy. Three key **risks** include: **(a)** Political instability in the form of strikes and intimidation, although this will delay rather than prevent activities; **(b)** The rules by which CSOs operate are currently under review by the Government and it is possible that there may be geographical or other restrictions on CSO activities via the proposed National Integrity Policy. This can be mitigated in the Action because with three Nepali implementing CSOs, there is some flexibility in the implementation approach; **(c)** Similarly, there is an absence of clear legal frameworks to guide local governance under federalism, and consequent confusion about the exact roles and responsibilities of each tier of Government.

(v) Activities: The activities of the Action will cover: **Output 1:** Training workshops for CSOs on knowledge and advocacy skills relating to older people's rights; and OPA formation/strengthening (4 of 12 are already established but have to be reformed); advocacy campaigns; leadership development. **Output 2:** Interaction programmes and workshops with policy makers and politicians at all levels; advocacy and media campaigns on older persons rights; accountability survey to identify gaps in current practice; supporting Government to initiate, develop, or strengthen accountability frameworks for older persons services; training of CSOs and Government staff on the implementation of joint monitoring mechanisms. These two outputs will enable the rights holders and duty bearers to work together in monitoring policy development and implementation. **Output 3:** Develop policies, strategies and coordination mechanisms for civil society networks at local and national levels; explore the development of a National Platform on older persons rights; focus advocacy on nationally identified priorities linked to the 'Convention for the Rights of Older People'; ensure networks are linked to other stakeholders such as rural municipalities and CSOs; training for network members on policies, strategies, and running a network. This output is a key vehicle for advocacy as the networks will speak with a more powerful voice than individual CSOs; **Output 4:** develop a wide range of media on older people's rights and entitlements including print, broadcast, social media; provision of literacy and other learning opportunities; skill training and advocacy to local government for the provision of finance for income generation for older people. This enabling output will both empower older people to play a greater role in their community decision-making processes, and also directly benefit through literacy skills and enhanced income. **Output 5:** Awareness raising on elder abuse for whole community via print media, radio, social media, discussion programmes; research on elder abuse to generate evidence for advocacy; advocacy to politicians, policy makers at all levels, and CSOs, to take effective action against elder abuse.

(vi) Cross-cutting issues: (a) Gender – older women are more discriminated than men evidenced by their higher rates of illiteracy, less property ownership, less opportunities in paid employment, more hours spent in domestic work, and fewer opportunities for social/political participation throughout their lives. Older women who are Dalits, live with disabilities, or are economically poor, are especially vulnerable, therefore their rights will be prioritised in this Action. The Action will not only collect sex disaggregated data, but will also add age and disability disaggregated data, so that we can assess how inclusive it is. We will also advocate for Government to collect this SADD data to generate better evidence for future planning. We will ensure that women are prioritised in activities such as literacy and skill training to give them more opportunity of developing their self-esteem. This Action will also implement the recommendation of a 2018 Warwick University-HelpAge report that practitioners pursue gender sensitive and age-inclusive programming in all their activities, to inform gender transformative advocacy for the whole life course, including older age. **(b) Disability**: This Action is focussed on older people, but the evidence is clear that global prevalence of disability increases with age: from 9% for the 18-49 age group to 38% for those over 60 years. Given the ageing population of Nepal, it is clear that the number of people with disability will also increase significantly in the coming years. Therefore, in focusing on older people, there will also be a large focus on older people with disability whose interests and rights will be highlighted in advocacy, campaigns and awareness-raising. The rights enshrined in the United Nations Convention on the Rights of Persons with Disabilities (2006) will be the basis of advocacy on disability. **(c) Rights Based Approach (RBA)**: the consortium has adopted a Rights Based Approach and the approach reflects the principles presented in the EU RBA Toolbox, namely indivisibility, participation in the decision-making process, non-discrimination, accountability, transparency and access to information. These principles are reflected in the objectives and estimated outputs of the proposed Action.

1.3 Relevance of the action (maximum 3 pages)

1.3.1 Relevance to the objectives/sectors/themes/specific priorities of the call for proposals

(i) Relevance of the action to the objective(s) and priority(ies) of the call for proposals: The Action will reflect the **global objective** of this call for proposals by supporting civil society working on economic, social and cultural (ESC) rights and democratisation. This will particularly focus on the ESC rights of older people, and among them those who are particularly vulnerable or marginalised. This will enable the older people to engage more effectively in the decision-making processes that impact on their lives. By focussing especially on older people discriminated due to their disability, caste status, ethnic group, or economic status, and by building the capacity of CSOs who work with them, the Action will enhance the inclusiveness and pluralism of civil society, as well as enhance good governance at the local level by enabling effective participation in decision making. The Action will contribute to the **Specific Objective 2 of Lot 2** by supporting the initiatives of CSOs for combating discrimination against marginalised older people, promoting the access of older people to livelihood opportunities (skill training and advocacy to access micro-finance from local authorities), promoting the better social security of older people (access to services, freedom from abuse), and enabling the participation of older people in political and decision making processes, especially at the local level. The Action will reflect the particular priority of lot 2 as it will support vulnerable older people and the CSOs who support them, to fight the discrimination that they suffer based on their age, caste, gender, and their consequent exclusion from work, from access to social services, and to fight the elder abuse that they suffer which can be physical, mental, psychological, or financial.

(ii) Describe the relevance of the action to any specific subthemes/ sectors/areas and any other specific requirements stated in the guidelines for applicants, e.g. local ownership etc: The EIDHR Country Based Support Scheme priorities for Nepal include ‘Strengthened and active civil society and inclusion of all citizens are important for the realisation of the 17 SDGs’. The key here is the use of ‘all citizens’ as this Action highlights the exclusion of older people, especially those who are vulnerable and marginalised, from the development process and proposes actions to address this. This inclusion will be achieved by activities which build the knowledge, skills and self-esteem of the excluded, to enable their effective participation in decision making processes, especially at the local level. There is a strong theme in the guidelines on building local capacities and the Action management has been structured in such a way that Nepali CSOs will take the lead with HelpAge technical support. OPAs and NACSIF chapters as part of local civil society will have their capacities strengthened. The guidelines (p6) also mention the need to contribute to specific SDGs and the Action will contribute to SDG 5 by prioritising older women; to SDG 10, and especially target 10.2 which states ‘By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status’; and SDG 16 (peaceful and inclusive societies) by addressing elder abuse (target 16.1) and promoting institutions which are accountable (16.6).

(iii) Expected results referred to in the guidelines for applicants to be addressed: There are no specific results referred to in the guidelines other than those mentioned above.

1.3.2 Relevance to the particular needs and constraints of the target country/countries, region(s) and/or relevant sectors

(i) Pre-project situation: The situation for older people in Nepal is extremely challenging and is made worse by discrimination and the neglect of older person’s rights by policy makers. Older people face many barriers in accessing health care including terrain and lack of transport infrastructure. 38% of older people have chronic illness and health services have not responded to the rising incidence of non-communicable diseases, common among older patients. Rural economies suffer from severe unemployment and underemployment, widespread food shortages, and income poverty, the factors that invariably affect older people most severely. 82.6% of respondents in a 2011 NEPAN survey highlighted lack of livelihoods support for older people. 56% of rural households have at least one ‘working age’ absentee, adding tremendously to the responsibility and burden of older people to manage the household economies. Dalit caste groups are the poorest in the country with 42% under the poverty line (national average 25%) and the reported number of People with Disability among over 60s was 6.1% (2011 census). The Action will work in three adjacent districts, with a mix of rural and urban communities: **(a)** Thaha Municipality and Indrasarobar Rural Municipality of Makwanpur District are characterised by underserved Tamang communities living in remote hilly areas, a female literacy rate of less than 54%, and general socio-economic disadvantage; **(b)** Godawari Municipality and Konjyoson Rural Municipality of Lalitpur District where again there is a large disadvantaged Tamang population; **(c)** Chandragiri and Tarkeshwor Municipalities of Kathmandu District were badly affected by the 2015 earthquake. Nepal is also undergoing a transition of Governance with federal states being established. A 2018 report (Poudel and Sapkota) explains that the constitution mentions the policies of the state are to guarantee good governance, ensure equal and easy access of the people to the services of the State, and that they are “to make community development through enhancement of local public participation”. That is a solid justification for all citizens, including older people, to be included.

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(ii) Problem analysis: The rights of older people are the same as anyone and are therefore enshrined in the Universal Declaration of Human Rights (1948) and the International Covenant on Economic, Social and Cultural Rights (1966) and reflected in subsequent instruments such as the 2002 Madrid International Plan of Action on Ageing. Yet there are few champions of older people's rights, and older people are frequently discriminated by exclusion from community and political processes and left behind in the race to achieve the SDGs, even more so if they have a further disadvantage through their gender, disability, ethnicity or caste. Therefore, older people frequently do not enjoy their rights nor access their entitlements. They lack security and dignity, do not live as equal members of society, and their value as a community resource is not realised. In a January 2019 survey in Nepal by The Global Alliance for the Rights of Older People, 73% reported they were discriminated against by family, community or society. Discrimination, exclusion and lack of voice results in lack of social security for older people and an urgent need for older people to realise their rights to information, so that they know where and how to access services. Apart from the Old Age Allowance (OAA) (which has irregularities and inefficiencies in its distribution), older people have little awareness of their rights and they live in a largely unsupportive environment where older people's rights are not taken seriously. As a result, their problems also include poor access to income generation or employment (due also to social norms and legal constraints). At the same time, politicians and civil servants at all levels of government, as duty bearers, demonstrate a deficit of awareness of older people's rights, and show little interest in embracing that agenda. Health service providers too lack knowledge of the health needs of older people and the barriers that they face in accessing services. Ageing Nepal have documented over 1300 cases of elder abuse (physical, financial, psychological, sexual, neglect) since 2012 but a recent UN report estimates that only 4% of elder abuse cases are reported, therefore it is estimated that in Nepal there are almost 5,000 cases per year, another significant barrier to securing older people's rights.

(iii) Significant plans at national, regional and/or local level relevant to the action: significant national plans include **(a)** Senior Citizens Act 2006 and Senior Citizens Regulation 2008 which include, for example, provisions for the right to work; right to services; right to information; right to education; right to participation in social, economic and political processes; and **(b)** Article 41 of the 2072 constitution which provides for special protection and social security for senior citizens. In both cases implementation is severely lacking, and this Action will support government to turn policy into practical reality. In addition, Nepal has also been engaging with the UN Open Ended Working Group on Ageing which is developing the 'Convention for the Rights of Older People'.

(iv) Continuation of a previous action: The Action is not a continuation of a specific previous action.

(v) Coordination with a larger programme: The Action is not part of a specific larger programme. But the Action will have synergies with the existing programmes of NEPAN which is currently implementing a project under the Purnima Challenge Fund to 'Leave No-one Behind' in the post-earthquake reconstruction, which seeks to restore and improve livelihoods, food security and access to services for the most vulnerable people in Nuwakot District. Likewise, it will synergise with the current Ageing Nepal literacy programme for women in the Kathmandu Valley, and with NASCIF's national programmes on awareness raising and advocacy. Learnings from these projects will be applied to the proposed Action and vice versa.

(vi) Complementarity with other initiatives supported by the EU and other donors: the proposed Action will be consistent with the EU Multiannual Indicative Programme 2014-2020 for Nepal especially in the EU priority sectors of rural development (the Action has a Rural Municipality focus including income generation component), education (the Action encourages literacy for older women) and strengthening of democracy and decentralisation (the Action will develop the interface between Local Government service providers and policy makers, and the older people and the civil society that supports them). Advocacy in this Action will also focus on lobbying the Government of Nepal to support the 'Convention of the Rights of Older People'.

1.3.3 Describe and define the target groups and final beneficiaries, their needs and constraints, and state how the action will address these needs

(i) Target groups and final beneficiaries: The Action will target: **(a) Twelve OPAs** with an average 80 older people per OPA. OPAs are sustainable multi-functional community groups of older women and men and also enable the voice of older people to be heard; **(b)** three **NASCIF District Chapters**, which represent older people in the district, focus on advocacy at the district level and raise public awareness; **(c)** three **'NGO Federation of Nepal (NFN)' District Chapters** and the **NGO Federation Provincial Committee** who represent the interests of NGOs in the district and aim to unite, organise and mobilise civil society to create a peaceful, democratic and just Nepal; **(d)** the **Provincial Planning Commission** (PPC) which, headed by the Chief Minister, is the specialized and advisory body of the Provincial Government for formulating provincial plans, assessing resource needs, identifying sources of funding, allocating budget for development, and monitoring and evaluating development programmes; **(e)** the politicians and staff of the **Federal Government** (Ministry of Federal Affairs and General Administration; Ministry of Women, Children and Senior Citizens ; Ministry of Health and Population ; Ministry of Education, Science and Technology) which is responsible for the overall legal framework and policies of the country; **(f) municipality and rural municipality** politicians and staff; **(g)** 30 **health workers** and 60 **female community health volunteers** in the project area including staff of primary health care centres and district hospital. **(h) Wider population**. The final beneficiaries are the older people of 'today and tomorrow' in Nepal, and especially those who are particularly vulnerable or disadvantaged by gender, caste, disability, or ethnicity. Nationally there were 2.15m older people in 2011, rising to 7.8m by 2050. In the project municipalities selected within Makwanpur, Lalitpur, and Kathmandu Districts there are approximately 32,000

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older people. Using OPAs as a key focus, there will be a particular priority on the more excluded ethnic groups such as Tamang who are the majority in the selected municipalities of Makwanpur and Lalitpur, Dalits, economically poor, women (in Makwanpur 54% of women are literate compared to 73% of men) and people with disability.

(ii) Needs and constraints of the target groups and final beneficiaries: Some of the key needs and constraints of the **OPAs and District chapters of NASCIF** are similar and include greater knowledge on older people's rights and entitlements, the need for more effective advocacy and campaigning skills, and cooperating and networking. OPAs also need the knowledge and skills to run the OPA in a creative, effective and sustainable manner, and NASCIF district chapters need organisation development capacity building. They are both also constrained by lack of resources, and factors such as economic poverty and illiteracy makes it challenging for them to gather for effective regular activities. **District NGO Federations** lack the knowledge on older people's rights, and also lack the motivation to work for those rights, preferring to follow and reflect the prevailing donor agenda's which are frequently blind to older people. They also face challenges of coordination of NGOs in their district. Similarly, the **municipality politicians and staff, Provincial Planning Commission and Federal Government** lack the understanding of, and motivation for, developing participatory planning processes, and especially how to include marginalised older people – in part due to their lack of understanding of older people's situation and rights. **Health workers and female community health volunteers** need a far greater understanding of older people's health needs and how to respond to them, together with the need for developing an accountability mechanism for older people. It is important to include the **wider population** as a target group as they need to be sensitized on all aspects of older people's rights and their attitudes need to be more supportive of the agenda if there is to be sustainable change for older people. The needs of **older people** as final beneficiaries have been described.

(iii) Relevance of the proposal to the needs and constraints of the target groups and final beneficiaries: Older people's rights are not prominent in the Nepal policy agenda. Therefore, this Action is designed to address the needs and constraints by focussing a large part of the budget on raising awareness on older people rights with all the target groups, rights holders, civil society and Government duty bearers alike. Through developing such a mutual understanding, they will be encouraged to work together in a spirit of cooperation and accountability such that policy makers and service providers will listen to the increasingly loud and more informed voice of older people and respond positively. Given the competing demands on government resources, the improved advocacy/campaigning skills of older people are crucial to enable their agenda to be persuasively articulated. Awareness of the general public is important for creating a conducive environment, and for civil society the soft skills on organisational development are vital for sustainability.

(iv) Participatory processes: NEPAN is the leading Nepali NGO on participatory processes and will ensure that such processes are part of the Action throughout the project cycle. OPAs and NASCIF chapters are organisations of older people, ensuring their participation throughout the project, and there will be regular interactive events during the project to ensure that all targets groups can participate.

1.3.4 Particular added-value elements

Firstly, the Action takes a multi-stakeholder approach by including organisations of the beneficiaries, different tiers of Government, Nepali NGOs and International NGOs, all working together. Although each has different interests, experiences and capacities, the Action will knit the local and external knowledge, and the perceptions/attitudes of both duty bearers and rights holders, towards a common agenda of older people's rights. **Secondly,** the Action will promote innovative forms of interaction between CSOs (mainly OPAs and NASCIF District chapters) and Local Authorities (Municipalities, Rural Municipalities, PPCs, and District Health Offices). This will take the form of (a) interaction programmes where policy makers meet older people who will share their needs and advocate for government to address them and (b) joint monitoring of health service delivery by OPAs and District Health Office staff. **Thirdly,** the Action will form a consortium of five NGOs, three from Nepal and two international, enabling synergies from the consortia members' varied skills, knowledge and experience. All five are part of the HelpAge global network and therefore have a solid track record of working together. NEPAN have been implementing cutting edge participatory development methodologies in Nepal since 1995, and with older people since 1999. It has experience in establishing and developing OPAs and their activities, supporting older people in their 'Age Demands Action' campaigns, and raising awareness on older people's rights at national level. Ageing Nepal were formed in 2011 and have developed solid experience in the areas of literacy, income generation, older people's rights, combating elder abuse, and use of mass media. NASCIF has a national presence in 67 out of 77 districts of Nepal and worked to support the Government of Nepal in the Development of the Senior Citizens Act 2006 and its subsequent regulations and well as being experts on awareness raising. As the secretariat of a global network on ageing, HelpAge International brings over 35 years of experience of working on older people's issues in over 75 countries, partnering with over 130 local organisations, and has been working for the rights of older people in the Asia Pacific region for over 20 years and in Nepal since 2012. It will ensure that best practice from around the world is brought to this Action, especially in OPA development and effective campaigning. The UK member of the HelpAge global network, HelpAge International UK, grew out of Age UK and as such has experience from the UK to draw on dating back to the 1960s. A **fourth** added value of is that the Action will contribute to the achievement of SDG4 in Nepal, especially Target 4.6 'By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy'.

Annex C.

Example proposal budget

This sample budget was prepared by GRAVIS to EC in 2019 for the project 'Enhancing Women and Girls' Leadership in Climate Change Adaptation in the Thar Desert, India'.

1. Budget for the Action

	All years			
Costs	**Unit**	**# of units**	**Unit value (in EUR)**	**Total cost (in EUR)**
1. Human Resources				
1.1 Salaries (gross salaries including social security charges and other related costs, local staff)				
1.1.1 Technical				
1.1.1.1 Senior Programme Coordinator (1) – 25% time	Per month	15	1,024	15,360
1.1.1.2 Project Coordinator (1) – full time	Per month	60	641	38,460
1.1.1.3 Community Workers (8) – full time	Per month	480	230	110,400
1.1.2 Administrative/ support staff				
1.1.2.1 Finance Officer (1) – 25% time	Per month	15	1,024	15,360
1.1.2.2 Project Assistant (1) – 25% time	Per month	15	768	11,520
1.1.2.3 Finance & Administrative Assistant (1) – 25% time	Per month	15	768	11,520
1.1.2.4 Driver/Logistician (1) – full time	Per month	60	230	13,800
1.2 Salaries (gross salaries including social security charges and other related costs, expat/int. staff)				
1.3 Per diems for missions/travel				
1.3.1 Abroad (staff assigned to the Action)	Per diem	50	80	4,000

continued over

1.3.2 Local (staff assigned to the Action)	Per diem	400	7.50	3,000
1.3.3 Local for training participants (rural)	Per diem	6,400	1.50	9,600
1.3.4 Local for training participants (urban)	Per diem	920	5	4,600
Subtotal Human Resources				**237,620**
2. Travel				
2.1. International travel				
2.1.1 Thailand to India	Per trip	10	1,100	11,000
2.1.2 International conferences on women and girls for GRAVIS representatives	Per trip	2	2,000	4,000
2.2 Local transportation				
2.2.1 Local travel cost (public transport) within the project area	Per month	60	320	19,200
2.2.2 Local travel trainings participants rural	Per person	6,400	1	6,400
2.2.3 Local travel dissemination events District level	Per person	280	5	1,400
2.2.4 Local travel dissemination events State and National level	Per person	180	25	4,500
2.2.5 Travel for conferences in India for GRAVIS representatives	Per trip	4	250	1,000
Subtotal Travel				**47,500**
3. Equipment and supplies				
3.1 Purchase or rent of vehicles				
3.1.1 Purchase of 1 four wheel drive vehicle	Per vehicle	1	19,230	19,230
3.1.2 Purchase of 5 motorbikes	Per vehicle	5	897	4,485
3.2 Furniture, computer, equipment				
3.2.1 Purchase of 2 desktop computer sets (incl. printers, modem, UPS)	Per unit	2	1,100	2,200
3.2.2 Purchase of 5 laptops	Per unit	5	750	3,750
3.2.3 Purchase of 1 LCD Projector	Per unit	1	1,000	1,000
3.2.4 Purchase of 5 sets of furniture	Per set	5	512	2,560

continued over

3.2.5 Purchase of 3 air conditioners	Per unit	3	600	1,800
3.2.6 Purchase of 1 audio visual equipment	Per unit	1	500	500
3.2.7 Purchase of 1 generator	Per unit	1	512	512
3.2.8 Purchase of 4 digital camera	Per unit	4	153	612
3.3 Other (please specify)				
3.3.1 Materials for Workshops/Trainings sessions/meetings	Per month	60	153	9,180
Subtotal Equipment and Supplies				**45,829**
4. Local office				
4.1 Vehicle costs – GRAVIS	Per month	60	512	30,720
4.2 Office rent – GRAVIS (4)	Per month	240	77	18,480
4.3 Consumables – office supplies	Per month	60	340	20,400
4.4 Other services (tel/fax/internet, electricity, maintenance) – GRAVIS	Per month	60	340	20,400
Subtotal Local Office				**90,000**
5. Other costs, services				
5.1 Publications				
5.1.1 Impact Assessment Study	Per study	4	2,000	8,000
5.1.2 IEC materials	Per set	4	1,600	6,400
5.2 Studies, research				
5.2.1 Study on role of women and girls in drought mitigation, NRM and climate change adaptation	Per copy	500	5	2,500
5.2.2 Study on intergenerational approaches for gender and development	Per copy	500	5	2,500
5.2.3 Study on link between gender equality and climate change adaptation	Per copy	500	5	2,500
5.3 Evaluation costs				
5.3.1 External evaluation consultant fee	Per day	45	125	5,625

continued over

5.3.2 External evaluation report	Per set	30	15	450
5.4 Financial services (bank guarantee costs etc.)	Per quarter	20	20	400
5.5 Final audit (external)	Per audit	1	3,000	3,000
5.6 Visibility actions				
5.6.1 Project visibility actions	Per annum	5	400	2,000
5.6.2 Project website	Per website	1	364	364
5.6.3 Website hosting	Per annum	4	50	200
5.6.4 Banners for workshops and trainings	Per banner	15	26	390
Subtotal other costs, services				**34,329**
6. Other				
6.1 Construction of rainwater harvesting structures				
6.1.1 Drinking water tanks (taankas)	Per unit	360	385	138,600
6.1.2 Renovation of village ponds	Per unit	16	2,243	35,888
6.1.3 Renovation of percolation wells (beries)	Per unit	64	182	11,648
6.1.4 Farming dykes (khadins)	Per unit	360	404	145,440
6.2 Food and nutrition activities				
6.2.1 Community Seed Banks (CSB)	Per unit	300	58	17,400
6.2.2 Crop demonstration	Per unit	300	19	5,700
6.2.3 Arid Horticulture Units (AHU)	Per unit	300	153	45,900
6.2.4 Pastures	Per unit	8	3,205	25,640
6.3 Technical advisors/trainers/consultants				
6.3.1 Data collector (baseline)				
6.3.1.1 Data collector consultant	Per day	10	125	1,250
6.3.1.2 Data collector	Per day	100	7	700

continued over

6.3.2 Consultant/facilitator/resource person				
6.3.2.1 Civil engineer	Per day	100	32	3,200
6.3.2.2 Sociologist	Per day	80	32	2,560
6.3.2.3 Gender consultant	Per day	80	32	2,560
6.3.2.4 Agri-horticulturist	Per day	80	32	2,560
6.4 Dissemination events venue hire	Per person	460	25	11,500
6.5 Project launch event - venue hire	Per person	50	25	1,250
6.6 Village dialogues	Per dialogue	100	25	2,500
6.7 Awareness camps on gender, NRM and drought mitigation	Per camp	200	10	2,000
Subtotal other				**456,296**
7. Subtotal direct eligible costs of the Action (1–6)				911,574
8. Indirect costs (maximum 7% of 7, subtotal of direct eligible costs of the Action)			0.070	63,810
9. Total eligible costs of the Action, excluding reserve (7+8)				975,384
10. Provision for contingency reserve (maximum 5% of 7, subtotal of direct eligible costs of the Action)			0.025	22,789
11. Total eligible costs (9+10)				998,174
12. Taxes – Contributions in kind				–
13. Total accepted costs of the Action (11+12)				998,174

Key notes to the budget table presented:
Column A: The main budget headings/categories provided by the donor (such as Human Resources, travel etc)
Column B: It is important to define the unit to be measured (e.g. per month, workshop etc.)
Column C: The number of units
Column D: The cost per unit
Column E: The total cost (i.e column C x column D)

The budget presented above shows the total project budget. However, donors may ask for the total budget to be presented first, and then a breakdown of the costs per year of the project. For example, for a two year project – you would have additional columns showing the costs per line in Year 1 and Year 2).

Donors will often provide guidance on what information needs to be included and how costs should be presented through notes accompanying the budget template.

Donors may ask for accompanying narrative for each cost proposed. Organisations should clearly describe the costs and why it is required. See justification of budget table below, prepared by GRAVIS to EC in 2019 for the project 'Enhancing Women and Girls' Leadership in Climate Change Adaptation in the Thar Desert, India'.

2. Justification of the budget

	All years	
Costs	**Clarification of the budget items** Provide a narrative clarification of each budget item demonstrating the necessity of the costs and how they relate to the action (e.g. through references to the activities and/or results in the Description of the Action).	**Justification of the estimated costs** Provide a justification of the calculation of the estimated costs. Note that the estimation should be based on real costs or on simplified cost options if allowed, as described in section 2.1.5 of the Guidelines for Grants Applicants.
1. Human Resources		
1.1 Salaries (gross salaries including social security charges and other related costs, local staff)		
1.1.1 Technical		
1.1.1.1 Senior Programme Coordinator(1) – 25% time	Senior Programme Coordinator will be the overall lead of the project and will be responsible for overall coordination and will report to EC.	25% time of this position will be provided to the project. Total base salary will be EUR 716 (70%), and fringe benefits will be 308 (30%). Total salary will be EUR 1,024 per month for 15 months.
1.1.1.2 Project Coordinator (1) – full time	Project Coordinator will be the day to day implementation and monitoring lead of the project.	100% time will be provided. Base salary – 449 (70%), fringe – 192 (30%), total salary – EUR 641 for 60 months.
1.1.1.3 Community Workers (8) – full time	8 Community Workers (CWs), 2 in each District, will directly implement and monitor all the activities and will engage with the communities.	8 positions. 100% time. Base salary – 161 (70%), fringe – 69 (30%). Total salary – EUR 230 per person for 60 months for 8 workers.
1.1.2 Administrative/support staff		
1.1.2.1 Finance Officer (1) – 25% time	Finance Officer will monitor and control all expenditures and will report to EC.	25% time of this position will be provided to the project. Total base salary will be EUR 716 (70%), and fringe benefits will be 308 (30%). Total salary will be EUR 1,024 per month for 15 months.
1.1.2.2 Project Assistant (1) – 25% time	Project Assistant will perform record keeping, correspondence and administrative support duties.	One position with 25% time. Base salary – 538 (70%), fringe – 230 (30%), total salary – EUR 768 for 15 months.

continued over

1.1.2.3 Finance & Administrative Assistant (1) – 25% time	To support Finance Officer in verification of field payments, collection of bills and data entry and assisting in reporting.	One position with 25% time. Base salary - 538 (70%), fringe – 230 (30%), total salary – EUR 768 for 15 months.
1.1.2.4 Driver/Logistician (1) – full time	To drive and maintain project vehicle and to support other logistics for the project team.	1 position. 100% time. Base salary – 161 (70%), fringe – 69 (30%). Total salary EUR 230 for 60 months.
1.2 Salaries (gross salaries including social security charges and other related costs, expat/int. staff)		
1.3 Per diems for missions/ travel		
1.3.1 Abroad (staff assigned to the Action)	Per diem for HelpAge representatives to visit project sites in India, from Thailand.	A total of 50 units. 10 units per year for 2 trips each lasting 5 days. Per unit EUR 80.
1.3.2 Local (staff assigned to the Action)	Per diem for the project team members in India to visit GRAVIS Head Office (HO) or other District offices for review and trainings.	A total of 400 units. 80 per year estimated. Per unit EUR 7.50.
1.3.3 Local for training participants (rural)	Per diem for ILG and SHG members to attend trainings. 6,400 participants for 640 trainings.	Per diem for 6,400 ILG and SHG members. Unit cost – EUR 1.50.
1.3.4 Local for training participants (urban)	Per diem for 280 participants in 4 District level dissemination events (70 per event) and 180 participants in State and National dissemination event. Total 460. Per diem to be given for 2 days to every participant.	920 units (460 x 2 days). Unit cost – EUR 5.
2. Travel		
2.1. International travel		
2.1.1 Thailand to India	HelpAge representative to visit project up to 2 times in a year (total 10), from Thailand for supporting management, monitoring and trainings.	Total 10 trips. Unit cost EUR 1,100 includes economy class flight tickets, visa and travel insurances.
2.1.2 International conference on women and girls for GRAVIS representatives	GRAVIS representatives will attend two international conferences to present about the project and for learning and partnership building.	2 trips. Unit cost 2,000 EUR includes economy class flight ticket, visa, conference fees and accommodation.

continued over

2.2. Local transportation		
2.2.1 Local travel cost (public transport) within the project area	Project team's travel within the project area using public transport and hiring of additional vehicles. Consultants and management committees (PMC and CPMC) travel to villages or to project offices. Evaluator and auditor's travels.	A lump sum monthly unit cost of EUR 320 has been estimated to cover all mentioned, for 60 months.
2.2.2 Local travel training participants (rural)	Travel of ILG and SHG members for trainings. Total 6,400 participants in 640 trainings.	6,400 units. Unit cost – EUR 1.
2.2.3 Local travel dissemination events District level	4 events. 280 participants includes public transport.	280 units. Unit cost – EUR 5.
2.2.4 Local travel dissemination events State and National level	2 events. 180 participants includes public transport.	180 units. Unit cost – EUR -25.
2.2.5 Travel for conferences in India for GRAVIS representatives	GRAVIS representatives will attend four national conferences in India to present about the project and for learning and partnership building.	4 trips. Unit cost 250 EUR includes economy class flight ticket, conference fees and accommodation.
3. Equipment and supplies		
3.1 Purchase or rent of vehicles		
3.1.1 Purchase of 1 four wheel drive vehicle	One 4 WD vehicle to be used for project monitoring across all Districts to be used by project team and consultants.	Unit cost EUR 19,230 includes vehicle cost and Government registration. 1 unit.
3.1.2 Purchase of 5 motorbikes	5 motor bikes – 1 for each project office – 1 HO and 4 DOs. To be used by project team for monitoring on a daily basis. HO bike to be used for logistics and coordination.	Unit cost EUR 897 include bike cost and Government registration. 5 units.
3.2 Furniture, computer, equipment		
3.2.1 Purchase of 2 desktop computer sets (incl. printers, modem, UPS)	2 desktop computers for GRAVIS HO – one for programme team and one for finance team – for all project related work.	Unit cost EUR 1,100 includes computer, printer and a UPS (power supply). 2 units.
3.2.2 Purchase of 5 laptops	5 laptop computers. 1 for Project Coordinator. 1 for each district office (DO) for project related work to be shared by two Community Workers.	Unit cost – EUR 750. 5 units.
3.2.3 Purchase of 1 LCD Projector	1 LCD projector to be used for all review meetings, trainings and dissemination events. Shared by 5 project offices.	Unit cost – EUR 1,000. 1 unit.

continued over

3.2.4 Purchase of 5 set of furniture	5 sets of office furniture for 5 offices. Each set includes 8 chairs, two tables, 1 file cabinet and 1 open file rack.	Unit cost – EUR 512. 5 units.
3.2.5 Purchase of 3 air conditioners	3 air conditioners to be purchased for GRAVIS HO. 1 for meeting room for all project related meetings. One for programme office. One for finance office. Cost includes AC unit, stabilizer and installation.	Unit cost – EUR 600. 3 units.
3.2.6 Purchase of 1 audio visual equipment	1 set of audio visual equipment will be purchased including LCD TV and DVD player to be used for review and trainings. Kept at HO and shared by other offices as per the need.	Unit cost – EUR 500. 1 unit.
3.2.7 Purchase of 1 generator	1 generator for HO to provide power supply during power cuts.	Unit cost – EUR 512. 1 unit.
3.2.8 Purchase of 4 digital camera	4 digital cameras, 1 for each DO. To be used for photo documentation of all project activities.	Unit cost – EUR 153. 4 units.
3.3 Other (please specify)		
3.3.1 Materials for Workshops/ Trainings sessions/meetings	Note books, pens, pencils, charts, markers, drawing sheets, sharpeners and eraser, duster, etc. Purchased on monthly basis for all project offices to be used for all training and meetings.	Unit cost – EUR 153. 60 units.
4. Local office		
4.1 Vehicle costs-GRAVIS	All project vehicles' monthly running cost includes fuel, maintenance and insurance. 1 4WD vehicle and 5 bikes.	Monthly costs for 4 WD vehicle estimated at EUR 252. Monthly cost for each bike is estimated at EUR 52. Total EUR 512 for all vehicles per month for 60 months.
4.2 Office rent – GRAVIS (4)	Office rent for 4 DO s with 60% of total rent budgeted in the project cost.	Unit cost – EUR 77. 240 units (60 months x 4 offices).
4.3 Consumables – office supplies	Monthly consumption of paper, cartridges, postage, cleaning supplies etc. For all project offices.	Unit cost – 340 EUR. 60 units.
4.4 Other services (tel/fax, electricity/heating, maintenance) – GRAVIS	Monthly cost of utilities including electricity, water, phone and internet. Maintenance of computers. For all project offices.	Unit cost – 340 EUR. 60 units.
5. Other costs, services		
5.1 Publications		
5.1.1 Impact Assessment Study	Annual impact assessment studies conducted at the end of years 1 to 4 to understand project's progress.	Unit cost – 2,000. 4 Units. EUR 1,200 for hiring the consultant and EUR 800 for printing of reports.

continued over

5.1.2 IEC materials	A set of IEC materials developed in years 1 to 4 with useful information on project and relevant themes.	Unit cost – 1,600. 4 Units. EUR 800 for hiring consultant. EUR 800 for printing.
5.2 Studies, research		
5.2.1 Study on role of women and girls in drought mitigation, NRM and climate change adaptation	This study will examine women and girls' roles in NRM. To be conducted in year 3. 500 copies to be published.	500 copies p[published with unit cost EUR 5. Total cost – EUR 2,500 (for 500 copies published). EUR 1,700 for hiring consultant. EUR 800 for printing.
5.2.2 Study on inter-generational approaches for gender and development	This study will examine inter-generational approaches and will be conducted in year 4. 500 copies to be published.	500 copies p[published with unit cost EUR 5. Total cost – EUR 2,500 (for 500 copies published). EUR 1,700 for hiring consultant. EUR 800 for printing.
5.2.3 Study on link between gender equality and climate change adaptation	This study will examine link between gender equality and climate change and will be conducted in year 5. 500 copies to be published.	500 copies p[published with unit cost EUR 5. Total cost – EUR 2,500 (for 500 copies published). EUR 1,700 for hiring consultant. EUR 800 for printing.
5.3 Evaluation costs		
5.3.1 External evaluation consultant fee	To be hired for final evaluation. For 45 days.	Unit cost – EUR 125. 45 units.
5.3.2 External evaluation report	30 sets of evaluation report with all annexures printed for dissemination.	Unit cost – EUR15. 30 units.
5.4 Financial services (bank guarantee costs etc.)	Bank charges of the project grant transfer in to the GRAVIS bank account. Reconciliation statements. Unit cost is estimated per quarter.	Unit cost – EUR 20. 20 units (20 quarters)
5.5 Final audit (external)	To be conducted in year 5.	Unit cost – EUR 3,000. 1 unit.
5.6 Visibility actions		
5.6.1 Project visibility actions	Within this, annual media briefings and photographers visits will be organised every year.	Unit cost – EUR 400. 5 units. Media brief estimated at EUR 250 and 1 photographer's visit for 2 days is estimated at EUR 150.
5.6.2 Project Website	To be developed in year 1. Cost includes website development and hosting fees for year 1.	Unit cost – EUR 364. 1 unit.
5.6.3 Website hosting	Annual hosting fees for years 2 to 5.	Unit cost – EUR 200. 4 units.
5.6.4 Banners for workshops and trainings	Banners for important project events including launch event, dissemination events. media briefs and staff trainings. Total 15 over 5 years.	Unit cost – EUR 26. 15 units.

continued over

6. Other

6.1 Construction of rainwater harvesting structures		
6.1.1 Drinking water tanks (taankas)	360 household level taankas to be constructed with a 20,000 litres water storage.	Unit cost EUR 385 includes materials (cement, stone, murdrum, iron lids) – EUR 231, labour cost (mason work and digging) – EUR 154. 360 units.
6.1.2 Renovation of village ponds	16 village ponds will be renovated.	Unit cost EUR 2,243 includes materials (cement, stone) – EUR 673 and labour cost (excavation and leveling) – EUR 1,570. 16 units.
6.1.3 Renovation of percolation wells (beries)	64 underground, percolation wells will be renovated for communities water needs during dry periods.	Unit cost 182 EUR includes materials (cement, stone, iron lids) – EUR 109 and labour (mason and digging) – EUR 73. 64 units.
6.1.4 Farming dykes (khadi's)	360 farming dykes will be constructed over 360 farming lands.	Unit cost EUR 404 includes materials (cement, stone) – EUR 81 and labour cost (excavation, bund building and leveling) – EUR 323. 360 units.
6.2 Food and nutrition activities		
6.2.1 Community Seed Banks (CSB)	300 CSBs will be set up in project area over 5 years to be used by the community.	Unit cost EUR 58 includes purchase of mud pitchers, racks, seeds and manure and transportation of materials. 300 units.
6.2.2 Crop demonstration	300 crop demonstration of new variety crops will be organised over 5 years.	Unit cost EUR 19 includes seeds and manure. 300 units.
6.2.3 Arid Horticulture Units (AHU)	300 AHUs will be set up over 5 years.	Unit cost EUR 153 includes materials (fencing material, plants, manure and pitchers for irrigation) – EUR 125 and labour – EUR 28. 300 units.
6.2.4 Pastures	8 pastures units to be set up over 5 years.	Unit cost EUR 3,205 includes materials (fencing material, grass seeds, plants, manure) – EUR 1,923, and labour cost (digging, fencing) – EUR 1,282. 8 units.
6.3 Technical advisors/ trainers/consultants		
6.3.1 Data collector (baseline)		
6.3.1.1 Data collector consultant	One consultant to be hired for baseline data collection design and for report writing. For 10 days.	Unit cost – EUR 125. 10 units.

continued over

6.3.1.2 Data collector	To collect data from project villages. A total of 100 days (25 in each District).	Unit cost – EUR 7. 100 units.
6.3.2 Consultant/facilitator/ resource person		
6.3.2.1 Civil engineer	1 civil engineer consultant to monitor and support all construction activities. A total of 100 days for the project, 20 days per year.	Unit cost – EUR 32. 100 units.
6.3.2.2 Sociologist	1 sociologist consultant to support village trainings and mobilization activities. A total of 80 days over 5 years, 16 days per year.	Unit cost – EUR 32. 80 units.
6.3.2.3 Gender consultant	1 gender consultant to support women and girls trainings and gender related aspects. A total of 80 days over 5 years, 16 days per year.	Unit cost – EUR 32. 80 units.
6.3.2.4 Agri-horticulturist	1 agri-horticulture consultant to support plantation and crop demonstration. A total of 80 days over 5 years, 16 days per year.	Unit cost – EUR 32. 80 units.
6.4 Dissemination events venue hire	Hiring of venue for dissemination events includes meeting hall and meals. For 460 participants attending 6 dissemination events.	Unit cost – EUR 25. 460 units.
6.5 Project launch event venue hire	Hiring of venue for launch event includes meeting hall and meals. For 50 participants.	Unit cost – EUR 25. 50 units.
6.6 Village dialogues	100 Village Dialogues organised over 5 years. Unit cost includes refreshments and printed handouts.	Unit cost – EUR 25. 100 units.
6.7 Awareness camps on gender, NRM and drought mitigation	200 awareness camps organised over 5 years attended by 4,000 participants. Unit cost includes refreshments and printed handouts.	Unit cost – EUR 10. 200 units.
8. Indirect costs (maximum 7% of 7, subtotal of direct eligible costs of the Action)	Indirect costs have been calculated at 7% of subtotal of direct eligible cost of the Action (as per the budget guidelines). These will be used for lead applicant's administration, monitoring, other senior staff and support costs.	
10. Provision for contingency reserve (maximum 5% of 7, subtotal of direct eligible costs of the Action)	Contingencies reserve has been calculated at 2..5% of subtotal of direct eligible cost of the Action (as per the budget guidelines where a maximum of 5% is allowed) and will be used on unforeseen costs with the permission of EC.	

Malik Alymkulov/HelpAge International

Part 3. Specific issues to address in a proposal

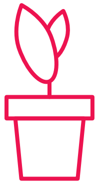
HelpAge International

Part 3. Specific issues to address in a proposal

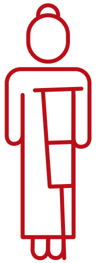
Part 3 looks at some issues that donors frequently ask to include in a proposal. There is no universal standard text to use, since the response will very according to the context of the project and what the donor requests, but an explanation is provided of each of the areas and common points that the donor is looking for in each case.

The topics covered are:

Value for money



Sustainability



Inclusion: gender, disability and age

Risk analysis

3.1 Value for money

Some donors may request an insight into the 'value for money' of a proposal. Value for money is usually assessed using the **4 Es: Economy, Efficiency, Effectiveness and Equity**, so it is appropriate to include an analysis of the project using the 4 Es:

Economy

What are the project's major costs categories and what drives the pricing of those costs?

What actions can be taken to control those costs?

A significant proportion of the cost of delivering a project is attributed to personnel costs. How does the organisation and the delivery partner's personnel costs compare to other NGOs working on similar issues or within the same country?

If personnel costs are higher than the average for organisations of the same size, then why?

What overhead cost recovery is being budgeted for in the project budget and how is it justified?

Is the cost recovery percentage included comparable with that awarded on other donor funded projects? If not, then what are the reasons for the change?

Which cost categories will be subject to a competitive procurement process, and how robust is that process?

Effectiveness

Which elements of the theory of change are weakest and what has been planned to overcome those weaknesses?

If the project will be delivered in a fragile state how can your organisation demonstrate its capability to deliver in difficult environments? What work can be included that provides evidence of this capability?

Are the outcome and impact indicators in the project relevant and robust? Relevant indicators are clear, rule-driven, causally linked, gendered, pro-poor and cross-sectoral. Robust data to support indicators and baselines are likely to be available, accessible, credible, owned and capable of disaggregation.

What percentage of the project budget is tied to the results of the programme? Some costs for example that are only spent in the delivery of the product or service offer are seen as better value for money than overhead or capital costs.

Efficiency

What economies of scale have been identified in the delivery of the programme?

What is the project cost per beneficiary? How does this cost compare to cost per beneficiary benchmarking and for others who work in your field? If it is higher, can this be justified?

Would the cost per beneficiary reduce if the scale of the project was increased? If so, why not aim to deliver a larger project?

Which processes cost the most and how can you demonstrate that those processes are being carried out in an efficient manner?

What controls will be put in place to ensure that the goods or services are being delivered in the most efficient manner?

How will the organisation demonstrate its experience in meeting project deadlines and milestones in other areas of work?

Which cost categories will be subject to a competitive procurement process, and how robust is that process?

Equity

How focused is the project on the most vulnerable and marginalised populations, in particular older women, older people with a disability, older people from specific ethnic groups etc.? Are there any additional inputs required to ensure these people are reached and to make the project as inclusive as possible?

Part 1. General principles →

Part 2. Proposal and concept note structure →

Part 3. Specific issues to be addressed in a proposal

- 3.1 Value for money
- 3.2 Sustainability
- 3.3 Inclusion: gender, disability and age
- 3.4 Risk analysis

Annex D. HelpAge International gender analysis guide

Part 4. Meeting the deadline →

Additional resources

DFID approach to value for money:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/67479/DFID-approach-value-money.pdf

Better evaluation – Evaluation methods for assessing value for money:

www.betterevaluation.org/en/resource/assessing-value-for-money

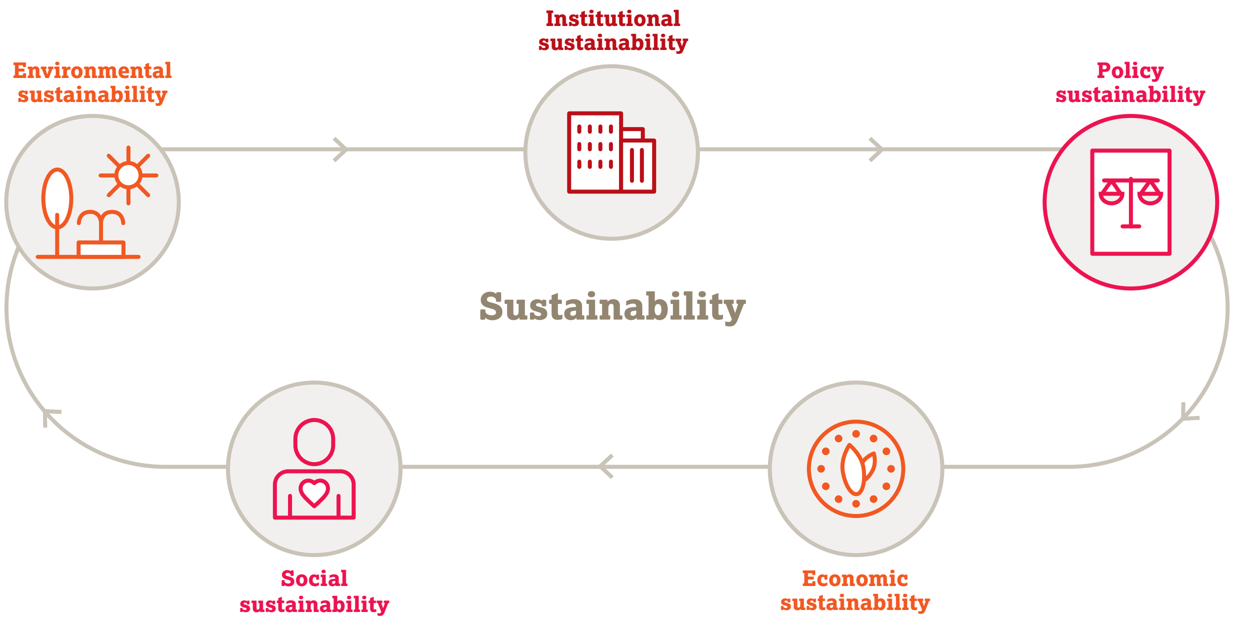
Value for money case study – Women for Women International:

www.ukaiddirect.org/wp-content/uploads/2016/04/VFM-case-study-WfWI-version-3.2-final-1809.pdf

3.2 Sustainability

In Part 2 of this Module the sustainability of a project was considered and the importance of highlighting how the **project outcome** will be sustained beyond the end of the funding. The different aspects of sustainability are listed below with further explanation:

- **Institutional sustainability:** structures that allow the results of the action to continue to be in place after the end of the action, such as capacity building, agreements with local stakeholders or service providers and local 'ownership' of the results of the action. For example, if OPAs are established by the project, their continuation after the project ends is a form of institutional sustainability and any capacity building will contribute toward that. Or maybe the project is piloting a new service which will be taken over by the government.
- **Policy sustainability:** This could cover structural impact (improved legislation, consistency with existing frameworks, codes of conduct, or methods), or an advocacy project that may lead to a change of policy, and more importantly the implementation of the policy.
- **Economic sustainability:** financing of follow-up activities, sources of revenue for covering all future operating and maintenance costs. For example, in a project that supported the establishment of savings schemes, these could be seen as a form of economic or financial sustainability in the community.
- **Social sustainability:** this is not always mentioned as a separate category but could include situations where there are sustainable changes of attitudes toward people with disability – or toward older people can be demonstrated.
- **Environmental sustainability:** what positive/negative impact will the action have on the environment? Have conditions been put in place to avoid negative effects on the natural resources on which the action depends and on the broader natural environment?



3.3 Inclusion: gender, disability and age

In any concept note and proposal it is essential that the proposal includes an analysis of gender, disability and age on the key findings from analysis or data collection, and states how this has informed the project design.

In looking at these three different elements of inclusion, organisations are showing how they have understood the data collected from the different groups of individuals (i.e. their needs and experiences), and designed their programme to be inclusive of these identified needs.

For example: *the situation of an older person with disabilities is often very different to an older person without a disability. Organisations need to demonstrate what the differences are, analyse these to show the consequences of these differences on the individuals and how the project is being designed to respond to these individuals specific needs where possible.*

On gender the proposal might draw on the findings of the policy discussion report produced by HelpAge and Warwick University in 2018. The summary findings in that report were:

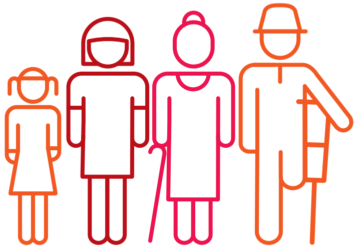
- Flourishing in older age depends on transforming gender relations over a lifetime.
- Older people are rights holders; they have a right to be heard and their voices are valuable.
- Ageing intensifies the disadvantages faced by many women and can disempower men.
- Gender relations in older age can be transformed by addressing the accumulation of economic inequalities and culturally devalued identities relating to race, class, ethnicity, gender identity, sexuality and disability.
- Gender informs all the United Nations Sustainable Development Goals. Overcoming ageism is central to the implementation of the 2030 gender outcomes.
- Research focused on the interaction between gender and ageing is needed to address the inadequate understanding of intersecting inequalities in older age.

The HelpAge gender analysis guide is included in *Annex D* → and is a useful resource to help think through the key questions to ask when conducting a gender analysis. It highlights four levels of gender analysis presented in Figure 6 below:

Figure 6: Levels of Gender Analysis

Institutions/ Country level	Gender analysis of legal and social, economic and political situation (e.g. national legislation and mechanisms for protection of older women's rights; representation of women in political and authority structures)
Community	Gender analysis of cultural norms, representations and decision making at community level
Household	Gender analysis of who does what, when, who owns what and decides about resources; unequal power relations
Individual	Gender analysis of empowerment, self-esteem, power to make decisions about one's health, education, etc.

Always include
an analysis of gender, disability and age in your concept note and proposal.



3.4 Risk analysis

This section describes the risks associated with the project, the factors that are outside the control of the project and that may prevent the project objectives being achieved. The risks and assumptions will have been identified in the development of the Logframe, and they can inform your analysis, but it should also provide more detail.

Donors categorise risks in different ways, but if the donor does not stipulate the types of risk, then you can use the categorisation in Figure 7 for assessing the risks.

Ben Small/HelpAge International

Figure 7: Risk categories

Type of risk	Definition
Contextual	A risk that is present in the space/location in which you are working. *For example, risks that arise or are present in a conflict zone, a drought-affected region, or a cultural setting.*
Delivery	A situation/event that will impact your organisation's or your partners' ability to deliver the project. *For example, the low resource capacity of your implementing partner results in the programme not delivering against its stated objectives.*
Safeguarding	An occurrence that could pose a threat to the protection of the health, well-being and human rights of individuals, which allow people – especially children, young people and vulnerable adults – to live free from abuse, harm and neglect.
Operational	A risk that could affect the day-to-day operation of the programme. *An example may be a shortage of medications in-country or a logistical disruption.*
Financial	A risk that arises when funds are not used for their intended purposes, do not achieve Value for Money, and/or are not properly accounted for within the project.
Reputational	A risk that will be detrimental to your organisation's reputation or public image, due to certain activities, associations, or perceptions.

Risks can be categorised into different groups (depending on the type of risk) and different levels of risk (i.e. low, medium and high). A risk analysis can be presented as shown in Figure 8 below.

Figure 8: Example risk analysis

Risk title	Description of risk	Risk category	Probability	Impact	Overall	Mitigating Action
Natural disasters	Disaster such as flood disrupts project activities	Contextual	Medium	Medium	Medium	Ensure basic needs during time of natural disaster and reschedule activities
Political situation	Political instability means project activities cannot take place	Delivery	Medium	Low	Low	Maintain strong relationships with local government leaders and seek advice and support from them
Local government cooperation	Some key activities such as advocacy meetings would be impacted	Operational	Low	Medium	Low	Maintain strong relationships with local government leaders and seek advice and support from them
Safeguarding of older people receiving home-based care	Older people under the care of the project may have time alone with staff and volunteers	Safeguarding	Low	High	Low	The organisation has clear safeguarding policies and these will be strictly applied and monitored
Control of project funds	Funds to be spent according to the stated purpose	Financial	Low	Medium	Low	Internal financial control mechanisms will be strictly applied and monitored
Implementation by the local implementing partner	If local partner were to perform poorly this would impact on the reputation of the lead NGO	Reputational	Low	Medium	Medium	Strong monitoring of partner performance

Additional resources

Humanitarian Age and Disability Inclusion Guidelines:
https://www.helpage.org/newsroom/latest-news/new-humanitarian-guidelines-launched-for-ageing-and-disability-inclusion/

Transforming gender relations in an ageing world:
In Spanish, Russian, Arabic and English:
www.helpage.org/resources/publications/?ssearch=Gender&adv=0&topic=0&region=0&language=0&type=0

Seven steps to a gender analysis (health):
https://gender.jhpiego.org/analysistoolkit/seven-steps-to-a-gender-analysis/

How to conduct a gender analysis – UNDP 2016:
https://info.undp.org/sites/bpps/SES_Toolkit/SES%20Document%20Library/Uploaded%20October%202016/UNDP%20Guidance%20Note%20how%20to%20conduct%20a%20gender%20analysis.pdf

NCVO: How to complete a risk assessment:
https://knowhow.ncvo.org.uk/organisation/strategy/internalanalysis/how-to-complete-a-risk-assessment-1

NGOs and risks, A global study:
www.interaction.org/wp-content/uploads/2019/03/Risk-Global-Study.pdf

PMI – Fundamentals of project sustainability:
www.pmi.org/learning/library/fundamentals-project-sustainability-9369

Annex D.
HelpAge International gender analysis guide

What is gender analysis?

Gender analysis provides qualitative information on gender differences and inequalities. Gender analysis is about understanding the patterns and norms of what men, women and people of other gender identities do and experience in relation to the issue being examined and addressed. Where patterns of gender difference and inequality are revealed in sex and age disaggregated data, gender analysis is the process of examining why the disparities are there, whether they are a matter for concern, and how they might be addressed (adapted from DFID, 2008).

Why gender analysis is important?

Gender Analysis will improve the quality of our programmes by helping us understand relationships between older women, men and people of other genders. Gender Analysis does this by answering the questions about different roles, needs, capacities as well as access and control over resources, and power relations in different contexts.

Gender analysis explores the reasons behind these differences and helps us understand the impact of our work on people of different genders. It also helps us increase our capacity to design programmes that consider and contribute to gender equality.

When should the gender analysis be done?

Gender analysis should be done at the design stage to inform project outcomes and activities. However, it is important to identify different entry points at the project cycle when gender analysis could be included, such as inception of the project, implementation or the evaluation phase.

Gender analysis should form a part of broader social analysis looking at wider power relations in a given context.

Who should be involved in gender analysis?

Gender analysis implies the involvement of all people in a community; that is an even cross-section of women and men of all ages (this should include people of other gender identities). It is also important to look at the team conducting gender analysis:

- Do we represent the community (in terms of gender, age, ethnicity, disability and other characteristics)?
- How can we better represent the community in order to do an effective gender analysis?

Sex is assigned at birth and refers to biologically determined differences between males and females. While aspects of biological sex are similar across different cultures, aspects of gender may differ.

Gender The socially constructed identities, behaviours and practices tied to being a girl/woman or boy/man. At HelpAge we recognise that the binary definitions (i.e. only two genders) do not fully account for the diversity of gender identities that exist.

Gender equality Gender equality is the equality between women, men and people of other gender identities. Gender equality means that the different behaviour, aspirations and needs of people of different genders are considered, valued and favoured equally. It does not mean that they have to become the same, but that their rights, responsibilities, opportunities and outcomes will not depend on whether they are born male or female.

How to do it – key questions for gender analysis

We do not need to use complicated tools to gather gender related information. Getting this information requires asking some standard questions of all partners, in communities and at household level, where appropriate:

- Always look for and ask about differences in women's, men's and people of other genders experiences, roles, needs and priorities
- Collected data should be disaggregated by age, gender and other characteristics (where applicable)
- Consult with and talk to women, men and people of other gender identities, together and separately
- Use this information and analysis to guide programme development to ensure it is appropriate, relevant and effective
- Use existing national level information where available to supplement community-based information, e.g. policies in place, levels of gender-based violence, government data on access to services by different genders, etc.

Remember! Analysis is only useful if it leads to action!

Figure 9: Key questions to ask and issues to consider when conducting a gender analysis

What you want to find out?	Issues to consider
Roles and responsibilities • What do women, men and people of other genders do? • Where (location/patterns of mobility)? • When (daily and seasonal patterns)? • Who works for pay? Who receives a pension? • Who cares for children and covers other family work ('reproductive work')?	**Productive roles:** (paid work, self-employment, subsistence production) **Reproductive roles:** (domestic work, care work) **Community participation:** (voluntary work for the benefit of community as a whole) **Community politics:** (decision making and/or representation on behalf of the community)
Asset/resources/opportunities • What livelihood assets/resources/opportunities do women, men and people of other genders have access to? • What constraints do they face? • Who has control over those livelihood assets/resources? • Who controls household income?	**Human:** (e.g. health services, education) **Natural:** (e.g. land, water) **Social:** (e.g. institutions, organisations, civil society, social networks) **Physical:** (e.g. housing, electricity, water supply and sanitation) **Economic:** (e.g. income/pension, credit, labour, capital)
Power and decision making • What decisions do women, men and people of other genders participate in? • What decision making do women and men usually control? • What constraints do they face?	**Individual level:** (e.g. decisions over one's health, family planning, personal relationships, etc.) **Household level:** (e.g. decisions over household expenditure) **Community level:** (e.g. decisions over management of community resources)
Needs, priorities and perspectives • What are women's, men's and people of other genders' needs and priorities? • What perspectives do they have on appropriate and sustainable ways of addressing their needs?	**'Practical' gender needs:** (in the context of existing roles and resources e.g. more convenient place to collect water) **'Strategic' gender needs:** (requiring changes to existing roles and resources to create greater equality of opportunity and benefits) **Experience and views on delivery systems:** (choice of technology, location, cost of services, systems of operation, management and maintenance etc.)

Adapted from: K. Pasteur: *Tools for Sustainable Livelihoods Framework*, IDS 2001.

Examples of tools that can be used to collect this data are focus group discussions, interviews, participatory rural appraisal techniques, storytelling, 24-hour day timeline, etc.

Using the data

The project team should use the gender analysis results to inform the development of the logical framework and monitoring and evaluation plan. Along with the gender analysis the team should consider the level of gender expertise and capacity building needs of staff and potential partners and integrate capacity building into project plans as required.

When designing a programme based on findings from gender analysis consider:

- Does gender analysis point to a need for a stand-alone gender equality outcome?

Roles and responsibilities

- In our outcomes and activities, are we seeking to change roles and responsibilities to create greater equality and, if so, how?
- Does the programme or policy increase or decrease women's or men's workload (reproductive or productive)?
- What roles do men, women and people of other genders typically play in the programme?

Assets, resources and opportunities

- In our outcomes and activities, are we seeking to facilitate access to and distribution of assets, resources and opportunities to create greater equality among genders and, if so, how?
- Do women, men and people of other genders have equal access to programme events, benefits or services?
- How will the programme activities affect those who do not participate?

Power and decision making

- Are we seeking to shift power relations and, if so, how?

Needs, priorities and perspectives

- According to the analysis, how do practical needs differ between women, men and people of other genders
- Are we planning activities that meet everyone's practical needs?
- Are we planning activities that address strategic needs?
- Who benefits the most from the programme or policy?

Practical needs Do not challenge, although they arise out of, gender divisions of labour and women's subordinate position in society. They are addressed through short-term, immediate, practical assistance that reduces women's work burdens and gives them more time to perform their triple roles (reproductive, productive, community). Addressing practical needs does not aim to challenge existing gender norms and socially accepted roles (e.g. supplying clean cooking stoves to older women to reduce red eyes from fumes and prevent them from being accused of witchcraft).

Strategic needs Meeting strategic needs includes long term responses that challenge existing gender roles and women's subordinate position contributing to achieving gender equality. Strategic responses tend to relate to gender division of labour, ownership and control of resources such as land and property, tackling violence and abuse, etc. (e.g. interventions that change legal framework and/or customary law regarding widows' right to land ownership)

Adapted from C. Moser

Ensure gender is included in your Monitoring & Evaluation activities:

Gender sensitive indicators:

Gender sensitive indicators require data to be disaggregated by sex, age and other variables and require a gender analysis of such data. Essentially, they require the collection of both **quantitative and qualitative data**.

Quantitative indicators are numerical measurements of change - such as the increase in women's or men's literacy levels, income levels, numbers of people receiving pension, number of people speaking out against violence and abuse, etc.

Qualitative indicators attempt to measure attitudes, position or social status, self-esteem and empowerment. The idea is to capture processes and qualitative differences, not just to count items. e.g. at least 50% of women participating in OPAs report active involvement in management and decision-making; Qualitative indicators can be transformed into quantitative information with descriptive scales. For example, the perception of the level of participation in a particular activity could be ranked on a scale of 1–5.

Gender in evaluations:

- Ensure that the TOR for the evaluation includes an assessment of how gender inequality was addressed within the programme.
- Specify that the evaluators should assess the impact, effectiveness and relevance to women, men and other genders.
- Use a combination of male and female evaluators where possible.
- Ensure that at least one evaluator has gender expertise or experience.
- Ensure that locations and timing for discussions with women, men and people of other genders take into account cultural issues as well as workload, busy times, childcare etc.
- Hold separate focus group discussions and interviews with people of different genders where appropriate to ensure all perspectives are heard.
- Ensure that the key findings are fed back to the target groups and that findings inform the planning for the next phase of the programme.

Levels of gender analysis:

Institutions/ Country level	Gender analysis of legal and social, economic and political situation (e.g. national legislation and mechanisms for protection of older women's rights; representation of women in political and authority structures)
Community	Gender analysis of cultural norms, representations and decision making at community level
Household	Gender analysis of who does what, when, who owns and decides about resources; unequal power relations
Individual	Gender analysis of empowerment, self-esteem, power to make decision about one's health, education, etc.

Guidelines have been put together using various resources: Trocaire, IDS, UN, Tearfund, Vibrant Communities, etc.

Gender identity refers to each person's deeply felt internal and individual experience of gender, which may or may not correspond with their sex assigned at birth. When we talk about sex categories, we often talk about women and men, boys and girls, for simplicity's sake and because many gender norms are built around these traditional categories. It is important to remember that there are many different gender identities that do not fit into these categories and that are experienced by older people around the world.

Adapted from Save the Children

Figure 10: Gender analysis key questions

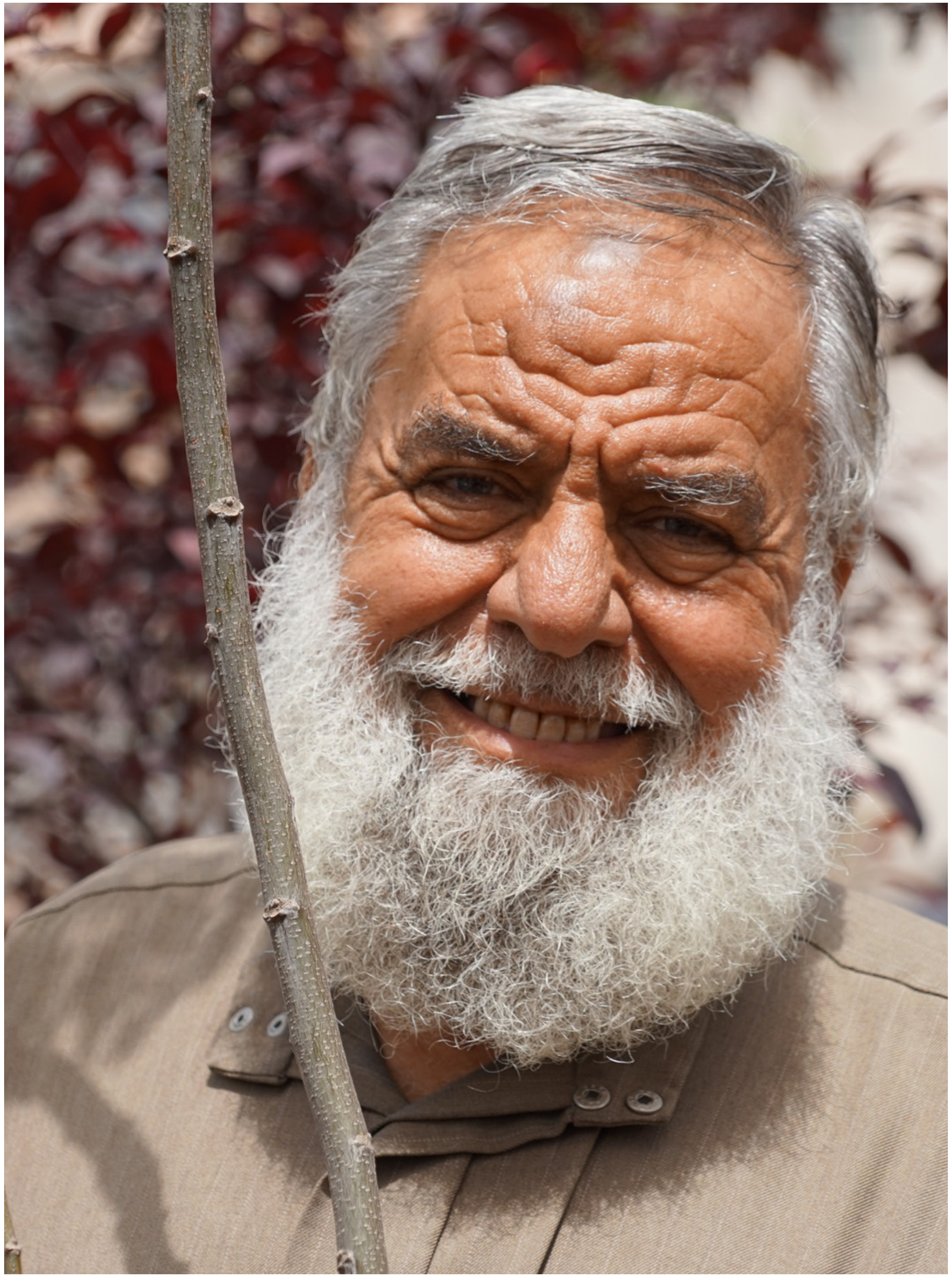
Gender analysis – 10 questions	These relate to:	Example of a finding	Example intervention(s)*
Who does what? Why?	Activities	Older women have more caring responsibilities with regards to their grandchildren which prevent them from taking part in community meetings	**Gender sensitive:** community meetings are scheduled at a convenient time to allow women to attend **Gender transformative:** One of the programme outcomes aims to work with men to encourage them to take up caring responsibilities so that reproductive work is distributed more equally within a household
How? With what?	Access to resources	Older women are more likely to be illiterate which prevents them from accessing various services (e.g. legal)	**Gender sensitive:** engage with service providers to reach out to older women and make resources available to those less literate **Gender transformative:** Provide literacy classes to older women and engage with community leaders on the value of women's education
Who owns what?	Ownership of assets	Land and property are owned and inherited through male lineage only, which results in older women losing their houses or land when widowed; this also makes them vulnerable to violence and abuse	**Gender sensitive:** one of the project interventions provides temporary shelters for widows **Gender transformative:** policy and advocacy activities aimed at changing the law to allow women to own and inherit property
Who is responsible for what?	Roles and responsibilities	Men are responsible for providing household income and when they age/retire they are neglected by families and suffer from isolation and loneliness	**Gender sensitive/transformative:** provide psycho-social support to older men and establish (intergenerational) peer support groups
Who is entitled to what?	Rights	Same-sex acts are criminalised under national law which results in human rights abuses and discrimination of older LGBTI (Lesbian, Gay, Bisexual, Transgender and Intersex) persons	**Gender sensitive:** OPAs for LGBTI persons are established to provide psycho-social support and safe spaces for people to share their experiences **Gender transformative:** educational/advocacy campaign on rights of LGBTI persons is launched
Who controls what?	Income and spending power	Men tend to control household income and decide how it's spent; as a result, women often can't afford transport to visit healthcare facilities	**Gender sensitive:** mobile health clinics are established to reach women; bus-passes are budgeted for in a programme **Gender transformative:** work with men and community leaders to promote shared decision making on household income

continued over

Who decides what?	Power	Older women do not have power to decide for themselves where to live once widowed and are often forced out from their homes by families or put into caring facilities against their will	**Gender sensitive:** paralegals are trained to provide information to older women on their rights and facilitate access to services. **Gender transformative:** community educational campaigns on older women's rights; campaigns to change national and customary laws on inheritance.
Who gets what?	Distribution	Older women caring for grandchildren often skip meals or eat last and least which results in higher malnutrition levels	**Gender sensitive:** food vouchers are provided directly to older women as part of the programme. **Gender transformative:** working with household members and wider community on older women's right to healthy and nutritious food.
Who gains – who loses?	Redistribution	National law does not guarantee equal rights for men and women to own and control land. Many older women are also farmers and spend most of their days working on the land that is owned by their husbands or sons. Despite the labour older women contribute they might not have equal access to profits or to decisions regarding management of the land	**Gender sensitive:** working with men and wider communities to encourage women's participation in decision making and equal share of profits **Gender transformative:** campaigns and policy influencing aiming to change the legal status of women on the ownership and control of the land
Why? What is the basis for this situation?	Rules and laws/ norms/customs	Traditional beliefs and customary law make older people and especially older women prone to witchcraft accusations and other forms of violence. The situation is exacerbated by the lack of legal right for women to inherit property and land. Violence against older women is normalised and accepted. Often service providers are ill-equipped to support older victims of violence due to a taboo surrounding the issue	**Gender sensitive:** working with service providers to include and provide adequate support to older victims of violence. **Gender transformative:** Engaging community leaders and traditional healers in the campaigns on older women rights; supporting older women to speak out against violence and organise themselves to advocate for women's rights

Sources: UN, Tearfund UK and Save the Children

*Please note transformative approaches might not always be applicable in short-term projects as they require long-term strategies that challenge balance of power, social norms, behaviours and bring about structural changes; in reality there might not be a clear-cut division between gender sensitive and transformative approaches – they often interact and complement each other.



Fedaa Qatatshsah/HelpAge International

Part 4. Meeting the deadline

Part 4. Meeting the deadline

Designing and writing a proposal, together with a well thought out Logframe and a clear budget can often take several weeks to draft and finalise. As such organisations need to plan their time well to ensure that the donor deadline is met. Most donors will not accept late submissions.

This sections reviews who should be involved in the proposal development process and shares a planning tool to help ensure the deadline is met.

4.1 Roles of individuals involved in proposal writing

The different roles in developing a proposal will depend on who is available in an organisation to support the process. *Figure 11, next page →*, provides suggestions of the key roles and areas of responsibility to help identify who will lead and support on certain areas in the development of the proposal.

Plan your time
carefully to make sure you meet the donor deadline.

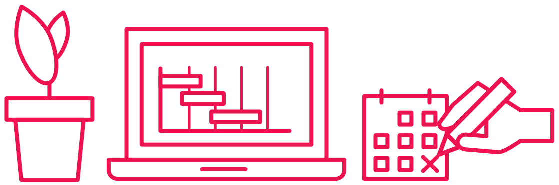


Figure 11: Roles in developing a project proposal

Role	Purpose of role	Possible post(s) responsible
Coordinator/ Proposal lead	One person has to be 'in charge' to make sure that the proposal is being developed on time according to the agreed schedule, and can take action if/when it falls behind. They will convene a meeting of relevant stakeholders to develop the Logframe, oversee the whole development process, including sending the proposal to the donor. It is important to agree this so that there are no misunderstandings about who will be finalising everything.	This is probably going to be a Programme Office/Adviser, or in larger organisations that have specialist staff it may be the Resource Development Coordinator (or equivalent post).
Draft writer	The main writer will create the draft text using the tools from the project design (needs assessment; logic models; stakeholder analysis; risk analysis etc.). For a large proposal, this role could be split between two or three people. Typically, one might develop the administrative part of the proposal (such as organisational information, risk analysis, value for money etc) and the other person would write the technical part.	Ideally this is done by a person who is technically competent in that area of work, or a development generalist who can adapt his/her knowledge.
Ensure technical quality	The relevant programme or technical staff should review the draft text and comment from the perspective of their technical expertise. For example, there may be (depending on the size of the organisation) specialists in gender, inclusion, disability, livelihoods, health, education etc.	If your organisation does not have such roles, maybe there are board members, a Director, consultant or volunteer who can play this role?
Develop the budget	Finance and programme staff should work together to develop the budget. The programme staff must provide the information to ensure that the budget tallies with the Logframe and overall project design. Before submission it is wise to go through each activity in the proposal and ensure there is a budget to cover all costs.	This should be one finance staff and one programme staff – ideally the person who played the main role in project design.
Editor	This is a crucial role. Someone other than the writer should check the proposal before it is sent to the donor. This person has to read the Logframe and the whole proposal and ensure that the design is consistent between the two. When reading the proposal s/he should ensure: • No unnecessary repetition • Clarity in the writing; mark up anything that is not clear • Logical flow – for this it is not necessary to be a technical expert. The donor may not be either. But the proposal must make sense. • Jargon is not used • A spelling and grammar check • Presentation is according to the donor guidelines including length; font size; margin size etc.	It does not really matter which postholder does this role but s/he should be excellent in the language of the proposal; should have at least some basic knowledge of the proposal and the technical area – but does not need to be an expert; above all must have an eye for detail. This could be the same person as the Coordinator, but should be different from the person drafting the proposal.

4.2 Proposal Development Schedule

The Proposal Coordinator/Lead should develop a Proposal Development Schedule (PDS) at the beginning of the project. A PDS is a timeline of all the tasks that need to be completed in the submission of a proposal or concept note.

This should start with proposal submission date and then work backwards to make sure there is enough time to complete all the necessary tasks. The submission of the proposal should never be planned for the last possible day – organisations run the risk of technology going wrong, a key staff with the vital data being sick etc. **It is best to aim to submit the proposal at least one day in advance of the deadline**. Organisations need to make sure they have taken into account any leave that staff have planned and are realistic about how much time each task takes.

There is no standard format for the PDS, and for some proposals it could be very complex with many people involved. A simple one might look like the one shown in Figure 12 below and can be easily adjusted.

Figure 12: Example of a Proposal Development Schedule

Deadline	Action	Person responsible	Input required from	Notes
22.5.21	Meeting to develop Logframe	Coordinator	Draft writer; technical staff	Allow one full day
25.5.21	Final version of Logframe finished	Coordinator	One technical staff	
8.6.21	Draft proposal	Draft writer		
15.6.21	Technical checking/input	Technical staff		
22.6 21	Revised version of proposal	Draft writer		
27.6.21	Proofreading and editing of proposal	Editor		
	Develop draft budget	Finance and programme officers	Coordinator	
26.6.21	Check draft budget against proposal especially activities	Coordinator or proofreader		
28.6.21	Collate proposal, Logframe and budget – check all documents are finalised	Coordinator		
28.6.21	Sign off on all documents	Director		The Director is not expected to read it all, but ensure the correct internal processes have been followed
29.6.21	Submit proposal, Logframe and budget to donor	Coordinator		To be submitted online
30 June 2021	**17.00 UK time**	**Donor deadline**		