



PREPARING FUNDING PROPOSALS FOR GROUNDWATER-RELATED PROJECTS

FACILITATOR'S GUIDE

ZA-SADC-GMI-126022-CS-CQS



COMPILED AND PRODUCED BY

ONEWORLD

We build resilient futures

All rights reserved. Apart from any use as permitted under the Copyright Act, no part may be reproduced by any process without prior written permission from:

SADC GROUNDWATER
MANAGEMENT INSTITUTE

Dean Street, University of the Free State
205 Nelson Mandela Drive,
Bloemfontein, 9300
South Africa

PROJECT BACKGROUND

The SADC Groundwater Management Institute (SADC-GMI) is implementing the Sustainable Groundwater Management in SADC Member States Project through funding from the Global Environment Facility (GEF) and the multi-donor Commission for International Waters in Africa (CIWA), which are administered by the International Development Association (IDA). SADC GMI is deploying a portion of this grant to implement the project "Development of a Training Manual on the Preparation of Proposals to Access Funding for Groundwater-related Infrastructure Projects" ("the Project"). This training manual is submitted as deliverable 5 of the Project

ACKNOWLEDGEMENTS

We would like to thank James Sauramba (Executive Director: SADC-GMI) and Kasonde Mulenga (Project Manager, Infrastructure Consultant: SADC-GMI) for managing this project as SADC-GMI.

Thank you to our leading experts and OneWorld Team who assisted us in delivering the objectives of this report: Belynda Petrie (Lead and key expert), Arthur Chapman (Key Expert), Ana s Marie (Project Coordinator), Struan Monteith (Technical Analyst), Tshegofatso Putu (Research) and Pippa Tsilik (Editing).

DISCLAIMER

The development of this material has been funded by SADC-GMI. However, the views expressed do not necessarily reflect the official policies or views of SADC GMI. While reasonable efforts have been made to ensure that the contents of this publication are factually correct, USAID does not take responsibility for the accuracy or completeness of its contents and shall not be liable for loss or damage that may be occasioned directly or indirectly through the use of, or reliance on, the contents of this






GROUNDWATER MANAGEMENT INSTITUTE

Details of Submitting Organisation

Name and email address of the Lead consultant	Belynda Petrie belynda@oneworldgroup.co.za
Name of organisation	OneWorld Sustainable Investments (Pty) Ltd
Organisation website	www.oneworldgroup.co.za
Prepared for	James Sauramba Executive Director james@sadcgmi.org
	Kasonde Mulenga Project Manager kasonde@sadcgmi.org
Organisation	SADC-Groundwater Management Institute
Website	https://sadcgmi.org



TABLE OF CONTENTS

	Abbreviations and acronyms	vi
	Introduction	9
	Chapter 1: How the Course works	11
	Detailed learning objectives	12
	Course Methods and Delivery	13
	Module and Course Assessment	13
	Key Content Overview	14
	Steps in developing a groundwater project and proposal	18
	Module structure	20
	The case study	21
	Chapter 2: Training skills for trainers	23
	The Principles of Adult Learning	23
	Problem-based and experiential learning	24
	Participatory training	25
	Training Course Design and Planning	26
	Training methods and facilitation	28
	Evaluation – When, what, and how	30
	Chapter 3: How to plan and deliver the Course	31
	Planning a Course Programme	31
	Live Training Delivery – the basics	37
	Facilitating an online live session	39
	Preparation and application of training materials	42
	Appendix 1: Indicative Proposal Framework (Template)	44
	PART 1: TABLE OF CONTENTS	44
	PART 2: PROJECT / PROGRAMME SUMMARY	45
	PART 3: PROJECT OR PROGRAMME DETAILS	46
	Appendix 2: Baseline assessment quiz	50
	Appendix 3: Assignments for Modules 2 and 3	52
	Module 2: Assignment - instructions	52
	Module 3: Assignment	54
	Rubrics for assessing Module 2 and 3 Assignments	54
	Appendix 4: Examination	58
	Part 1: Multiple Choice Questions (20 Marks)	58
	Part 2: Application Question (20 marks)	62
	Exam answers	63
	References	64



Abbreviations and acronyms

AfDB	African Development Bank
AWF	African Water Facility
BGR	German Federal Institute for Geosciences and Natural Resources
CDSF	Clim-Dev Africa Special Fund
CIWA	Cooperation in International Waters in Africa
CRIDF	Climate Resilient Infrastructure Development Facility
CSO	Civil Society Organisation
CTCN	Climate Technology Centre and Network
DANIDA	Danish International Development Agency
DBSA	Development Bank of South Africa
DFI	Development Finance Institutions
DfID	Department for International Development
ESA	Environmental and Social Assessment
ESMP	Environmental and Social Management Plan
ESS	Environmental and Social Safeguards
FAO	Food and Agricultural Organisation
GCCA+	Global Climate Change Alliance Plus
GCF	Green Climate Fund
GDP	Gross Domestic Product
GEF	Global Environmental Fund
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit (German development agency)
GoM	Government of Malawi
GPG	Global Public Goods
ICP	International Cooperation Partner
IDRC	International Development Research Centre
IPCC	Intergovernmental Panel on Climate Change
IWRM	Integrated Water Resources Management
JICA	Japanese International Cooperation Agency

LCC	Lilongwe City Council
LogFrame	Logical Framework
LWB	Lilongwe Water Board
M&E	Monitoring and Evaluation
NBS	Nature-based Solutions
NGO	Non-governmental organisation
NORAD	Norwegian Development Cooperation
ODA	Overseas Direct Investment
OECD	Organisation for Economic Co-operation and Development
PEA	Political Economy Analysis
PPF	Project Preparation facility
PPP	Public-Private partnership
PPT	Microsoft PowerPoint
R&V	Risk and Vulnerability
RESILIM	Resilience in the Limpopo Basin Program
SADC	Southern African Development Community
SDC	Swiss Agency for Development Cooperation
SDG	Sustainable Development Goals
SESA	Strategic Environmental and Social Assessment
SIDA	Swedish International Development Cooperation Agency
SIWI	Stockholm International Water Institute
TOC	Theory of Change
UNDP	United Nations Development Programme
UNEP	United Nations Environment Programme
UNFCCC	United Nations Framework Convention on Climate Change
USAID	United States Agency for International Development
WRC	Water Resource Centre





Introduction

Welcome to the Facilitator's Guide for the Training Course on Preparing Funding Proposals for Groundwater-related Projects for SADC Groundwater Management Institute (SADC-GMI). The Training Course is designed to increase trainees'/participants' knowledge and to build capacity to prepare successful funding proposals for groundwater-related infrastructure, emphasising the importance of treating groundwater resources in a sustainable manner.

Course Purpose and Objectives

The purpose of this Course is to address the key challenges faced in the SADC region to access finance for Groundwater-related projects. Access to affordable long-term financing is a longstanding and ongoing challenge for large-scale water infrastructure investment in the region. In addition, **International Cooperating Partners** (ICPs, also referred to as funders or funding partners) are becoming increasingly aware of risks in infrastructure investments that are unlikely to be supported by sustainable ecosystem services, which makes accessing financing more difficult.

Key Information

The Course has two main objectives:

- To strengthen participants' knowledge of sustainable groundwater development opportunities.
- To strengthen capacity in the SADC region for developing successful proposals to better access finance for sustainable groundwater projects.

Course Overview

The Training Course aims to equip participants to develop successful project proposals, in a practical way, one step at a time. The Training Manual provides a real-life context from a relevant case study in the SADC region to cement learning through practical examples.

In addition to this Facilitator's Guide, the training materials include the following components:

- **Training Manual for participants:** comprising four content modules made up of core information, infographics, links to expert videos (made for this course), mandatory and supplementary readings, reflections/discussion forums and self-assessment
- **Core Content File:** comprising approximately 50 slides that capture the key information on how to develop a successful, bankable groundwater proposal for a project
- **International Cooperation Partners (ICP) Handbook:** A database (Excel file) giving information on available funders for groundwater projects, and the types of projects they fund, for the SADC region, designed specifically for this course
- **Training skills PPT:** Slide deck on training skills and capacity building etc. (linked to Chapter 2 of this manual).

These materials are available in the course's online digital repository on google drive:
<https://sites.google.com/view/gwfundingscourselibrary>



Course participants / target audience

This course is targeted at people working in the SADC region on water resource development, and those wishing to strengthen their skills in developing successful funding proposals for groundwater development. The course is aimed at groundwater practitioners from all over the SADC region, including participants from:

- Government departments, such as groundwater, water and infrastructure development, climate change and environmental departments, and departments responsible for project funding
- Financial institutions that are mandated to finance groundwater infrastructure and resource development
- NGOs, academia and the private sector that support water resource development.

The course assumes that participants will have some understanding of the role that groundwater plays in water security in the region, with some background in groundwater, professionally or educationally. As such, this mid-level training will be particularly useful for seasoned water resource management practitioners.

The Facilitator's Guide

This Facilitator's Guide has two sections. The first part provides support for the facilitator on how the course works, and how to work with the four modules of the Training Manual, and its various features (Part 1). The second part provides guidance on training skills (or Training of the Trainers) (Part 2).

As such, the Facilitator's Guide is structured as follows:

1

Chapter 1: How the Course works: This chapter includes some of the introductory module of the Training Manual for the participants, however it is adapted here to guide facilitators. This section:

- explains the features of the Training Manual and how to use it; and
- explains where to find additional resources such as assessment tasks.

2

Chapter 2: Training skills: This chapter provides support and guidance for trainers, on running both face-to-face and online courses, and/ or a combination of the two (blended learning). Topics include:

- The principles of adult learning and problem-based and experiential learning
- Participatory training skills
- Course design and planning
- Training methods & facilitation

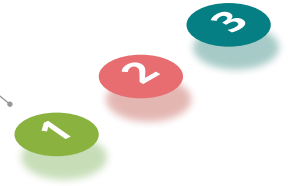
3

Chapter 3: How to plan and deliver the Training Course: This section provides detailed support on:

- Planning a training programme and daily agenda
- Running a live face-to-face or online workshop
- Preparation and application of training materials

Appendices:

- The indicative proposal framework
- Baseline assessment quiz
- Modules 2 and 3 assignments and assessment tools (rubrics)
- Final exam and answers.



CHAPTER 1

How the course works

This chapter explains key aspects of the Training Course, Preparing Funding Proposals for Groundwater-related Projects for SADC Groundwater Management Institute (SADC-GMI).

This chapter includes the following sub-sections:

- Detailed learning objectives
- Course Methods and Delivery
- Module and Course Assessment
- Key Content Overview
- Steps in developing a groundwater project and proposal
- Module structure
- The case study

Chapter Learning objectives

After working through this chapter you should be able to:

- ✓ Explain the detailed learning objectives of this course
- ✓ Discuss the course methods and delivery
- ✓ Explain how the participants' skills and knowledge will be assessed
- ✓ Explain and list the key challenges to accessing finance for groundwater resources in the SADC region
- ✓ Describe the steps in developing a groundwater project and proposal
- ✓ Understand the structure of the modules in the Training Manual and how to use it, as well as the case study and its importance.

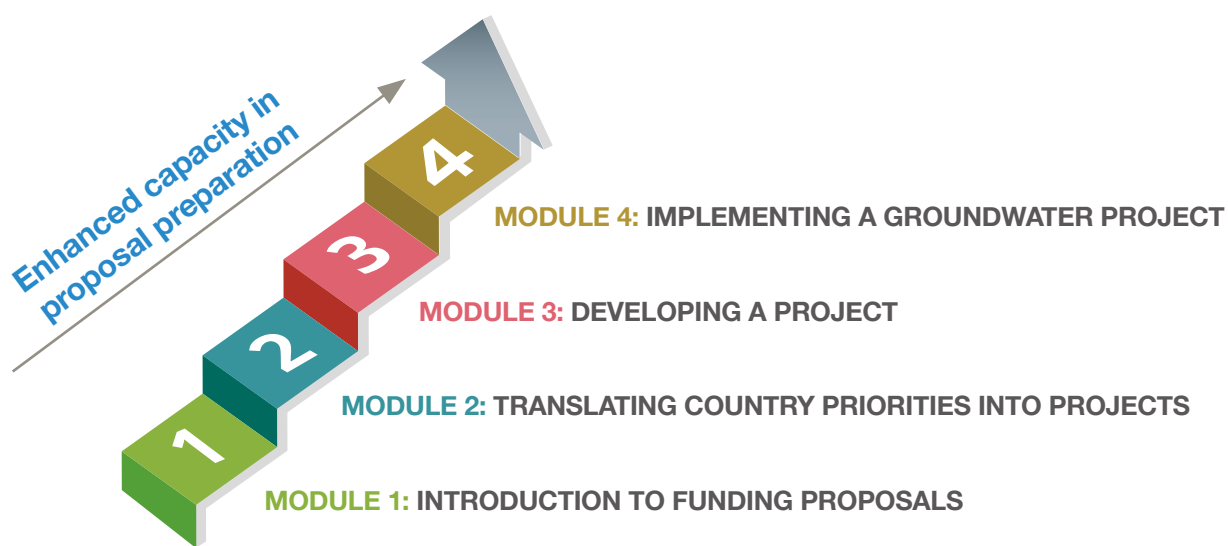
The Training Course is delivered through the content in the Training Manual (appears separately). The Training Manual is comprised of four knowledge modules, that support the development of a groundwater project idea through several stages, into a full proposal (or funding application).

These stages and modules are (see Figure 1):

1. Introduction to Funding Proposals
2. Translating Country Priorities into Projects
3. Developing a Project
4. Implementing a groundwater project



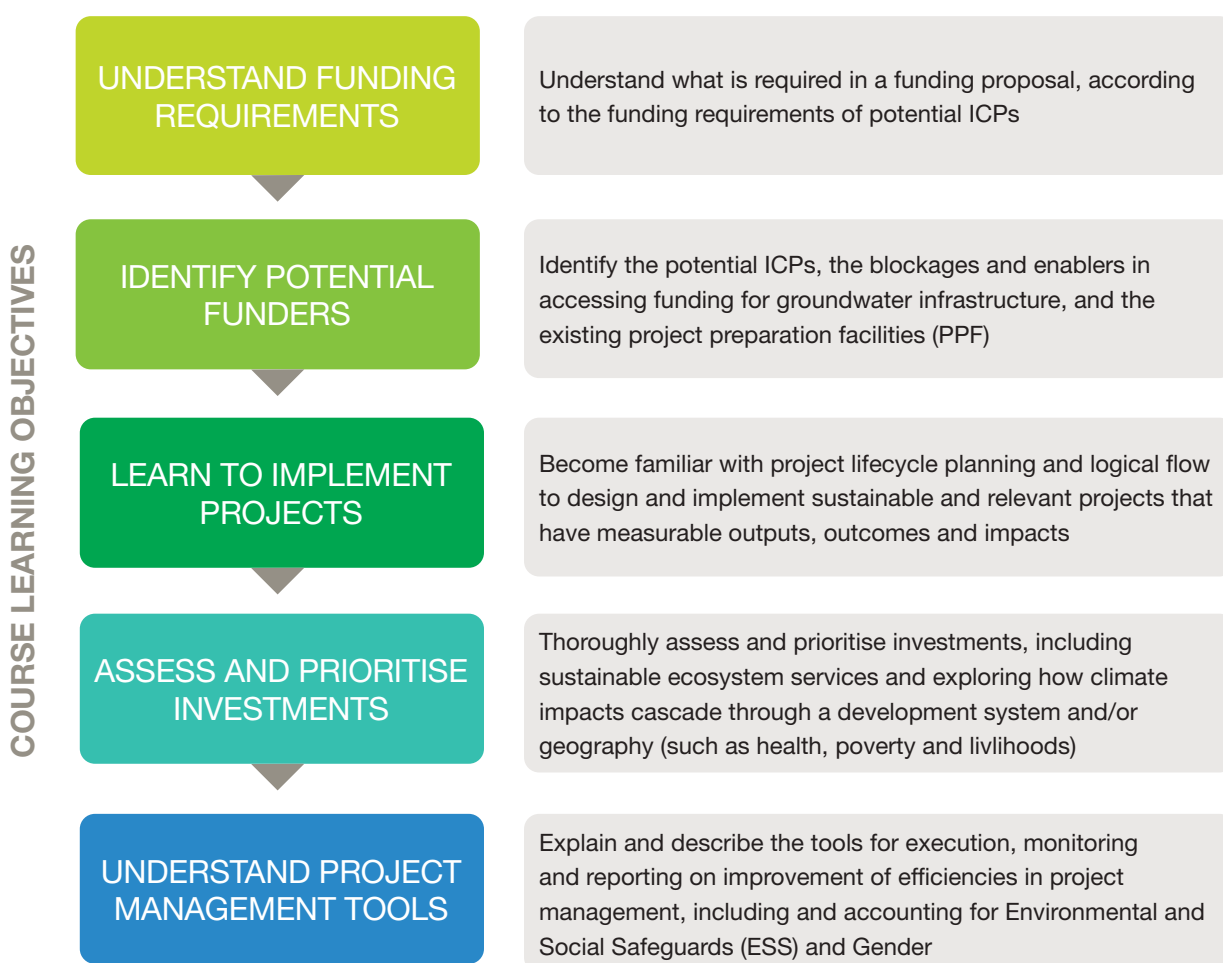
Figure 1. The training modules build towards developing capacity in proposal preparation



Detailed learning objectives

The course will help groundwater planners, decision-makers, and support-partners in SADC Member States to achieve a series of five learning objectives, each building on the previous one (Figure 2).

Figure 2. Course Learning Objectives



Course Methods and Delivery

As noted earlier, this Course focuses on the development of successful, viable project proposals, emphasising the importance of sustainable groundwater resource development. Real-life examples, in the form of a **case study**, help to ground the learning experience in practical examples, offering useful lessons that can be applied in different contexts. The case study is explained in more detail later in this section.

Participants develop their own proposal: As the participants work through the modules and sub-sections of the Course, they should think about and work towards developing their own groundwater project and proposal, based on an existing proposal or project idea. To support this, they will work with an **Indicative Proposal Framework** (provided in Appendix 1), which includes the main components of most ICPs' proposal templates. This will help participants to see what is needed in different parts of the funding proposal (or funding application).

Module components

Each module includes various types of content and tasks, based on the learning objectives of the module, including:

- Content overview
- Pre-recorded presentations and videos
- Mandatory readings per module (these can be found in an online repository here: <https://sites.google.com/view/gwfundingcourselibrary>)
- Additional support resources and readings per module
- Discussion forum /Reflection questions
- A self-assessment quiz to complete at the end of each module, before moving on to the next module
- Assessment tasks in Modules 2 and 3, and an exam at the end of Module 4 (see the later section on module and course assessment).

Each knowledge module starts with an introductory page to detail the purpose, goal, and learning objectives of the module. The content of each module is intended to provide participants with the necessary knowledge to undergo the 'Module quiz' at the end of each respective module, and to complete the Examination Module.

We recommend that participants use the 'Discussion Forum / Reflection' questions to engage with each other. Participants are encouraged to discuss various aspects of each module.

Module and Course Assessment

The following assessment tasks are provided for the course:

- A **Baseline Assessment** specific to the course appears as Appendix 2 of this Facilitator's Guide. This can be given to the course participants at the beginning of the course, after they have engaged with Module 0 (Introductory module) in the Training Manual, and again at the end to allow you to evaluate the learning achieved during this course. It will thus allow you to assess the efficacy of the course.
- Module self-assessment (quizzes): For each module, ten multiple choice (or true/false) questions, with answers provided at the end of the Training Manual. Participants are encouraged to do these self-assessments at the end of each module before moving on to the next module. This will ensure that participants are fully engaged in the course and keeping up with the material. We recommend that participants should get at least 50% correct answers before they continue to the next module. Facilitators should aim to achieve 60% for the Module Quizzes.
- Assessment tasks at the end of Modules 2 and 3, to assess key module components, with assessment rubrics (tools) for allocating marks for these tasks. These appear only in the Facilitator's Guide (Appendix 3).
- A final examination appears at the end of the Facilitators Manual (Appendix 4).



For formal assessment purposes, we recommend that the Modules 2 and 3 assignments (see Appendix 3), together with the Exam (Appendix 4), make up the overall course mark, based on the below weighting:

Module Components	Component weighting
Module 2: Theory of Change application	20%
Module 3: Logical Framework application	20%
Exam. Part 1: Multiple choice questions	30%
Part 2: Practical application	30%

Key content overview

A key focus of this course is addressing the challenges in accessing groundwater in the SADC region.

Challenges to accessing groundwater financing

Note: This section appears in exactly the same format in the participants' Training Manual.

Accessing financing for groundwater infrastructure is particularly difficult. The eight challenges below have been identified across the SADC region:

- Challenge 1. Under-capacitated public sector institutions:** Many public sector institutions in the region have low capacity to deliver their core business, let alone develop time-consuming funding proposals. Preparing project proposals is also costly, thus institutions cannot always allocate sufficient resources to develop these sufficiently.
- Challenge 2. Low levels of knowledge with regards to funding:** The necessary knowledge of how to access funding and what to seek funding for, is low.
- Challenge 3. Misalignment between objectives:** The objectives of funding applicants and those of ICPs are frequently misaligned.
- Challenge 4. Budgetary and regulatory constraints:** Such constraints can restrict or prevent officials from adequately procuring for groundwater projects, or inhibit the establishment of public-private partnerships, which are often critical to the success of a project.
- Challenge 5. Poor data interpretation and inadequate translation of science:** This is a significant challenge for project bankability. Applicants often assume that the lack of data is inevitable, instead of focusing on interpreting what is available and translating this into a strong scientific base to underpin the proposal. Successful projects rely on a strong evidence base – which the funders need to see.
- Challenge 6. Inadequately addressed political constraints:** Political constraints mostly manifesting themselves through misaligned priorities at different governance levels, or across different sectors, or even between citizens and government. A local population may, understandably, see increased employment as a much higher priority than cooperative groundwater governance and thus may not endorse the project.

- Challenge 7. Difficult-to-meet investment criteria:** The criteria laid down by ICPs can be very prescriptive and narrow. A major barrier to accessing finance in Africa is the inability of applicants to meet ICP criteria. This is often because ICPs and applicants are driven by different agendas. Limiting the focus of projects (e.g. by prescribing that a project must focus on either grey or green groundwater infrastructure) can result in constraints that make it difficult for projects to combine interventions and benefits, thus reducing the synergies between different aspects of groundwater development.
- Challenge 8. Low levels of stakeholder ownership:** Stakeholders and project beneficiaries are often under-engaged in the development of projects, with detrimental results. Stakeholders and beneficiaries need to be fully engaged from the beginning, with the project idea (the origination stage). If they don't share the enthusiasm of the developer and ICP for the project, they are more likely to be an obstacle than an asset. Beneficiaries are central to the long-term sustainability of the project beyond the funding or development lifecycle. So, if their full engagement is not planned for and acquired from the beginning, the project can easily fall apart.
- Challenge 9. Inadequate consideration and mainstreaming of Environmental and Social Safeguards (ESS), Gender and Monitoring and Evaluation (M&E) issues in designing the project:** Due consideration of cross-cutting issues such as ESS and Gender, or of how these can and should be mainstreamed in project design and implementation, can negatively impact on the success of an otherwise good proposal. Additionally, M&E is often not considered effectively in proposals, negatively affecting their success.

The Course is designed to improve the participants' ability to provide solutions to these challenges in their project proposals. (While the modules build on each other, participants can also refer to specific modules depending on the challenge they face in developing a proposal.)

The importance of sustainability

The principles of **sustainability** also underpin the course – potential groundwater projects should always address aspects of climate change, along with environmental and social safeguards, gender, and the involvement of the community in the water value chain.

How the modules address the challenges in accessing finance

The four knowledge modules align closely with the nine challenges in accessing financing presented above.

- Most of the nine challenges are addressed in more than one module.
- **Challenge 1. Under-capacitated public sector institutions** is the issue that the whole course aims to address. This short course is directly applicable to public servants' and professionals' core business and should increase efficiency in developing proposals, and therefore reduce the time spent on this and increase the success rate of proposals developed by water practitioners from the SADC region.
- It is important to note that **Challenge 8: Low/no stakeholder ownership of the project** is applicable across every step of project and proposal development, from project inception stage all the way through to implementation and exit. If stakeholder ownership is not planned from the outset, the project is very likely to fail when funding comes to an end.



This section shows how the module content aligns with the nine challenges.



Module 1: Introduction to Funding Proposals

Module content	Which challenges to accessing funding does this module address, and how?
<p>This module covers the key funding organisations, and their investment criteria.</p> <p>It unpacks what is meant by an investment-enabling environment for investing in groundwater infrastructure.</p> <p>By showing you how to apply a political economy lens during your project proposal preparation, you also learn why some countries are more successful at securing funding for groundwater projects than others.</p>	<p>Challenge 2. Low levels of knowledge with regard to funding. Module 1 covers the main ICPs active in the region, and their focus areas in funding groundwater projects. This will tell you which ICP is most likely to provide funding for your specific groundwater project.</p> <p>This is closely related to Challenge 3: Misalignment between objectives. Aligning objectives is difficult, and these first need to be clarified. Module 1 clearly spells out the objectives of the key ICPs for groundwater funding.</p> <p>Challenge 4. Budgetary and regulatory constraints. A key objective of the Course is to support your institution in navigating the policy framework in your country. The first step is to recognise and identify the relevant regulatory constraints, and then to look at them through the lens of a Political Economy Analysis.</p> <p>Challenge 6. Inadequately addressed political constraints. Political constraints or problems generally arise for a project when there is no/not enough political, institutional or social support for the project. The first step in rectifying this is to identify these constraints or problems, recognising that they may not only be related to politics, but may have more to do with specific individuals, groups or institutions.</p> <p>Module 1 also explains how to conduct a Political Economy Analysis, which is a useful tool for mapping out the stakeholders and the groups of interest they form, as well as the social and institutional parameters that your project will have to deal with. Political constraints can also be a potential risk to your project. (The risk assessment tool and mitigation strategies in Module 4 will allow you to assess these risks and mitigate them to avoid issues later during implementation of your project).</p> <p>Challenge 7. Difficult-to-meet investment criteria. This module lays out the investment criteria of the various ICPs, which you will need to meet if your proposal is to succeed.</p>

Module 2: Translating country priorities into projects



Module content	Which challenges to accessing funding does this module address, and how?
<p>A key question driving this module is: What makes a project viable and bankable? - This module focuses on the objectives of your project idea, and will help you frame these and your Theory of Change, through a sustainable development lens.</p> <p>In this module, you will find out how to highlight country priorities in order to make your project proposal more successful.</p> <p>Module 2 also presents the structure and components of a project proposal and a concept note.</p> <p>After you have developed your Theory of Change and aligned your objectives with overarching sustainable development objectives, you will learn about Project Preparation Facilities, which are potential allies in the further development of your project proposal.</p>	<p>Challenge 3. Misalignment between objectives. Module 2 will guide you in developing a Theory of Change, which will help you to lay out clearly the objectives of your projects. With this information, you will be able to frame your project idea and proposal in a way that will match the ICP’s objectives, which generally relate to sustainability, transformational change, social justice and gender equality.</p> <p>Challenge 5. Poor data interpretation and inadequate translation of science. Well translated science and well interpreted data are crucial to a winning proposal, and this whole course, and Module 2 in particular, will show you how to circumvent the issue of so-called ‘unavailable data’ in the region.</p> <p>The bankability of an infrastructure project is determined at the project development stage. With this in mind, Module 2 will take you through the steps to gather the evidence you need to justify the bankability of your project. For a project to be bankable, you need to consider the risks to the project, and these cannot outweigh the benefits.</p>

Module 3: Developing a Project



Module content	Which challenges to accessing funding does this module address, and how?
<p>In Module 3 you will learn about the basic phases of a groundwater project (the project lifecycle) and the performance management framework. Understanding the phases is the basis for the project economics and finances, for developing your project budget, and for establishing exit strategies.</p> <p>Stakeholder ownership is central, and the module will help you establish it throughout the project phases.</p> <p>You will use a widely-used planning tool: the logical framework (or LogFrame), to lay out the “storyline” of your project idea into a logical flow, and detail each activity and component. This helps with budgeting, and paves the way for an efficient Monitoring and Evaluation (M&E) system.</p>	<p>Challenge 4. Budgetary and regulatory constraints. The module will help you to assess the policy enabling environment in your country and to address the associated challenges, opportunities and constraints. It also discusses a number of budgetary aspects, which are important for your proposal.</p> <p>Challenge 5. Poor data interpretation and inadequate translation of science. Module 2 addresses this issue. However, what makes a project viable and how to adequately budget for groundwater project activities are highlighted in Module 3.</p> <p>Challenge 7. Difficult-to-meet investment criteria. - This module will teach you how to use a Logical Framework (a LogFrame) to ensure your project outcomes match the investment criteria of the various ICPs, which is vital for the success of your proposal.</p>





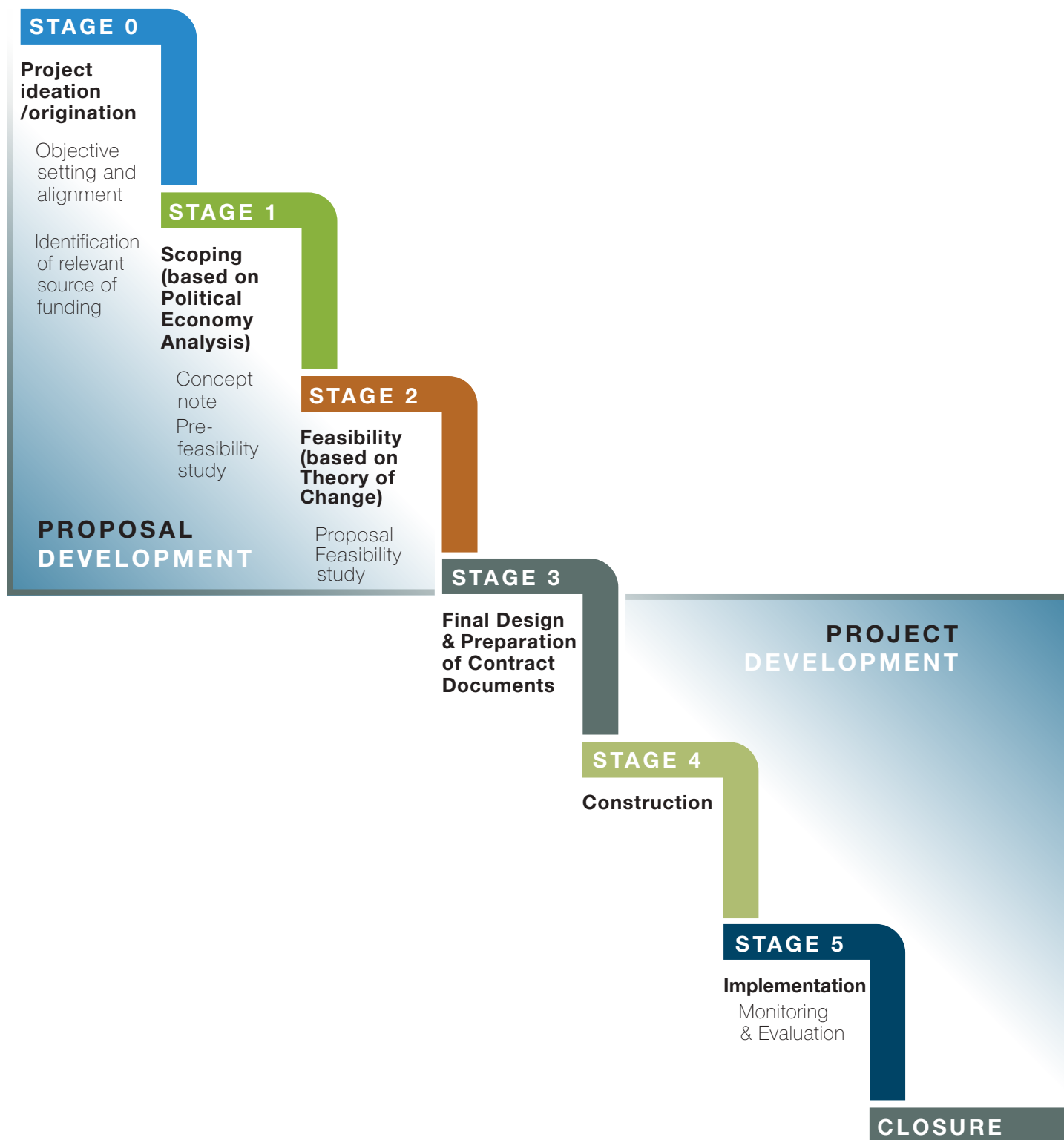
Module 4: Implementing a groundwater project

Module content	Which challenges to accessing funding does this module address, and how?
<p>This module looks carefully at how to address the implementation phase of a project, focusing on implementing the cross-cutting aspects of a project, specifically:</p> <ul style="list-style-type: none">■ the potential project risks and how to assess them and plan for their mitigation■ the activities related to maintaining stakeholder project ownership■ the activities related to gender mainstreaming and to ensuring ESS are upheld through implementation activities related to M&E. <p>An important part of your planning relates to managing your project risks. A project may face a variety of risks and this module will show you how to identify and assess them.</p> <p>You will find out about Social and Environmental assessments and how to implement Environmental and Social Safeguards (ESS) and Gender plans, in groundwater projects.</p>	<p>Challenge 6. Inadequately addressed political constraints. As in Module 1, political constraints arise when a project lacks sufficient political, institutional or social support. Political constraints are a potential risk to your project. The risk assessment tool and mitigation strategies presented in Module 4 will allow you to assess the risks arising from political constraints and mitigate them to avoid issues arising later during your project implementation.</p> <p>Challenge 7. Difficult-to-meet investment criteria. In Module 4 you will cover aspects such as ESS and Gender plans, which are central to the investment criteria of most ICPs.</p> <p>Challenge 9: Inadequate mainstreaming and consideration of environmental and societal objectives. Module 4 highlights the importance of including ESS and Gender considerations in your proposal. These are crucial to the viability of your proposed project. Additionally, the module addresses Monitoring and Evaluation (M&E) activities, which can also play a key role in developing a successful proposal.</p>

Steps in developing a groundwater project and proposal

Figure 3 alongside shows the various steps in implementing a groundwater project, from the original idea to project closure, including monitoring and evaluation. You will come across this figure, or aspects of it, as you go through the course.

Figure 3. Steps in implementing a groundwater project



Module structure

As outlined above, the course material is organised into four modules with a final examination at the end of the course. Participants on the course work through the manual, from Module 1 to Module 4. Each module includes various types of content and tasks, including:

- **Introduction to module**

The first page of each module presents the purpose, goal and learning objectives of the module. The module introduction includes a **Key term box**, as below, with definitions of key terms in the module. Make sure that participants understand the terms, and refer back to the definitions where necessary.

KEY TERMS

The key terminology for each module will appear in this box, at the start of each section. Please familiarise yourself with these terms.

- **Module learning information**

This sets out the sections of the module and the learning objectives.

MODULE LEARNING INFORMATION

Module parts (sub-sections)
Learning objectives

- **Mandatory readings and content**

The content may appear in written form, or video. Participants will need to read and watch or listen to all the material to be able to answer the quiz questions.

- **Case study: The case study appears throughout the manual, in case study boxes.**

(This is explained in more detail below, with the first part of the case study provided at the end of this section.)

- **Supplementary resources**

Additional resources such as videos and readings, are provided, to support proposal development, although these are not necessary to understand the content of the module. They are marked as follows:



SUPPLEMENTARY RESOURCES

It is recommended that participants read (or watch) these, as they provide useful additional information, and sometimes include specific information relevant to the development of the project proposal.

- **Case study**

A case study (explained in the following pages) appears through the modules, using a real example to guide the activities and steps in proposal development.

CASE STUDY

(See Case Study 0.1 below.)

- **Module test:**

This is made up of a 10-question quiz; with additional assignments for Modules 2 and 3.

- **Notes to trainers / facilitators**

Throughout the course, key questions and pieces of information are detailed to provide specific training guidance for important subjects, or provoke thought around certain topics.

Note to trainers

e.g. Hold a brief discussion on the key terms before beginning the section.

The case study

The Course uses a Case Study, the “**Lilongwe Water and Sanitation Project**”, to illustrate and drill down into the key themes of each module. This is a real-life, practical example of a water project which considers the conjunctive use of groundwater to increase water security for the city, as a backup for the city’s strategy for inter-seasonal storage investments. The case study explores many of the key issues and components of groundwater project proposals and is also a good example of the kind of information needed to establish the ground-level evidence in support of a project proposal.

The background context of the case study appears below (Case Study 0.1), and Modules 1 to 4 thereafter include relevant components of the project, to illustrate key aspects of each module. As the course participants work through the case study, they become familiar with the steps in developing a project proposal, as well as with the requirements and processes of one of the main ICPs, the **World Bank**.

Tip: Make sure that the course participants have all read this introduction before they begin Module 1.



CASE STUDY 0.1

Lilongwe Water and Sanitation Project - Background Context

The Government of Malawi (GoM) requested support from the World Bank to enable priority investments in the water system, and improvements to sanitation. The objective of the project is to “increase access to improved water services and safely managed sanitation services in Lilongwe City”.

The information in Case Study 0.1 is a summary of the Strategic Context of the Project, contained in the Project Appraisal Document.

Malawi is a small, landlocked country, with a population of 17 million people, expected to grow to 23 million by 2025. The country is peaceful and politically stable, with a democratic government. Despite various economic reforms, the country is amongst the world's poorest nations, with over 50% of the population living in poverty. Malawi is extremely dependent on rainfed agriculture, and is thus highly vulnerable to climate shocks, which impact negatively on economic growth and attempts to reduce poverty.

The country regularly experiences drought conditions, as well as floods (droughts and floods were both experienced in 2015, and a serious drought in 2016). Water availability and variation thus play a large part in Malawi's economy and growth (World Bank, 2017). In addition, Malawi suffers from a lack of investment in water infrastructure, particularly storage, being one of the least capacitated countries in the region in terms of water storage infrastructure.

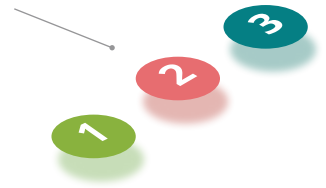
Private investment in Malawi is impeded by difficulty in doing business, given its poor infrastructure and the undersupply of services such as water, transport and electricity, according to the 2018 Doing Business Report. Poor sanitation and lack of access to safe drinking water are a problem in both urban and rural areas, and cited as a constraint to growth, amongst others.

Malawi is estimated to be in the early stages of urbanisation, with only 16% of the population living in urban areas in 2010. The urbanisation rate was estimated at around 3.9 per cent in the period 1998-2008. This rate presents an opportunity; with the possibility of optimising planned urbanisation co-benefits. However, there is also the danger of poverty becoming urbanised, should planning and resources not be made available to address the related investment needs.

Lilongwe, the capital, is the site where most urban growth is taking place, along with a concurrent need for improved services. Lilongwe is Malawi's biggest city by population size, and it is the country's administrative centre. The population is estimated at 1.1 million (in 2017), projected to increase to 1.5 million by 2021. Informal settlements are increasing in response to this growth, with about 75% of the population living in informal settlements, according to a 2011 UN-HABITAT study (UN-HABITAT, 2011) in the project document. The city's services are under pressure, including sanitation and water supply, limiting economic growth potential.

You can find more information about the project [here](#).





CHAPTER 2

Training skills for trainers

This chapter gives insight into and support for key aspects of successful facilitation and participatory analysis, beginning with an examination of the principles of adult teaching and learning. The section then looks at key aspects of course design and planning, which are critical to develop a targeted, well-designed training strategy and training programme. Preparation is key, across all aspects of training delivery. The next section looks at training methods and facilitation skills, including providing insight and suggestions for delivering live training sessions on digital platforms.

The chapter has five sub-sections:

- Principles of adult learning
- Problem-based and experiential learning
- Participatory training skills
- Course design and planning
- Training methods and facilitation

Note: This section is accompanied by a slide deck, which captures much of the key information provided here (see Training skills PPT).

Learning objectives

At the end of this chapter you should be able to:

- ✓ Explain the principles of adult learning
- ✓ Discuss aspects of problem-based and experiential learning
- ✓ Discuss and apply various participatory training skills
- ✓ Explain what is meant by a training strategy and course design
- ✓ Be aware of a range of training and facilitation methods and techniques

The Principles of Adult Learning

How to approach adult training

When designing or planning a training session or course, it is critical to first consider the perspective of the participants or learners. This section looks briefly at how adult participants approach learning, and what they bring to the course, and applies this to an approach to adult based training.

In general, adults come to training courses with substantial knowledge and experience gained throughout their lives. Therefore, in approaching adult training and capacity building, it is useful to consider the following points:

1. Adults decide for themselves what is important to learn. Give adults a say in the training agenda. Include a session on expectations.
2. Adults draw from past experiences and like their learning to be focused on their own specific situations:
 - Refer to past experiences and encourage exchange among trainees through group work; ask them to link to their own working situations. Use reflection exercises and live examples.



3. Adults question the truth and/or usefulness of what they receive. Contextualise this for participants at the outset.
4. Adults participate voluntarily in learning experiences. If they are convinced of the usefulness of the material, they are more motivated.
5. A safe and open environment is critical; time should be spent on getting to know participants and building group norms.

In addition, adults will learn best when learning is:

1. Self-directed – where learners share responsibility for their learning
2. Able to fill an immediate need
3. Participative – actively so; and experiential – through shared experiences, where learners learn from each other and the trainer learns from learners
4. Reflective – where learners learn through reflective exercises
5. Enabling of feedback that is corrective and supportive
6. Respectful of the learner through building mutual trust between trainer and learners
7. In a safe and comfortable environment.

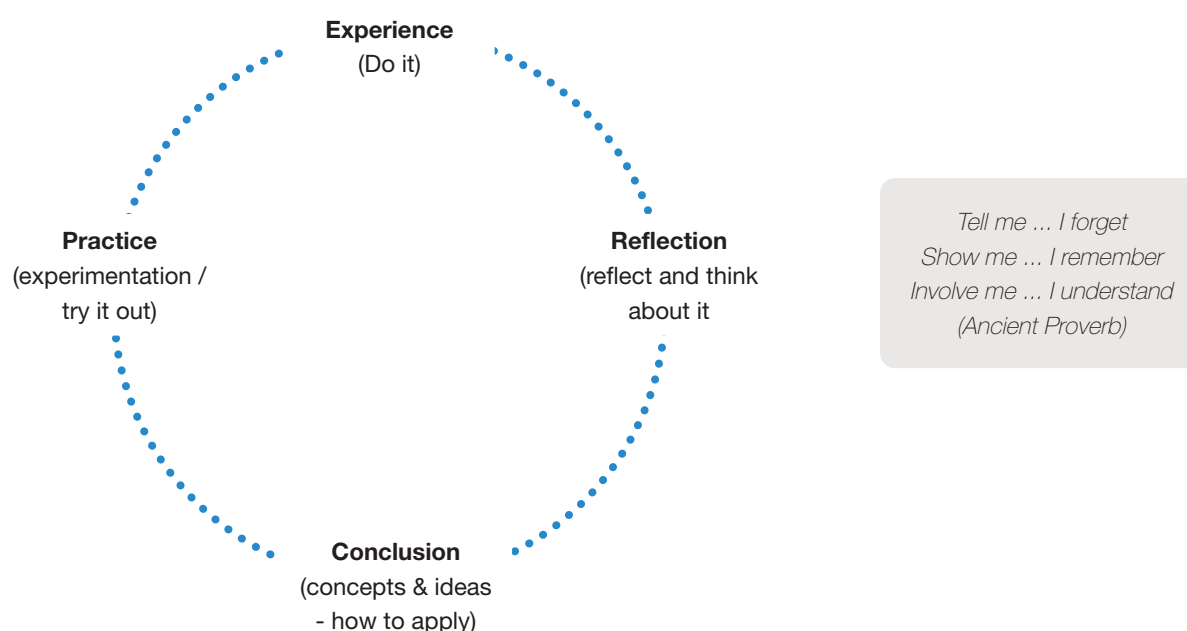
Problem-based and experiential learning

From the above, it is clear that adults learn best when they actively participate in learning experiences that are relevant and answer directly to their needs. Problem-based learning provides this opportunity. It ensures that training matches real-life needs and allows learners to acquire skills in using essential information in decision-making processes – through analysis and problem solving. Problem-based learning builds upon adult learning principles and can serve as a core training approach, as it stimulates learners to reason, think critically and consider differing scenarios of options.

The experiential learning cycle

Figure 4 shows a model of the experiential learning cycle, involving experience, reflection, practice and conclusion.

Figure 4. The experiential learning cycle



Training methods and learning styles

When developing training methods, it is again useful to consider the perspective of the learner – and the wide variety of learning styles that are commonly found. These are often characterised as activist, reflector, pragmatist and theorist (Honey & Mumford, 1982), as shown in Table 1. These differences suggest that training methods need to cater for a variety of learning styles.

Table 1. The four learning styles (adapted from Honey & Mumford, 1982)

Style	Learns best by
Activist	Group discussion Projects Role play Simulation
Reflector	Brainstorming Reflecting on a simulation/role play
Pragmatist	Applying specific examples Own involvement in exercises
Theorist	Self-study and homework Analysing case studies

In practice

What does this mean in practice? – The key is to present learners with a realistic situation, problem or case. Then get them to work in groups to do the following tasks:

- Brainstorm the key issues based on their experiences (experience)
- Generate a rich array of possible explanations or approaches to solving the problem (reflect)
- Critically consider each of the possible solutions through reasoning and prioritising (conclude)
- Come to a conclusion through testing or seeking further information (practice)

This is one of the key reasons why the Training Manual in this course includes a case study, which aims to provide this kind of situation, with real-life problems.

Participatory training

Adult learners or trainees need opportunities to think, understand and apply what they have learnt. So learning needs to be underpinned by the following principles and approaches, as the basis for participatory training:

1. **Learn by thinking** - trainees need to have responsibility for working out their own conclusions
2. **Learn by understanding** - trainees need to relate the learning experience to their own values, beliefs and previous experiences
3. **Learn by applying** - trainees need to use and test a new skill and receive feedback on their performance, feelings, ideas and values; to focus on roles rather than on personalities or competence

Soft skills

Underpinning participatory work are a number of 'soft skills' that includes the list below. Part of the work of the facilitator is to model, engage and demonstrate these types of skills, as you work through the course:

1. **Basic communication skills** - the capabilities of active listening and observing, questioning (e.g. open-ended questions vs closed questions), probing, creating dialogue, paraphrasing, giving feedback
2. **Diagnosing** - the ability to define the problem (for example by rewording it) and choose an appropriate intervention



- 3. **Supporting and encouraging** - ability to provide verbal and non-verbal indicators of encouragement, appreciation and caring
- 4. **Challenging** - the ability to confront, to disagree, to stop a process without being rude

Roles and responsibilities in participatory training processes

To summarise and conclude this section, we will examine the different roles and responsibilities during participatory training:

- **Both trainers and trainees are knowledgeable and experienced.** Everyone must reflect on their own, then share their ideas, experiences and expertise.
- **The trainer’s role is to:**
 - ask questions and to facilitate discussions
 - manage conflict through negotiation
 - act as the model in the group, responding spontaneously, without being idealistic, but posing as an expert.

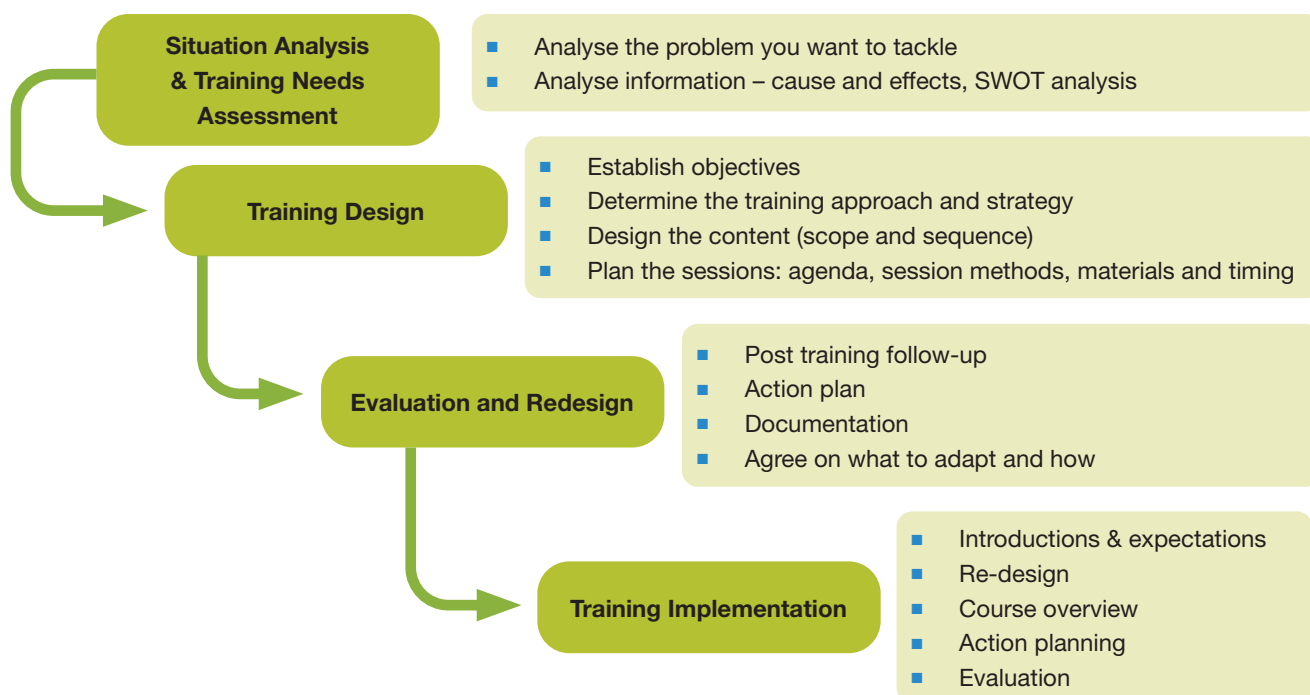
The trainee’s role is to:

- be active and analytical, asking questions and exploring alternatives
- develop their own answers. They may even have different answers or solutions.

Training Course Design and Planning

In this sub-section we will delve into the stages in designing and planning a training course. Figure 5 outlines these stages, beginning with a situation analysis and training needs assessment (TNA). Understanding the situation involves asking questions such as: what problem does the course need to address? What are the causes and effects? Carrying out a SWOT analysis (Strengths, Weaknesses, Opportunities and Threats) will help you understand exactly what aspects the training course needs to address, and how it can do so. Building on the TNA, you will design your course, beginning with outlining objectives, determining the training approach, content, and thereafter the sessions. Figure 5 shows these stages in more detail.

Figure 5. The Training Design Cycle



Preparation

Preparation is key, across all aspects of training preparation and delivery, and is discussed in more detail in Chapter 3. Essentially, delivering a successful training requires detailed preparation of: the introductory material, the conclusion, training aids, and the learning session plans. It is important to make sure you are familiar with the content you are delivering, and to rehearse any presentations or live delivery. Make sure that the venue is also ready, and any other resources such as electronic equipment, flipcharts, pens, laptops, etc.

Training strategies

Your training strategy plays a key role in the success of your training course. A training strategy explains, based on certain assumptions, how you want to achieve your training objectives, using activities or methods suitable for your target group, taking into consideration the context or available resources.

Your strategy involves addressing the following points:

- Explains why a certain combination of methods and means is selected to reach specified objectives
- Explains why emphasis is given to certain type(s) of training methods and supporting activities
- Explains how a particular set of objectives can be achieved given a specific target group, available resources, working conditions and context
- Makes explicit, or spells out, the assumptions regarding learning and exchange of information.

To assess your training strategy, ask yourself the following questions:

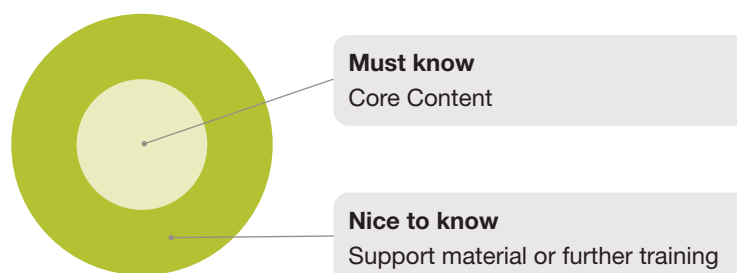
- What are the underlying assumptions?
- Do you think that a programme based on this strategy will be effective in the present context and under the conditions given? Will it realise the desired changes?
- Will the training strategy lead to an efficient training programme? Does the plan use minimum inputs to realize the required changes? Is the programme realistic in its assumptions regarding availability of financial, human and other resources?
- Does the strategy relate well to the characteristics and conditions of the potential participants?
- Is the plan flexible? Will it still work under scarcity conditions (for example if you don't have access to laptops or there is a poor internet connectivity for an online live session)?

Developing the Training Agenda

In order to achieve the learning outcome, what must the participants know? What is the core material? To avoid overloading the programme – which is the biggest risk in training programme design – ask yourself:

- What **MUST** the learners know/master? What **SHOULD** they know and master? What **COULD** they know and master (e.g. if there were more time)? Figure 6 shows this differentiation between what content learners **MUST** know in order to achieve the learning objective, and what material is support material, because it is 'nice to know'.

Figure 6 Core Content and Supporting content – Must know, and nice to know



Developing the Trainer's Agenda or Training schedule

1. Prioritise and select training needs (based on the TNA you carried out)
2. Start sequencing the topics over the available time. Find a framework for the overall flow of your training course. A framework helps you to design a logical flow, link sessions, and helps the learners to build upon what they have already learned
3. Distribute the topics following the flow over the allotted time for the training in a logical way. Then divide the topics over the days in each week (or the days in the training course), to finally divide the topics within each day into sessions
4. Write out the time, topics, objectives and materials for each session in a trainer's agenda
5. Review and preferably discuss your first trainer's agenda to ensure:
 - The programme is not overloaded
 - The nature of the training day and week is considered: slack periods after lunch, Friday afternoons, etc.
 - Opportunities for humour and fun included (e.g. ice-breakers)
 - More 'threatening' activities (e.g. role-plays) occur later
 - Adequate support materials are included for each session, e.g. worksheets and quizzes to check understanding.

Setting Learning Objectives

Setting your learning objectives for the course is key and affects everything that you will do and how you will do it. Learning objectives (or learning outcomes) provide a description of the performance that you expect from the trainees/participants, setting out what you expect them to be able to do and know at the end of the course. Learning objectives are therefore foundational to your planning and training design. Furthermore, setting clear objectives provides the basis on which you will test the outcome, and will allow you to give clear directions to the course participants.

Write down the learning objectives, and describe **the outcomes** (rather than a process that learning will follow). Ask these three questions:

1. Performance: What should the learner be able to do at the end of the session?
(e.g. Write the Impact Statement for the Theory of Change for their chosen project)
2. Conditions: Under what conditions must the performance occur?
(e.g. 'using what you have just learnt in Module 2 about the Theory of Change')
3. Criterion: How well must this be done?
(e.g. provide a range of marks, from 1 to 4, where 4 is excellent and 1 is 'not achieved', etc.)

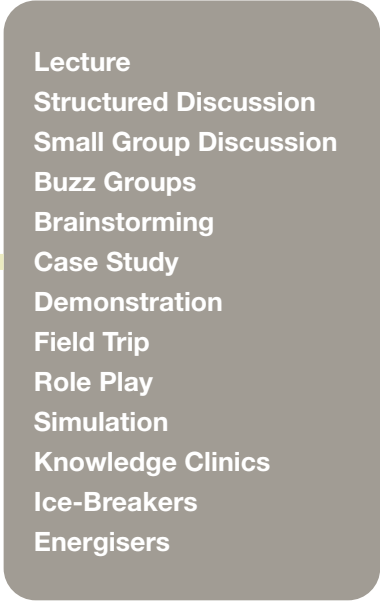
Training methods and facilitation

Trainers use a variety of methods for training and facilitation, as learners have a wide range of learning styles, as discussed earlier. There is no clear guideline in selecting an appropriate training method, and it is useful to consider blending several different training methods. Method selection is a creative and analytical process during which you need to take many – and very different – issues into consideration. Try to select methods from the participant's viewpoint, rather than your own, as the trainer.

Figure 7. Training methods and facilitation tools

Key questions to consider when you choose training methods include:

- Is there enough time and resources to do what I want to do?
- Are the facilities conducive?
- Am I comfortable with the methods I have selected?
- Are the methods appropriate to the participants (sex, education, social context, familiarity with being trained)?



Lecture
Structured Discussion
Small Group Discussion
Buzz Groups
Brainstorming
Case Study
Demonstration
Field Trip
Role Play
Simulation
Knowledge Clinics
Ice-Breakers
Energisers

Facilitation

Facilitation can be defined as a conscious process of assisting a group to successfully conclude its task while functioning as a group. It involves a set of **basic communication skills**:

1. Non-verbal communication and observing
 - How we sit/stand
 - Our facial expressions
 - Eye contact
 - Tone of voice
 - Comfortable space
2. Listening – hearing is passive, listening is active
 - Concentrate
 - Apply objectivity
 - Employ questioning
 - Obtain feedback
3. Paraphrasing (repeating what has been said in your own words)
 - Benefits the facilitator, forcing you to listen carefully
 - Has a calming and clarifying effect and supports others to think out loud
 - Benefits the learners, giving a second chance to learn

Applying Questioning Techniques

Questioning – or ‘asking the right question’ is a key aspect of facilitation, as it allows you to direct or re-direct a discussion, support the participants in their learning, and drill down into particular aspects of a topic. The type of question you ask and how you ask it will decide the answer – and often the outcome of a discussion.



Table 2. Types of questions and questioning techniques

Type of Question	Explanation	Examples
Open	Encourages participation and interaction; draws out learner knowledge and experience	<ul style="list-style-type: none"> ■ Why do you think that happens? ■ What can we do about this problem? ■ How can deal with that in the future?
Closed	Used for confirmation; can be answered with a yes or no	<ul style="list-style-type: none"> ■ Is everyone finished? ■ Have you reached your target? ■ Is the system working?
Direct	Asked of a specific person or group; can encourage someone who has knowledge or experience with a particular topic to share this with the group	<ul style="list-style-type: none"> ■ Steve, you have experience in this area, how would you deal with this? ■ Thandi, would you like to share your experiences in overcoming these issues?
Indirect	Open to anyone present to answer; enables learners to be in control of their level of interaction	<ul style="list-style-type: none"> ■ Why would we need to provide an introduction to a session? ■ How could we capitalise on this opportunity?
Leading	Lead the person to the answer the facilitator is wanting	<ul style="list-style-type: none"> ■ I take it you have done this before, haven't you?
Factual	Used to confirm knowledge or facts; often used for quick quizzes to check learners have accurate recall of the facts	<ul style="list-style-type: none"> ■ What is the ground/surface water ratio? ■ What different types of groundwater infrastructure are available?
Probing	Used to follow up on a response that did not give sufficient depth or detail; always expressed as an open question.	<ul style="list-style-type: none"> ■ Andrew, you mentioned checking for environmental and social safeguards; how would you go about this? ■ Constance, when the borehole dried up, how did this affect the operation of the plant?

Providing feedback

Giving feedback is important. Here are some hints:

- ✓ Be specific, not general
- ✓ Be descriptive, not judging
- ✓ Feedback should be oriented to the receiver of the feedback (not to the giver)
- ✓ Focus on behaviour and not the person
- ✓ Focus on the positive, not the negative
- ✓ Be sure that participants want feedback, don't impose it.
- ✓ Give feedback promptly.

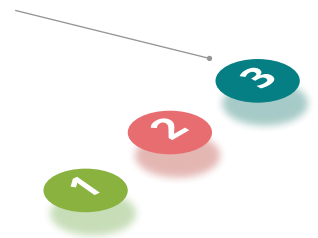
Evaluation – When, what, and how

WHEN: Evaluation should take place both daily and at the end of the course. (Alternatively, you could evaluate per session and then overall.)

WHAT: There are two key aspects to evaluate: firstly the satisfaction and enjoyment of the participants, and secondly their progress (achievement of the outcomes), against the specific learning objectives you set for the session, day, task, or course.

HOW: Steps in planning evaluations

1. Decide why to evaluate and for whom
2. Specify what to evaluate; which levels, and which components at each level
3. Decide what information to collect, from whom
4. Select evaluation methods and techniques which best fits your purposes and situation (e.g. a rubric may be better-suited to evaluating a Theory of Change than a marking schedule)
5. Develop and conduct the evaluation activities
6. Integrate and analyse the data from various instruments (TNA, quizzes, etc.)
7. Take action based upon results, such as revise a training course, develop new designs and approaches, develop follow-up and support activities needed.



CHAPTER 3

How to plan and deliver the Course

This section delves into the details of how to plan and run either a face-to-face training or an online course. Many aspects are relevant to both types of training. In addition, many courses take the form of blended learning, and combine both online and face-to-face aspects.

This chapter has four sub-sections:

- Planning a Course Programme
- Live Training Delivery – the basics
- Facilitating an online live session
- Preparation and application of training materials

Learning objectives

By the end of this chapter you should be able to:

- ✓ Plan a logical, detailed course programme, daily agenda and session agenda
- ✓ Explain the basics of live training delivery
- ✓ List the preparations and resources you will need for an online or face-to-face live session
- ✓ Discuss and describe the training materials you will need for delivering this course.

Planning a Course Programme

Planning how you will deliver your course, in terms of time allocation, is key to a successful course. A course would likely take place over three to six days, depending on the resources available and the level of detail the course leader/facilitator wishes to apply in the modules, and the amount of participatory discussion and analysis. Three days is the minimum needed to achieve the learning objectives of the course (as laid out in Part 1 of this guide). The following example of a three-day course programme is indicative only (see Table 3). Local conditions and stakeholder groups, as well as preferences of the facilitators or the principals will affect the programme.

Each day is split up into two sessions. A morning session, after which participants will have lunch, and then an afternoon session. The programme below caters for a three-day training course and covers all the necessary elements of the training manual. This can be lengthened to a six-day course by spacing course content over additional days.

Planning a daily session agenda

The agenda template in Table 5 on page 33 will help you plan your training session, based on an example of how the first day of training could look (Table 4, following page).



Table 3: Indicative Training Programme for a three-day Course

Day	Activity overview	Respective course content to cover
Day 1 (am)	Introduction and overview	
	Discussion of the participants' expectations from the course	
	Presentation of the challenges in accessing financing in the region (from Module 0)	Module 0: Introduction to the Course
	Presentation of Module 1	Module 1: Introduction to Funding Proposals
Day 1 (pm)	Breakaway group to perform a Political Economy Analysis in small groups Group activity 1 (1 – 2 hours): Develop a PEA in your groups	Module 1: Introduction to Funding Proposals
	Presentation of Module 2	Module 2: From country priorities to project proposal
Day 1 (pm)	Breakaway group for the Theory of Change Group activity 2 (2 – 3 hours): Develop a Theory of Change within groups	Module 2: From country priorities to project proposal
	Presentation of Module 3 (Also introduce and establish the Logical Framework)	Module 3: Developing a funding proposal
Day 2 (am)	Full session dedicated to the formulation of a LogFrame (group activity 3 (3 – 5 hours): Design a project using the LogFrame)	Module 3: Developing a funding proposal
Day 2 (pm)	Presentation of Module 4 Last breakaway group to discuss how to apply these principles to participant project proposals. Group activity 4: Full project write up	Module 4: Implementing a groundwater project
Day 3 (pm)	Plenary session, wrap up of the course, evaluation and comments on course, etc.	

Table 4: Example of a daily agenda (to be completed by trainers)

Day: 1 Module 1: Introduction to Funding Proposals and Module 2: From country priorities to project proposal			
Time	Agenda item	Lead/ Facilitator	Comments / Materials / Resources
Session 1/ Morning Session			
08:30	Arrival and tea		
09:00 -09:30	Welcome. Overview of the Day and Approach		
09:30 – 09:50	Participant introductions and Expectations (facilitated)		
09:50 – 10:15	Overview of the training course		
10:15 – 10:30	Tea Break		
10:30 – 11:30	Presentation: Module 1		
11:30 – 12:30	Breakaway group discussion: Formulating a PEA for breakaway groups' chosen project		
12:30 – 13:25	Lunch		
Session 2/ Afternoon Session			
13:30 – 14:30	Presentation: Module 2		
14:30 – 15:30	Breakaway group activity: Developing a Theory of Change for selected project		
15:30 – 15:45	Tea break		
15:45 – 16:30	Presentation from each group to present back on their Theory of Change and facilitated group discussion for questions and comments		
16:30 – 17:00	Plenary session. Thanks and close for the day		

DAILY TRAINING AGENDA TEMPLATE



Table 5: The Daily Agenda Template (to be completed by trainers):

Day:	Module:		
Time	Agenda item	Lead/ Facilitator	Comments
Session 1 / Morning Session			
08:30	Arrival and tea		
09:00			
	Tea Break		
	Lunch		
Session 2 / Afternoon Session			
	Tea break		



Structuring a Training Session – Worked Example

This section provides an example of how to structure a training activity and lays out the activities/ steps, what you will do, what the participants will do, and the resources and tools. This is an example only and is intended to give you an idea of how to structure day by day training sessions.

Training Activity Example:

Designing a project using the Project Lifecycle Framework (LogFrame) – Module 3

Working with breakaway groups (depending on the number and type of participants in your training workshop), you will facilitate the design of a project that was identified earlier in the Course. Each group or participant will have selected a different project (either their ‘own’ project, or one introduced earlier). A greater diversity of projects will add value to the module as breakaway groups will get a better understanding of how to apply the Logical Framework in different contexts and to different kinds of projects.

The training steps and activities outlined in the table below are a guideline for training on this module (Module 3). You will tailor the steps within the table below according to your training context and participants.

Table 6: Training Guideline and Steps (worked example for Day 2)

Step/ activity	Description	Resources and tools available
Section 1: Understanding the elements of a viable project and the logical flow of a Project Lifecycle		
#1: Presentation	<p>Prepare a presentation on the 3 talking points described in this module: Elements of a viable project, the logical flow of a project lifecycle, and the LogFrame tool.</p> <p>Use context specific examples from the district when defining concepts and terms.</p> <p>Be prepared to answer questions on and discuss the presentation contents with participants in an informative and interactive manner.</p>	<ul style="list-style-type: none"> Example presentation on Project Lifecycle Frameworks and Project Design Logical Flow diagram Project Lifecycle Framework Your selected project proposal Outcomes of the Module 3 mainstreaming exercise
#2 Discussion	<p>Outline the objectives of this training module (day 1) and inform participants of the day’s training outputs. Tailor these to the expectations elicited in the introductory session to the training.</p>	<ul style="list-style-type: none"> Training expectations elicited in the introductory session Training objectives outlined at the beginning of this module Your own training objectives
#3 Presentation	<p>Present the prepared presentation in an interactive session. Ask participants to explain important concepts before you present them, such as, “What do you think makes a viable project?” and, “What does sustainability mean with regard to climate and development projects?”.</p>	<ul style="list-style-type: none"> The presentation you have prepared The minds, knowledge, and perceptions of the participants in the room Your own knowledge and context of the system in which your participants are operating in Insight into the real challenges faced in the system you are training in

#4 Discussion	<p>Facilitate a discussion on project design and project lifecycles. Be sure to highlight the following concepts:</p> <ul style="list-style-type: none"> ■ At what key points should communities play a role in project design and implementation? How do we engage communities at these points? ■ What are ways to test the feasibility of a project? What are ways to test the sustainability of a project? ■ How do we measure impact of a project? What evidence base exists that we can draw from to form a baseline? 	
Section two: Designing a project using the Project Lifecycle Approach		
#5 Show participants how to use the tool	<p>Explain the Project Lifecycle Framework. Go step-by-step through the framework logic, drawing from examples in this module, as well as your own examples from your groundwater project.</p>	<ul style="list-style-type: none"> ■ Project Lifecycle Framework ■ Previous project proposals from the district
#6 Breakaway group work	<p>Divide the group into breakaway groups. Limit each group to 12 people or smaller. Each group should select a project for the group to develop, based on one of the participant's projects which they have been developing.</p> <p>Provide each group with a large piece of paper that has a pre-drawn project lifecycle template (or, in the case of time and capacity constraints, a pre-drawn logical flow diagram). Each breakaway group should now go through the project lifecycle steps outlined in the exercise with their specific project. They should fill in all the boxes of the framework or, in the abbreviated exercise, the boxes of the logical flow.</p> <p>Ask each group to select a chairperson, as well as a rapporteur. Tell them that each group will be required to present their findings to the plenary and evaluate each other's work. Make sure that all group outputs are properly recorded for future reference. Allow 45 minutes for the exercise.</p>	<ul style="list-style-type: none"> ■ Project Lifecycle Framework template (see Project Lifecycle tool) ■ Abbreviated exercise: Project Logical Flow template (see Logframe tool) ■ Handout of relevant slides from the presentation in section one ■ Flip charts and pens for each group ■ Handout of the group activity instructions
#7 Groups present back	<p>Groups present their project lifecycle frameworks to the plenary. Allow 10-15 minutes per presentation and facilitate a plenary discussion on questions, comments and evaluation of each presentation.</p>	<ul style="list-style-type: none"> ■ Facilitator to take notes on a separate flip chart/ whiteboard to capture key points per feedback
#8 Discussion and closing	<p>Allow the rapporteur, selected at the beginning of the day, 15 minutes to present her or his main observations and learnings from the day's session. Wrap up the module.</p>	



Box 5: Instructions for completing the Project Lifecycle Framework

1. Gather in your group, select a chairperson for the session, as well as a rapporteur. Decide among your group who will present on behalf of the group back to Plenary. Ensure your group has the framework template, relevant handouts and information, flip chart paper and pens.
2. Use the Lifecycle Framework or Logical Flow in this module as a guide. Consider the project you selected in Module 3. Fill in each of the boxes of the Project Lifecycle Framework in accordance with the guidelines in the module.
3. Do the IF-AND-THEN test for your framework to test whether the framework is aligned with one consistent logic.
4. Present your framework to the larger group. Demonstrate that you have thought about the main elements of a viable project throughout your design. Include explanations of the logic and rationale that flows throughout the project design. Be prepared to explain the assumptions and risks listed in your framework, as well as entry points for community involvement.

Additional resources (downloadable)

Overview of the tools used in the Training Manual

Facilitators need to be familiar with all aspects of the Training Manual, including the diagnostic and decision support tools, and supporting resources. These are listed below:

- Political Economy Analysis (PEA) Framework
- Mainstreaming Framework
- Mainstreaming Approaches
- Theory of Change
- Concept Note Components
- Generic Proposal/ Application form template
- Project Viability Matrix
- Project Lifecycle Planning Framework
- Logical framework tool (Logframe Tool)
- Logical flow
- Conjunctive water use framework
- M&E framework
- 1st-to-4th Order Impact Assessment
- Gender Analysis
- Gender Mainstreaming Framework
- Risk Identification Matrix

You will have already seen these tools throughout the Course. You can find all of these tools within the Resources folder, for your future use.

Table 7: The tools and resources in the Training Manual

Training Manual Module	1: Introduction to Funding Proposals	2: From Country Priorities to Project Proposal	3: Developing a Proposal	4: Designing a Groundwater Project
Political Economy Analysis (PEA) Framework	✓			
Mainstreaming Approaches		✓		✓
Mainstreaming Step-by-Step		✓		
Theory of Change		✓		
Concept Note Components		✓		
Project viability matrix			✓	
Project Lifecycle Planning Framework			✓	✓
Logical framework tool ('logframe')			✓	✓
Logical flow			✓	✓
Conjunctive water use framework			✓	
M&E framework				✓
1st-to-4th Order Impact Assessment				✓
Gender Analysis				✓
Gender Mainstreaming				✓
Risk Identification Matrix				✓

Live Training Delivery – the basics

This section begins with some basic aspects of training delivery, and then provides more details on particular aspects.

Be comfortable with the tools: Using a live element (whether it's online, or face-to-face) to supplement your training can be of immense value to the Course participants. Through a participatory analysis process, participants will apply the various tools and resources of the Training Course, and will manage to have their questions answered. It is important for course directors and facilitators to understand and be comfortable with these tools before the Course. Importantly, this involves **being familiar with all the material in the Course**, as well as the various tools and resources that comprise the steps in proposal development.



Keep it interactive: No matter whether the Course you are facilitating is in a real room or online, or a combination of the two (known as blended learning), you are probably familiar with the techniques of moving from a large group presentation (using a video, presentation or other visual representation), to a Question & Answer session (Q&A), to smaller breakaway groups. Participatory analysis underpins this approach and is key in allowing the participants to drill down into the material and co-develop their ideas and understanding of the material. Participatory analysis also underpins the development of proposal components. Participants learn from each other and learn by doing.

Assess progress: At the end of each module, a 10-question multiple choice question test is used to assess each participant's progress. Participants will need to achieve 50% in each of these module quizzes to move on to the next module. If 50% is not achieved, they should retake the quiz. This form of testing ensures the course participants are familiar with the material at the very least, and also ensures that they don't drop out along the way. If learners do this as self-assessment, get them to tell you what marks they got for the quiz.

Utilise one or more Case Studies: The SADC GMI Training Manual includes a Case Study, based on a live project proposal, which is integrated across the four modules of the course. This helps to illustrate and build understanding of the issues related to developing a groundwater proposal in the SADC region.

Use discussion forums and other tools: Other useful techniques are help desks, and live webinars. Discussion forums are a key learning tool. Encourage the trainees to interact on a discussion forum (e.g. a WhatsApp group) as much as possible so that all participants share their lessons and experiences. There is much value in sharing in this way, as participants may have had similar experiences, and can learn a lot from each other. Establish that participants need to show respect for each other. This is a safe space to ask any questions, share experiences and lessons, and generally contribute real-life experiences and learnings. This aspect can underpin and enhance key learnings.

Extended discussion forum for Trainers

If trainers are taking part in a Train the Trainers course (in addition to doing a training on the content modules), we recommend that the Trainers create a discussion group (e.g. a WhatsApp group) and take part in an expanded discussion forum. This will allow you to discuss aspects of the course, take part in discussion forums, and otherwise become familiar with the course and discuss issues related to training and facilitation. In this discussion forum, please reflect on the questions below and ask any questions you may have. Share your thoughts or comments with your fellow trainers before you start the module content. For instance: Has anyone facilitated a workshop on groundwater before? What was this experience like? Has anyone ever facilitated an online training course before? Do you have any lessons or experiences to share on online training? What are the challenges you have faced before in conducting training courses or facilitating workshops?

Preparation: A Step-by-Step Checklist

Use this checklist to make sure you are prepared for each day of the Course. This involves both preparation before the Course begins, and day-to-day preparation for particular modules. You will need to do more preparation for an online course than you would for a face-to-face course.

- ✓ Make sure you have gone through the entire Course yourself, and completed all the activities and assessments. Use this resource to familiarise yourself with the groundwater infrastructure investment environment, groundwater proposals and groundwater projects.
- ✓ (for face-to-face workshops) Have you prepared the relevant media for presentations and breakaway groups for each module?

- ✓ Have you got a good understanding of the training material for facilitated discussions?
- ✓ Have you practised using all the tools you will need? Will you be able to answer participants' questions?
- ✓ Appoint support staff to help with logistical and operations management:
 - a. **Additional facilitators** for breakaway groups (or even for groups above 15 participants).
 - b. **Technical support for online live sessions:** Helps participants who are having technical problems, such as internet connection, difficulty with accessing the online platform, etc.
 - c. **Scribe (rapporteur), observer and timekeeper:** Takes notes, records questions, and keeps time.
- ✓ Ensure your equipment is set up and ready to use. Do this the day before the Course begins. Test that all electronic equipment works.

Facilitating an online live session

Facilitating an online live session for the first time can be daunting, so we will provide some detailed suggestions.

Firstly, plan to be online yourself at least 30 minutes before the session begins, check equipment, and:

1. Make sure you have technical support (other facilitators, a rapporteur, a technical support person, discussed below in more detail)
2. Make sure all participants have had time to register, so that you have an attendance list
3. Review the registration and attendance list to ensure that everyone who should be there is present.

Tip: Online interaction is tiring, and there may be technical difficulties. It is therefore helpful to keep sessions within a sensible timeframe. Give 5-minute comfort breaks between sessions (around 1.5 hrs).

Opening an online live session:

Live sessions may be carried out on a digital platform (e.g. Zoom, amongst others) which allows multiple participants to take part in an online discussion, share their screens, and speak and hear each other.

1. Welcome everyone and facilitate a quick round of introductions (if the group is large this may not be viable). This will help you to be sure that everyone is online and can hear and see you (i.e. their equipment is working). Ask each participant to give their name and organisation and say what they do.
2. Facilitate a discussion on expectations: Ask participants to state their expectations for the training.
3. Use the expectations conversation to ascertain the learning levels of participants, and to understand the varying levels of knowledge in your learning group. You should also have this information from the baseline quiz, if this has been done.
4. Record participants' expectations on slides or a whiteboard (such as Mural), that everyone can see/access. Review/summarise the recorded expectations and add any that may be missing. It will be important to review these expectations in closing the live stream.

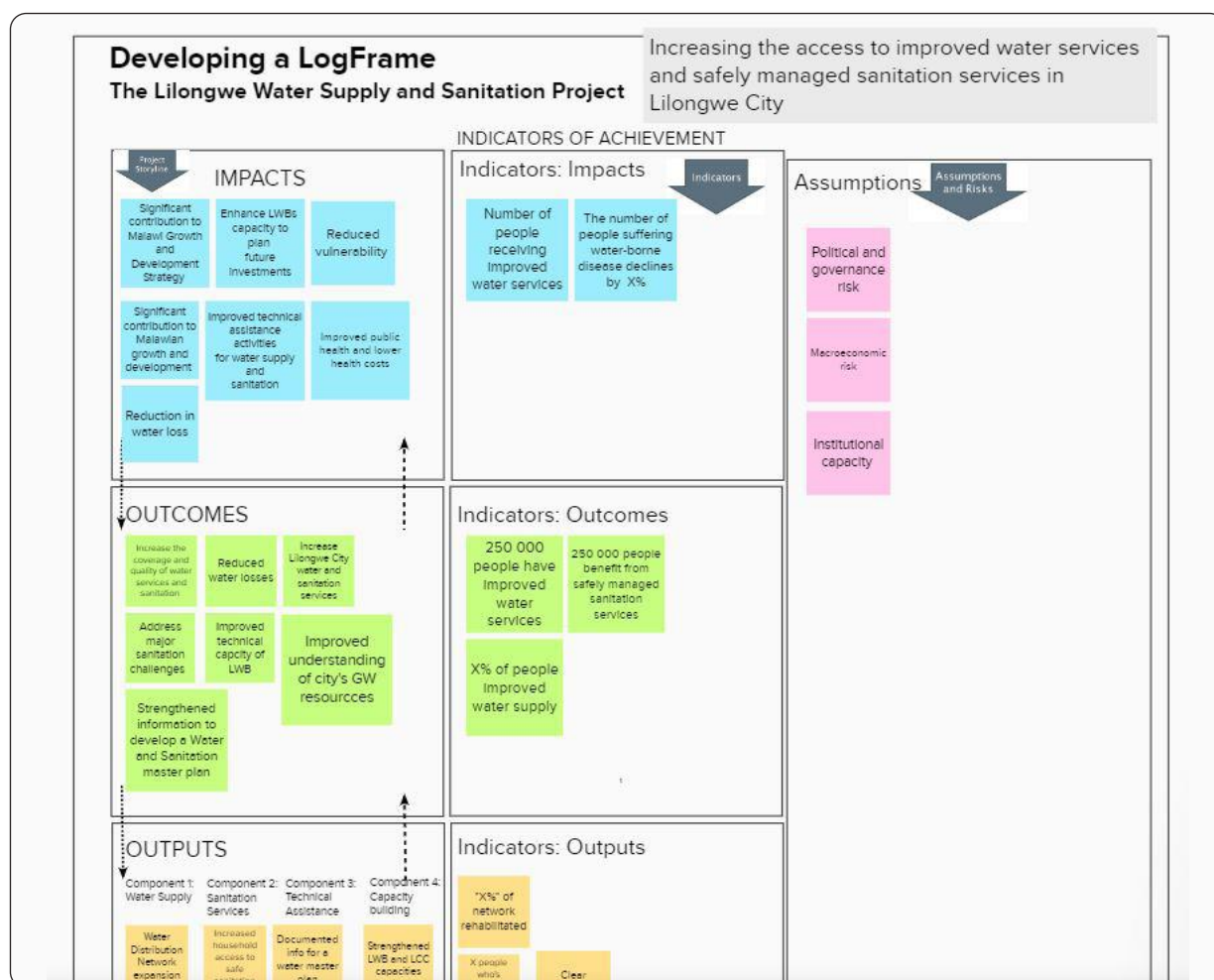
Tip: There are several online applications which work as an online whiteboard. For instance, Mural, allows users to generate a number of notes which can be pinned on a page and seen by all. Mural is useful for facilitating discussions so that discussion points can be noted and seen by all participants. Participants can add their own points on 'sticky notes', on the digital board.

Other similar online tools for you to consider include Miro and Mentimeter. Please explore these tools in your own time, ahead of any virtual sessions.



5. Allow time for feedback and questions in the opening session, but be mindful of timing. This is a great platform for participants to learn from one another. Your co-facilitator should help with answering questions here.
6. Explain how the online platform chat function works (e.g. in Zoom, Microsoft Teams, Webex, etc.) and encourage participants to record their questions or comments there.
7. Explain the house rules for online sessions:
 - Participants must use the 'raise hand' feature to speak.
 - Ask participants to mute their microphones when they are not speaking (or rather, to stay on mute, unless they are speaking. Before speaking, they click on the 'raise hand' icon). This ensures background noise is minimised.
 - Use of video: Given that video uses large amounts of data, and often reduces the quality of the sound, you could suggest that participants do not use video. If you find that several people are having difficulty, turning off video is the easiest solution.
8. Explain that the group will split up into smaller breakaway groups (or side rooms).
9. Facilitate the composition of the breakaway groups and decide early in your session whether you will enable a self-selection process, or if you will allocate people to different groups.
10. When using additional online tools for interactive sessions; such as Mural, Zoom side rooms, or other applications, explain how they work and allow participants to try the application out. It is often helpful to disseminate a short tutorial on these tools and apps to participants ahead of the session.

Figure 6.1: Example of what a Mural board can look like



During the live session



Time: Group activities may require additional time, especially online, as people need to learn to use new tools. Be mindful of that. If you think you are going to need extra time, negotiate this with your participants. Do not just assume that going overtime is acceptable.



Record participants' comments (get a co-facilitator to do this): Make sure that inputs or comments on all activities (tasks) and questions are adequately recorded, so that you can revisit areas of concern (where participants might be challenged) and go over these once more if necessary.



Try and draw out inputs from all participants. Some may be more vocal or experienced, but all participants will have important insights. It is important to have balanced views, particularly in facilitated discussions.

Tip: Technical support for facilitated live sessions: When facilitating an online, live discussion or presentation, it is very likely that some participants will have technical difficulties such as muting or unmuting microphones, accessing features of the platform, or even logging in. It is therefore highly recommended that you have a colleague to help you with these aspects (someone who understands the platform, access, and technical aspects of using the platform) and who can assist participants with any technical issues they may be having. This support takes place outside of the actual discussion, via the Chat function or a WhatsApp chat set up for this purpose, so as to not disturb the other course participants.

Often technical difficulties take some time to sort out, and it is impossible to facilitate the discussion as well as trying to solve technical issues. Additionally, participant attention in the online environment is limited, so if all participants have to wait and/ or listen to you assisting with technical difficulties it may jeopardise the quality of the live session.

Closing the live session

1. Ensure you review the live session expectations set out at the beginning. Ask participants if their expectations have been met. If not, why not? Keep a record of this conversation for your future reference.
2. Review the tools used. Ask participants which part/concept/tools they found most useful and why? Which tools will participants continue to apply in their day-to-day work, for decision-making and planning?
3. Ensure important points are captured. It will be useful to have a record of this for future training and trainers.
4. Discuss the way forward after the live session. Will participants' inputs be captured and disseminated? What support is available to participants after the live session? (e.g. can they email additional questions or comments which were not addressed? Is there a workshop evaluation? Are there links to additional resources which need to be shared?, etc).



Face-to-Face Training Course (using the hard copy of the Training Manual + the Facilitator's Guide)

Most of the guidance captured in this module is equally relevant to face-to-face training courses. However, this module offers broad guidance, given that face-to-face courses will vary in size, number and range of participants, as well as in terms of objectives and budget. The facilitator will work with both the Facilitator's Guide and the Training Manual. The Facilitator's Guide includes the assignments and the exam.

When the Training Manual is used as part of a face-to-face training course, it would likely take the form of a 3- to 6-day interactive workshop. It is possible to use the Training Manual somewhat selectively, according to the target audience/ user group. Not every stakeholder group might necessarily need to work through all the steps. In this way, Course participants have more time to reflect on what they have learnt and have the opportunity to gather additional information and/or evidence to support the next stage of the proposal development.

However, it is important to note that this Course prescribes the use of a participatory analysis process for participants, who will apply the various tools and resources of the Training Manual. It is thus of vital importance for course facilitators to understand and be comfortable with these tools and the content of the Course before you facilitate it yourself. Importantly, this involves engaging with the various modules.

Preparation and application of training materials

Course preparation includes some general, critical points, for both online and face-to-face training. These all revolve around being as prepared as possible before the Course, to anticipate and prevent any potential time-wasters:

- Take care of all the logistical planning around the Course in good time. For example, with face-to-face sessions you will need to think before time of the transport, accommodation, venue, stakeholder invitations, agendas, programme, and so on. For online training you will likely experience technical issues from some of the participants. Be prepared for this and ensure there are contingency plans in place (i.e. having an assistant to help with any technical difficulties).
- Clarify the objectives for the Course and any needs participants may have beforehand.
- Make sure you have read and have a good understanding of the whole Training Course including the quizzes, discussions (and in some cases assignments) that appear at the end of each module. Familiarise yourself with all the tools and resources (an overview is provided at the end of this section in Table 7). Test the tools yourself, before the Course, as per the exercises in each module. Make sure you know how the two rubrics work for assessing the assignments in Modules 2 and 3 (see Appendix 3).
- For a face-to-face session, consider the option of providing the participants with an introduction to the Training Manual/ the subject matter of the Course, **before the session**, so that they can familiarise themselves with it in advance. For an online session, participants are expected to have worked through the relevant content before the live session, and you can track who has and who has not engaged with the content on the Virtual Campus. It is recommended you review who has/ has not engaged with the content before the live session.
- Prepare a programme for the Course (an example is provided below, however this is indicative and the time will depend on various factors).
- Prepare any materials for presentations or breakaway groups for each module.
- For a face-to-face workshop ensure that any Course equipment (e.g. flip charts, A0 paper, markers, paper, pens, screens, computers and laptops, connections) is set up and ready to use the day before the Course begins. Similarly, if you are using an online tool such as Mural, ensure the Mural board is set up and arranged beforehand.

Make sure that participants have Internet access in order to work with any online components. Other options are to print everything for the participants (this will depend on budget available). Alternatively, download the material and set up an interactive whiteboard to project the materials. Test that all electronic equipment works the day before the Course begins.

Getting started

1. Go through the day's content and prepare the relevant material according to your course platform (online or face-to-face).
2. Before executing the tasks, ensure that participants have a reasonable understanding of the tools before they apply them, but also remember that in applying the tools, participants will learn how to use them.
3. Expect that some confusion may arise in the execution of tasks. Make allowance for questions and comments in group presentations, as well as in the feedback sessions at the beginning and end of every day.



Videos and PPTS

There are a number of videos related to this Training Course, including voice-overs, voiced PowerPoint presentations, key interviews, etc. Videos are useful as they give access to experts who discuss the material in an engaging way, which helps in contextualising and bringing the content to life.



Discussion Groups

Participants are encouraged to engage with each other as much as possible on a course. The Training Manual includes a Discussion Forum / Reflection per module where participants can be asked to engage each other on any questions they have around the module content. They can also share their progress in the module assignments (Modules 2 and 3, if these are done during the course) to learn from their peers.



Breakaway Sessions

In two of the modules (Module 3 and 4), there is a live component to the Course, where participants will engage with the facilitators and each other online through a Zoom Room (a built in Zoom call on the Virtual Campus's platform). Participants will be instructed by the course facilitators and will be split into breakaway groups to address the content in smaller numbers to maximise the learning.



Help Desk

For an online course, it is useful for participants to be able to access an online Help Desk, where experts can answer questions. This needs to be set up either by the course convenors or by the digital platform host. Through the Help Desk, experts will be available to answer participants' questions offline. This will allow participants to ask any content related questions to the facilitators of this Course. Encourage the participants to ask questions on the Discussion Forum for peer-to-peer learning, and then raise issues at the Help Desk if their peers are unable to help.

End of Module Assessment

At the end of each Knowledge Module (Modules 1 – 4) there is a Module Assessment. This comprises 10 MCQs, and participants should get at least 5 correct answers before beginning the next module. In Modules 2 and 3 there is also a Module assignment (available in the Facilitators Manual as where participants are asked to complete a specific assignment (developing a Theory of Change for example). The MCQs are intended for self-assessment and the answers are provided at the end of the Training Manual. However, the facilitator will need to mark the expanded assessments and check them for correctness using the appropriate assessment tools (rubrics) provided (see Appendix 3 in this guide).



Appendix 1: Indicative Proposal Framework (Template)

The Indicative Proposal Framework (template) provides a high-level idea of the information which is expected in a proposal. Please visit the various ICPs websites for more specific proposal templates. It has three parts, similar to most ICPs' proposal templates:

- Part 1: Table of Contents (the front page of your proposal)
- Part 2: Project/Programme Summary
- Part 3: Project or Programme Details

Tip: Many ICP websites are quite difficult to use, and carry large amounts of information. A quick way to find what you need is to type "Template" into the SEARCH button of the website.



PART 1: TABLE OF CONTENTS

Lay out the table of contents of your proposal in line with the ICP's funding template.

Contents

Indicative Proposal Framework	1
PART 1: TABLE OF CONTENTS	1
PART 2: PROJECT / PROGRAMME SUMMARY.....	1
2.1: Applicant information	1
2.2: Project/ programme information	2
2.3: Summary of financing information.....	2
PART 3. PROJECT OR PROGRAMME DETAILS	2
3.1 Background, rationale and approach.....	2
3.2 Project details (detailed description – in the form of a narrative)	3
3.3 Implementation plan.....	3
3.4 Project risks, monitoring & evaluation.....	4
3.5 Project exit strategy	5
3.6 Detailed project budget.....	5

PART 2: PROJECT / PROGRAMME SUMMARY

This section provides an overview of the programme or the project, the agencies involved, the funding required (inclusive of co-funding), the key thematic areas of the project ('programming directions'), and the contributions of the project to the ICP's Key Result Areas indicators.

2.1: APPLICANT INFORMATION

Organisation name / Executing agency	
Institutional and legal status	Registration number of a company; main activities, etc.; specify the legal authority to manage resources for the project
Organisation and management (structure)	Organisational structure / organogram, staffing, management team; and financial management and governance details; financial reporting; auditing
Year established	
Principal Officer / Team Lead	
Project Coordinator	

**2.2: PROJECT/ PROGRAMME INFORMATION**

Project Title:	
Country(ies):	
Project size classification (if relevant)	Full-sized project / Medium-sized project /
Funding Agency(ies):	e.g. AfDB/ DBSA/ FAO, etc.
Funding Window / Funding Programme	e.g. Least Developed Countries Fund, GEF Trust Fund
Project Executing Entity(s):	
Submission Date:	
Project Duration (Months)	
Proposed start date	
Proposed completion date	
Project/Programme focal areas/ results areas	
Key Result Area(s): This usually depends on the ICP – you choose from their identified result areas/ focus areas. Choose one main focus area. If there are secondary focal areas, explain these in the Project rationale	(Depends on the ICP) Examples: Biodiversity / Climate Change / Water and sanitation/ International waters / Multi-focal areas
Type of project / Category	(select) Applied Research / Demonstration Project / Capacity development / Information/ Policy analysis/

2.3: SUMMARY OF FINANCING INFORMATION

Type of financing requested (e.g. loan, grant, guarantee, etc.) _____

Financing Summary

	Local currency _____	USD / Euros / ZAR / etc
Total funding request from ICP		
Total from other sources / other co-financing (in some cases, this may be in cash or kind)		
Total project cost:		



PART 3: PROJECT OR PROGRAMME DETAILS

(There may be a page limit for this section. Check the requirements of the ICP. The order of these items and how they are presented will also vary by ICP.)

3.1 BACKGROUND, RATIONALE AND APPROACH

Project Summary

- Project rationale and context/ background
- Socioeconomic or environmental problem, and approach to solving the problem (e.g. through infrastructure/ capacity building/ knowledge sharing, etc.)
- Location/ site(s)
- Stakeholders (target community/ beneficiaries).
- Justification/ Link to the ICP result areas/ strategies/ objectives
- Link to National priorities, strategies and programmes

3.2 PROJECT DETAILS

Provide a detailed description of your project, in the form of a narrative. Develop these with a Theory of Change (Module 2), and then expand on these using a Project Lifecycle Framework (Logframe, in Module 3) to outline the following:

- Project Objectives and Expected Results (goal and impacts)
- Outcomes and Outputs
- Activities (detailed description of the activities of the project, usually divided into Phases, with Milestones)
- Risks and assumptions

3.3 IMPLEMENTATION PLAN

Organizational Background and Capacity to implement the Project

- Description of the organisation that will implement / Executing agency
- Resources (human and organisational resources)

Implementation Plan and Timeframe

(Provide a detailed timeframe, e.g. Excel spreadsheet, listing all activities alongside key actors (names) and dates.)

Private sector engagement (for some ICPs)

(Explain how and why the private sector will be engaged, and the role they will play.)

Stakeholder engagement plan

(Explain how you will involve and include the community, e.g. community meetings, household survey, focus groups, interviews)

Gender Analysis and Gender Mainstreaming Plan

[See section 4.2.2 in the Training Manual and Course]

(Explain how you will approach and address gender equality within the project, e.g. analyse baseline participation of women in decision-making related to the project; stipulate that construction will include training and capacity building for women and youth. How will the project build gender equality beyond the project lifespan?)

Environmental and Social Safeguards Plan

[See section 4.2.4 in the Training Manual]

Knowledge and Communications

- How will you share and communicate knowledge, and raise awareness around the project?
- e.g. co-develop knowledge with the stakeholders, share key findings/ messages with the community, translate information for all users

Communication of Results and Replication

See section 4.3 in the Training Manual



3.4 PROJECT RISKS, MONITORING & EVALUATION

(also called: MONITORING AND REPORTING)

Risks to Implementation / Risk Mitigation Plan

[See Module 4.1 - Use the logframe, the risk categorisation matrix, and Risk mitigation matrix to identify and assess project risks]

- M&E Plan and Indicators
- Sustainability of Results Achieved

Example of a Logframe template - African Water Facility (AWF)

Project Title:						
Purpose of the project:						
RESULTS CHAIN		PERFORMANCE INDICATORS			MEANS OF VERIFICATION	RISKS / MITIGATION MEASURES
		Indicator (including CSI)	Baseline	Target		
IMPACT						
OUTCOMES						
OUTPUTS						
KEY ACTIVITIES	Component 1 Component 2 Component 3				INPUTS Component 1 : Component 2 : Component 3 :	

3.5 PROJECT EXIT STRATEGY

[See Section 4.5 in the Training Manual]



3.6 DETAILED PROJECT BUDGET

- Financial Details
- Projected Expenditures
- Bank Details

Indicative Project Description Summary

Project objective:						In (USD, EUR, ZAR)	
Project components	Component type	Project Outcomes	Project Outputs	Funding Programme (if applicable)	Project Financing	Co-financing	
XXX	Select: <ul style="list-style-type: none"> ■ Technical assistance ■ Investment ■ Etc. 						
Subtotal				Select: e.g. GEF Trust Fund			
Project management cost (PMC)				Select: e.g. GEF Trust Fund			
Total Project Cost							

Indicative sources of co-financing for the project by name and by type, if available

Sources of Co-financing	Name of Co-financier	Type of Co-financing	Investment Mobilized	Amount (USD/EUR/ZAR)
(Select) E.g. <ul style="list-style-type: none"> ■ GEF Agency ■ Donor Agency ■ Private Sector ■ Recipient Country Government ■ Civil Society Organisation 		(select) E.g. <ul style="list-style-type: none"> ■ Grant ■ Loan ■ Equity Investment ■ Public Investment Guarantee ■ Other 	(Select) <ul style="list-style-type: none"> ■ Investment mobilized ■ Recurring expenditures 	
Total Co-financing				

Appendix 2: Baseline assessment quiz

This test can be given at the beginning and end of the course, to assess participants' progress, and thus the efficacy of the course. As a baseline test, it will also give the facilitator an understanding of the participants' understanding of various topics the course covers.

1. Are you currently contributing/ have you recently contributed to the development of a groundwater project proposal?
 - a. Yes, I am currently contributing to a proposal.
 - b. Yes, I recently contributed to a proposal, and the proposal was successful.
 - c. Yes, I recently contributed to a proposal, but which was unsuccessful.
 - d. No.
2. Are you comfortable developing a Theory of Change to set out the key outcomes of your project?
 - a. Yes, I have developed a Theory of Change previously and am comfortable with the tool.
 - b. Maybe, I have used or seen a Theory of Change before.
 - c. No, although I have seen a Theory of Change, I am not comfortable using it.
 - d. No, I have never seen or used a Theory of Change before.
3. Are you comfortable developing a Logical Framework (or Logframe) for your project?
 - a. Yes, I have developed a Logframe previously and am comfortable with the tool.
 - b. Maybe, I have used or seen a Logframe before.
 - c. No, although I have seen a Logframe, I am not comfortable using it.
 - d. No, I have never seen or used a Logframe before.
4. Are you aware that each International Cooperation Partner (ICP) has specific results areas, and investment criteria which you need to meet?
 - a. Yes, and I know how to access and interpret each funder's investment criteria.
 - b. Yes, but I do not know how to access and interpret these specific investment criteria.
 - c. No, I was not aware that there were specific investment criteria per funders.
 - d. No, I did not know funders had investment criteria.
5. Would you consider climate change to be a significant threat to groundwater?
 - a. Yes, climate change will affect groundwater significantly.
 - b. No, climate change poses no risk to groundwater.
 - c. I'm not familiar enough with climate change to know if it's a threat.
 - d. I've never heard of climate change.
6. How important is it for groundwater developments to consider sustainable, green development (such as Nature-based Solutions)?
 - a. It is very important.
 - b. It depends on the context of the project and other local considerations.
 - c. It is not important.
 - d. I've never heard of Nature-based Solutions.
7. Should funding proposals consider elements of Gender, and Environmental and Social Safeguards?
 - a. Yes, these are key themes to always consider for all groundwater projects.
 - b. Yes, but these only have to be considered for gender, environmental or social projects.
 - c. No, these aspects do not need to be considered in groundwater projects.
 - d. I'm not sure what these elements of Gender and Environmental and Social Safeguards are.
8. Are you able to explain and mitigate project risks fully, and rank risks?
 - a. Yes, I have developed project risk indicators and mitigation measures before.
 - b. Yes, I can explain risks and how to mitigate for these risks, but I have never had to rank risks.
 - c. No, although I have an understanding of project risks, I may need help explaining, mitigating and ranking them.
 - d. No, I don't have a good understanding of project risk.

9. Do you think the social, economic and political environment of your country/ municipality affects the potential success of a project proposal?
 - a. Yes, as these factors have a bearing on the outcome of the project.
 - b. Maybe, but not all of these factors will affect the project so they may not all have an effect.
 - c. No, these factors have no impact on the project and so will not affect the success of the proposal.
 - d. No, the success of the proposal only depends on the quality of the submission.
10. Do you know how to account for these social, economic and political considerations in a project proposal?
 - a. Yes, I have faced these issues before in the development of a project proposal.
 - b. Yes, although I have never developed a project proposal, I know how to account for these considerations.
 - c. No, although I have developed a project proposal, I did not account for these considerations.
 - d. No, I have never developed a proposal and I don't know how to account for these considerations.
11. Do you know how to structure a proposal, and the relevant aspects to include?
 - a. Yes, I know how to structure a proposal and include all the relevant aspects.
 - b. I know the aspects which the proposal must cover but I don't know how to set this up.
 - c. No, I don't know how to structure a proposal or what the relevant aspects are to include.
 - d. I wasn't aware proposals had to be structured in a specific way.
12. Are you aware different ICPs have different proposal templates?
 - a. Yes, and I know how to access these different proposal templates.
 - b. Yes, but I don't know where to access these templates.
 - c. No, I was not aware different funders had different templates.
 - d. No, I wasn't aware proposal templates were needed.
13. Are you aware of the entities who fund groundwater projects?
 - a. Yes, I am acquainted with the various entities who fund groundwater projects.
 - b. Yes, although I am not familiar with all the entities who fund groundwater projects.
 - c. I am only aware of one or two entities who fund groundwater projects.
 - d. No, I don't know who funds groundwater projects.
14. Are you familiar with Project Preparation Facilities (PPFs) which can assist with project proposals?
 - a. Yes, I am familiar with the concept of a PPF and I know which ones are relevant for groundwater projects.
 - b. Yes, I am familiar with the concept of a PPF, but I don't know which ones are relevant for groundwater.
 - c. No, I am not familiar with the concept of a PPF.
 - d. N/A
15. Do you know what a Concept Note is, and why it can be important?
 - a. Yes, and I have contributed to the development of a Concept Note.
 - b. Yes, but I have never contributed to the development of a Concept Note.
 - c. I know what a Concept Note is, but I don't know its relevance.
 - d. I don't know what a Concept Note is.
16. Do you know how to develop a strong project rationale, and why it is key to a successful proposal?
 - a. Yes, I have developed or contributed to the development of a project rationale for a successful project proposal.
 - b. I know the project has to have a strong rationale, but I don't know how to develop one.
 - c. I know what a project rationale is, but I don't know why it's important.
 - d. I don't know what a project rationale is, or why it's important.



- 17.** Do you know the stages of developing a groundwater project?
- Yes, I have developed a project before and know the stages of a groundwater project.
 - Yes, I know the stages of a groundwater project, but I have never developed a project before.
 - I have some idea of these stages, but not a clear understanding of all of these.
 - No, I don't know the stages of developing a groundwater project.
- 18.** Do you know how to budget for a potential project?
- Yes, I have contributed to the development of a project budget previously.
 - I have seen how to budget for a project and have an understanding of what needs to be captured in a project budget.
 - I have seen a budget for a project, but I don't know exactly what should be captured in one.
 - I have never seen or contributed to a budget for a project, and I don't know what should be captured in a budget.
- 19.** How important are aspects of sustainability and social inclusion in groundwater projects?
- Very important.
 - Only important for projects which are trying to be sustainable/ socially inclusive.
 - Not important.
 - I don't know what these aspects of sustainability and social inclusion are.
- 20.** Are you aware of different funding mechanisms for groundwater projects?
- Yes, I have a good idea of all the different funding mechanisms.
 - Yes, although I probably don't have a good understanding of all the different funding mechanisms.
 - No, I know there are different funding mechanisms, but I know what these are.
 - No, I don't know what different funding mechanisms are.

Appendix 3: Assignments for Modules 2 and 3

This appendix provides two assignments, one for Module 2 on the Theory of Change, and one for Module 3 on the Logframe. The instructions and assignments for the participants appear below.

Rubrics for marking the assignments

After each assignment, you will find a rubric to assess the trainees' Theories of Change, and Logframes, respectively.

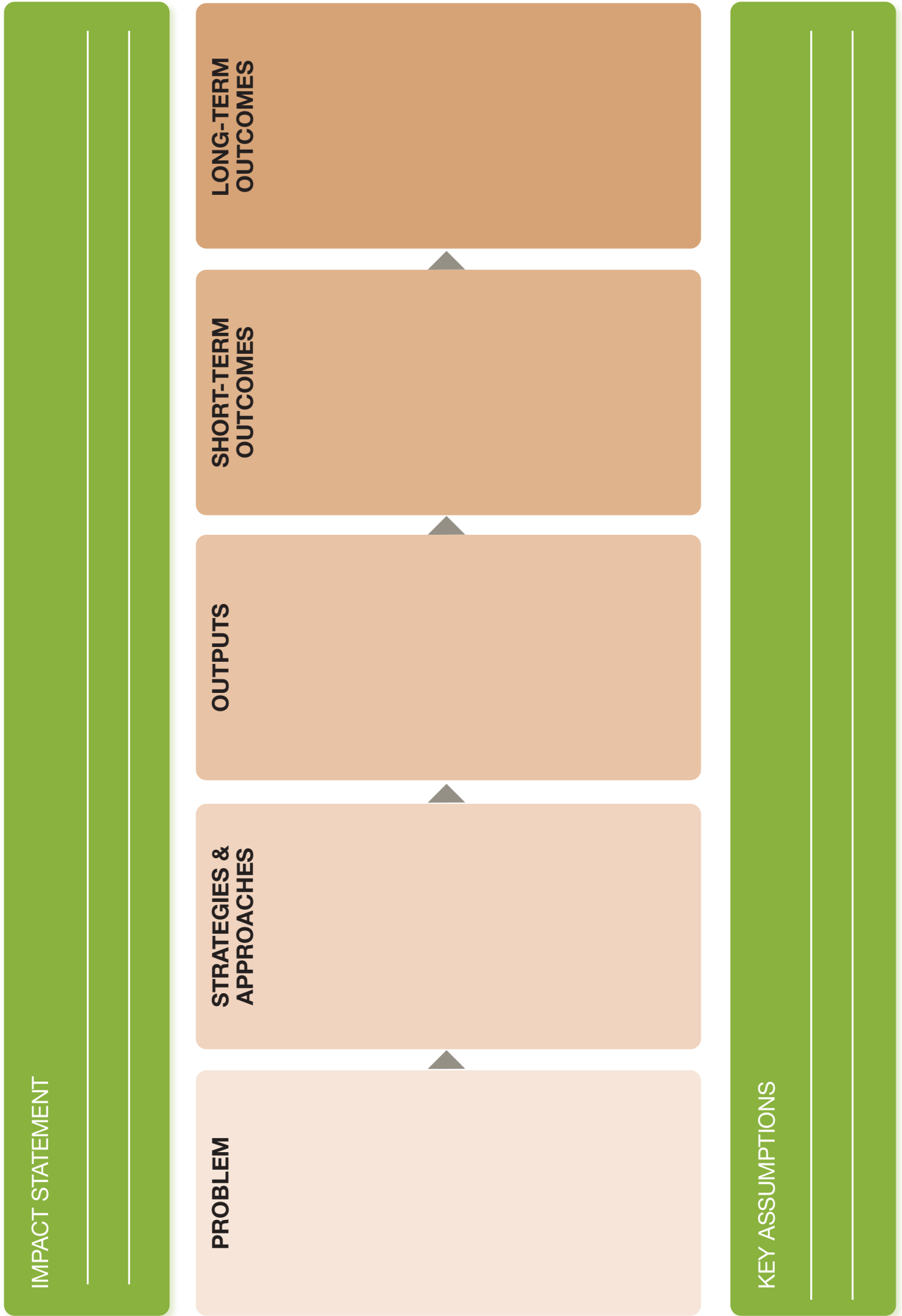
Module 2: Assignment - instructions

- Look back through module 2, and the explanation of the Theory of Change. Go through all the components of the Theory of Change, and make sure you understand how it works in terms of the various aspects of the case study.
- Develop a Theory of Change for your own project example (the one selected and submitted as a part of Module 1, if this was done). You can use the case study Theory of Change as an example, however, try to develop the Theory of Change for your chosen project idea using the template you studied during the module.

Please use the Theory of Change template on the next page for this exercise. This Theory of Change will form the foundation for your proposed project, and this first assignment will assist in later assignments and the exam.



Theory of Change TEMPLATE



Module 3: Assignment

As part of the assessment for this module, please design a full project Lifecycle Framework using the LogFrame tool, for your personal project (or the guideline project). Use the Expanded Logframe Template in Appendix 5b of the Training Manual.



Rubrics for assessing Module 2 and 3 Assignments

In the following two pages you will find rubrics designed for marking the assignments at the end of Modules 2 and 3 respectively, in the Training Manual.

Instructions for using the rubrics:

Ideally, give the participants the rubrics BEFORE the exam, as this will help them understand the level of performance and the amount of detail in terms of content that is required.

How to use the rubric: Theory of Change: Module 2

The rubric lists the components of the Theory of Change down the left-hand column of the table. The **Levels of achievement** are the descriptions of the learners' possible performance, for each component.

Each component is marked out of a possible 4 marks, for a possible total of 20 marks (4 x 5 marks).

1. Begin with the first component in the rubric: **Impact statement and problem**.
2. Read the descriptors of the Level of Achievement, from left to right across the table.
3. Choose the most suitable description for the participants' TOC Impact Statement and Problem. Then decide which mark is most suitable.
4. Do the same for each component in the left-hand column of the rubric that matches most closely the work that the participant has produced. This will give you the mark for that component.
5. Then do the same for each of the components of the TOC.
6. Add up all the marks for the components to get the mark out of 20.

How to use the rubric: Logframe: Module 3.

The rubric works in the same way as the one above, except there are more steps to assess. Follow the same steps as above. The total marks come to 56. This can be converted to 20% of the final course mark.

Analytic rubric to assess Theory of Change (Module 2 Assignment) 20 Marks

Components of Theory of Change	Level of achievement		
	<i>Not achieved (0-1 marks)</i>	<i>Partially achieved, but with some errors or omissions, or some illogical elements (2-3 marks)</i>	<i>Successful achievement of all aspects of the ToC (4 marks)</i>
Impact statement and Problem	Does not provide an Impact Statement or fails to identify the relevant related Problem ; or the Impact Statement does not link logically to the Problem and/or to the Strategies /approaches , or to the outputs or the outcomes .	Provides an Impact Statement that captures the project impact; and identifies the related Problem, with some errors or omissions, or not expressed logically, e.g. situation is not completely clear/ clearly expressed, or insufficient.	Provides a strong succinct Impact statement that captures the project impact; and clearly identifies the related Problem/ situation that the project will address.
Strategies and approaches	Does not provide suitable, effective, logical, relevant Strategies and approaches that are likely to achieve the desired outputs and outcomes ; or only provides one or two strategies and approaches, insufficient to achieve the necessary outputs and outcomes, that will achieve the impact required.	The Strategies and Approaches identified are largely suitable, effective, logical, and relevant, based on the Problem identified; however, some strategies/ approaches are incorrectly framed, or unlikely to achieve the impact of the project; or do not address the Problem	Clearly identifies necessary, relevant, effective, logical, Strategies and approaches that are likely to achieve the desired outputs and outcomes. All of these are correctly framed and consistent with the Impact statement and Problem previously identified.
Outputs	Does not provide logical, relevant and measurable Outputs , that will / are likely to result from the strategies and approaches identified; or does not provide Outputs in the correct place in the ToC.	Outlines logical, relevant and measurable Outputs , that will / are likely to result from the strategies and approaches identified. However, not all of these Outputs are correctly framed and some are irrelevant/ not derived from the Strategies and Approaches .	All the Outputs provided are logical, relevant and measurable, and will / are likely to result from the strategies and approaches identified, and lead to the desired outcomes and impact.
Short- and long-term Outcomes	Does not provide suitable/ relevant short-term Outcomes that will result from the outputs, based on the strategies and approaches; or does not provide/ incorrectly frame relevant long-term Outcomes that will result from the outputs, and that will have the desired impact (link to impact statement).	Provides short-term Outcomes that will result from the outputs, based on the strategies and approaches, and long-term Outcomes that will result from the outputs, and that will have the desired impact (link to impact statement); However, some outcomes are missing; or some are incorrectly framed/ and will either not emerge from the strategies & approaches, or they do not link to the impact statement and the problem in a logical manner.	Clearly and correctly identifies short-term Outcomes that will result from the outputs, based on the strategies and approaches, and long-term Outcomes that will result from the outputs, and that will have the desired <i>impact</i> (link to impact statement).
Assumptions	Does not provide any likely, relevant, logical Assumptions (and risks) , correctly framed, that underpin the project.	Most of the Assumptions (and risks) identified are correctly framed, as well as being likely, relevant, and logical so that that they underpin the project. However, some assumptions are framed incorrectly (e.g. what is listed is not an assumption), or there are some clear assumptions which have been overlooked.	All Assumptions (and risks) are likely, relevant, logical and correctly framed, such that they underpin the project.



Analytic rubric to assess LogFrame Module 3 Assignment. Total: 56 Marks

Components of LogFrame		Level of achievement		
		Not achieved (0-1 marks)	Partially achieved, but with some errors or omissions, or some illogical elements (2-3 marks)	Successful achievement of all aspects of the LogFrame element/component (4 marks)
Impact	Step1: Impact (Long-term objective)	Does not provide an Impact Statement ; or the Impact Statement does not link logically to the Problem and/or to the Strategies / approaches , or to the outputs or the outcomes .	Provides an Impact Statement that captures the project impact; with some errors or omissions, or not expressed logically, e.g. situation is not completely clear/ clearly expressed, or insufficient.	Provides a strong, clear Impact statement that captures the paradigm shift and transformatonal change aspect (i.e. captures the broader impact, does not repeat the outcomes or outputs).
	Step 2: IF-THEN Test between Outcomes and Impact	No clear intervention logic between Outcomes and Impact.	The intervention logic between Outcomes and Impact is clear in most places, but there are one or two errors or omissions.	The intervention logic between Outcomes and Impact is clear with no errors (every listed Outcome, IF achieved, THEN the Impact will likely occur).
	Step 4: Indicators for Impact	No relevant, logical, verifiable indicators of achievement for the Impact are provided.	Some relevant, logical, verifiable indicators are provided; however, some relevant, necessary indicators are missing and/or are missing data sources and/or are missing baseline and targets.	Indicators are provided which are clear and relevant, and include a baseline and target, with a source of data collection.
	Outcomes	Does not provide suitable/relevant short-term Outcomes ; or does not provide/ or incorrectly frames relevant Outcomes	Outlines logical, relevant and measurable Outcomes . However, not all of these Outcomes are correctly framed (for instance the participant listed something as an Outcome which is actually an Output).	All the Outcomes provided are logical, relevant and measurable, and are all framed correctly as Outcomes.
Outcomes	Step 2: IF-THEN Test between Outputs and Outcomes	No clear intervention logic between Outputs and Outcomes.	The intervention logic between Outputs and Outcomes is clear in most places, but there are one or two errors.	The intervention logic between Outputs and Outcomes is clear with no errors (every listed Output, IF achieved, THEN the Outcome will likely occur).
	Step 3: Assumptions	Does not provide any likely, relevant, logical Assumptions (and risks) , correctly framed, that underpin the project.	Most of the Assumptions (and risks) identified are correctly framed, as well as being likely, relevant, and logical, so that that they underpin the project. However, some assumptions are framed incorrectly (e.g. what is listed is not an assumption), or there are some clear assumptions which have been omitted.	All Assumptions (and risks) are likely, relevant, logical and correctly framed, such that they underpin the project.
	Step 4: Indicators for Outcomes	No indicators of achievement for the Impact are provided.	Indicators provided are relevant and clear.	Indicators are provided which are clear and relevant, and include a baseline and target, and a source of data collection.

Outputs	Step 1: Outputs	Does not provide logical, relevant and measurable Outputs .	Outlines logical, relevant and measurable Outputs . However, not all of these Outputs are correctly framed (for instance the participant listed some Outputs which are actually Outcomes, or some are not linked logically with the rest of the LogFrame).	All the necessary, relevant, logical Outputs are provided are logical, relevant and measurable, and are all framed correctly as Outputs.
	Step 2: IF-THEN Test between Output and Activities	No clear intervention logic between Activities and Outputs.	The intervention logic between Activities and Outputs is clear in most places, but there are one or two errors.	The intervention logic between Activities and Outputs is clear with no errors (every listed Activity, IF achieved, THEN the Output will likely occur).
	Step 3: Assumptions of Outputs	Does not provide any likely, relevant, logical Assumptions (and risks) , correctly framed, that underpin the project.	Most of the Assumptions (and risks) identified are correctly framed, as well as being likely, relevant, and logical, so that they underpin the project. However, some assumptions are framed incorrectly (e.g. what is listed is not an assumption), or there are some necessary, logical assumptions which are not included.	All the logical, relevant, necessary Assumptions (and risks) are listed and correctly framed, such that they underpin the project and would support its success.
	Step 4: Indicator for Outputs	No indicators of achievement for the Output are provided.	Indicators provided are relevant and clear.	Indicators are provided which are clear and relevant, and include a baseline and target, and a source of data collection.
	Step 5: Resources and Inputs	No resources or inputs are provided (0 marks) or only one correct relevant resource/input is provided (1 mark); or the resources and inputs are incorrect or irrelevant / do not link to what is required for the activities.	Most of the necessary resources and inputs provided are relevant and correctly identified, however some obvious Resources/ Inputs have been missed (e.g. if the Output relates to groundwater infrastructure development and the LogFrame hasn't listed machinery as an input); and/or some of the resources/inputs are incorrect or irrelevant.	The resources and inputs provided are clear and relevant and correctly identified, and there are no obvious omissions.
Activities	Step 1: Activities	Does not provide suitable, effective, logical, relevant Activities that will likely achieve the outputs and outcomes; Or Activities provided are unlikely to achieve the desired outcomes of the project.	Most of the activities identified are suitable, effective, logical and relevant; however one or two are incorrect/will not achieve the desired output/outcome; or there are one or two obvious omissions (e.g. If the Output under which the Activity falls is capacity development/ training, and there is no activity related to training workshops).	All the necessary suitable, effective, logical and relevant activities are identified and relevant to the Output; and there are no obvious omissions.
	Step 5: Resources and Inputs	No resources or inputs provided; or the resources and inputs are incorrectly identified; or not all of the resources or inputs provided are clear or relevant to the activities.	The resources and inputs provided are clear and relevant and correctly identified, however, some obvious Resources/ Inputs have been missed (e.g. if the activity relates to digging boreholes and they haven't listed machinery as an input).	The resources and inputs provided are clear and relevant and correctly identified, and there are no obvious omissions.



Appendix 4: Examination

Note: The marking allocation here is indicative, and intended as a suggestion to show how the exam could be structured and weighted.

The final exam makes up 60% of the final mark and is broken down into two sections:

1. A Multiple Choice Question (MCQ) section, with 20 MCQs, and
2. The final application of this course, where the participants apply their learning from the course and develop a short proposal.

(The remaining 40% of the final mark is made up of the two module assignments that participants completed in Modules 2 and 3.) The table below shows a possible mark structure for the course overall :

Module Components	Module weighting
Module 2: Theory of Change application	20%
Module 3: Logical Framework application	20%
Module 5: Exam – MCQs	30%
Module 5: Exam – Practical application	30%

If the participants will receive a Certificate of Completion for the Course, the following grading categories could be used:

Grading Categories	Grade
Certificate of successful completion with distinction – a First	75%
Certificate of successful completion with an Upper Second (2+)	70-74%
Certificate of successful completion with a Lower Second (2-)	60-69%
Certificate of successful completion with a Third	50-59%
Certificate of course completion only	below 50%

Exam instructions

The exam is designed to be open book, and we suggest that the participants refer back to their notes and the Training Manual. In the MCQ section, we recommend that there be no negative marking. We suggest that the participants do not spend more than 2 hours on this examination.

Part 1: Multiple Choice Questions (20 Marks)

Instructions

Select the correct answer(s) from the answers provided per question. This section contains 20 MCQs, and makes up 30% of the overall course mark.

- Please read each question carefully, and then read the answer option(s).
- Be aware that some questions may have more than one correct answer.
- When you have a clear idea of the question, select the correct answer(s) from the list.
- Questions can be:
 - Single choice: Only one option is correct (including the option “all are correct”)
 - Multiple choice: Two or more options may be correct responses.
 - True / False

- 1. There are a number of elements which make a project viable, one of which is the evidence base supporting the project. Please select all answers which explain why a strong evidence base is necessary to ensure a project is viable.**
 - a. A strong evidence base helps outline a clear business case and supports the project rationale.
 - b. The evidence base helps identify a clear project impact, which is based on science and analysis.
 - c. A strong evidence base shows ICPs the strategic partnerships your project will support.
 - d. A strong evidence base is only needed for groundwater infrastructure projects.

- 2. Which of the following are reasons why it is important to include Environmental and Social Safeguards (ESS) in groundwater infrastructure proposals?**
 - a. Accounting for ESS is important to ensure the project is inclusive and sustainable.
 - b. ICPs require it.
 - c. ESS plans are important to prevent, minimise or mitigate environmental and social risks.
 - d. All of the above.

- 3. Why are Gender considerations important for groundwater projects in particular? (select all which apply)**
 - a. Women are disproportionately impacted by not having access to water.
 - b. Women are typically under-represented in employment in the water industry and in decision-making and leadership positions within relevant water institutions and departments.
 - c. Gender considerations are only relevant for projects with specific gender goals.
 - d. ICPs often require gender sensitivities to be considered in project design.

- 4. What are the key objectives funders look for when considering a concept note or proposal? (select all which apply)**
 - a. Pro-poor development.
 - b. Low level of country ownership.
 - c. Catering for ESS and Gender development
 - d. Delivering value for money.

- 5. Please select the answer below which details the correct order of the steps in the project lifecycle:**
 - a. Initiation, Preparation, Closure, Execution.
 - b. Preparation, Initiation, Execution, Closure.
 - c. Initiation, Preparation, Execution, Closure.
 - d. Preparation, Initiation, Closure, Execution.

- 6. What is a Political Economy Analysis most useful for?**
 - a. PEA is a tool particularly well-suited to gain understanding of the key political and economic factors upon which the success or failure of your groundwater project will rest.
 - b. Helps identify priority avenues for revenue from the project.
 - c. PEA assists in determining "Where" the project should be.
 - d. PEA is a budgeting tool which can help you explain the different components of your project with an economic value attached to each component.



- 7. There is a direct link between groundwater and climate change. Which of the following statements are true of this link?**
- Rainfall will definitely increase as temperatures across SADC increase, which will improve the recharge of aquifers.
 - Climate change will lead to a higher groundwater drought risk throughout SADC.
 - Climate change can lead to more extreme weather events such as flooding, which will reduce the need for groundwater as surface water resources are frequently replenished by flooding.
 - Groundwater will become increasingly important as a resource as droughts throughout SADC increase, due to climate change.
- 8. How can you increase the bankability of your project?**
- Provide sufficient evidence, backed by the best available data.
 - Show that if the project is funded, that there will be a net benefit, with value for money.
 - Underestimate the costs of the project so it is more appealing for funders.
 - Clearly explain all the relevant previous work which has been done in the area.
- 9. Which of the following aid the enabling environment for investment for a project?**
- Overlapping mandates and centralised water resources development.
 - Political and economic stability.
 - An active and supportive civil society.
 - National policies which do not align with the relevant ICP result areas, which provides room for growth.
- 10. Which of the following considerations will benefit your groundwater project proposal?**
- Highlighting the co-benefits/ indirect benefits your project may have on local communities.
 - Aiding in the conjunctive use of water.
 - Contributing to knowledge sharing and data on groundwater.
 - All of the above
- 11. When trying to secure financing for a project, which of the following will encourage investment?**
- Low levels of corruption.
 - A water policy environment which is based on the principles of Integrated Water Resource Management.
 - Water policy and laws which promote public-private partnerships and crowd in the private sector.
 - Economic recession.
- 12. How do you develop a feasibility report for your project?**
- By hiring an expert consultant.
 - By using the information you have been gathering during the scoping exercise.
 - By looking at feasibility reports from similar projects.
 - By developing a project proposal.
- 13. How do you make sure your project proposal will attract funding? (select all that apply)**
- By using adequate data and information to support revenue collection.
 - By raising awareness around all aspects of water services, delivery and pricing.
 - By making sure that the partners involved in your project will ensure that water resources are effectively managed.
 - By setting clear institutional roles and responsibilities.

14. Which of the following are steps that you follow to develop a LogFrame?

- a. Construct the Project Storyline and verify it.
- b. Identify the Project Needs with a Problem Tree.
- c. Identify Assumptions and Risks.
- d. Compile the inputs needed in a budget.

15. How is a budget structured?

- a. By project activities.
- b. By project components.
- c. By project phases.
- d. By project implementers.

16. Why include social, environmental and gender analysis and plans in groundwater proposals? (select all answers which apply)

- a. To meet the shared, global goals of sustainability embodied in the Sustainable Development Goals (SDGs) and ensure that no one is left behind.
- b. To meet ICPs requirements.
- c. To ensure that women and indigenous people are included in the project.
- d. To ensure that your project does no damage to local communities or to the environment.

17. When should an exit strategy be set up?

- a. At the onset of the project.
- b. During the project
- c. By the end of the project.
- d. An exit strategy is not needed.

18. Which of the following risks are preventable? (select all answers which apply)

- a. Insufficient financial resources to complete the project.
- b. ICPs withdraw before the project has achieved milestones.
- c. Political interference at national level.
- d. Failure to act on warning signals.

19. True or False? ICPs all have the same proposal templates and project proposal requirements.

- a. True.
- b. False.

20. True or False? Groundwater is important for the conjunctive use of water.

- a. True.
- b. False.



Part 2: Application Question (20 marks)

Introduction

In the final section of this exam you will apply your learnings from the whole course to develop a short, draft groundwater proposal, based on the template provided for you as a resource in this module (similar to the proposal template you engaged with in Module 2).

Please complete the proposal template provided, based on the three questions below.

This question will build off the module assignments which you have completed for Modules 2 and 3 (the Theory of Change and the expanded LogFrame), so please refer back to these as much as possible. Your draft proposal needs to include the following three sub-sections. These are outlined in more detail in the instructions below.

1. Project background and rationale
2. Project goal
3. Remaining proposal components

Instructions:

1. Project background and rationale (about a page)

Please provide your project background and rationale. Please remember to briefly discuss the strategic context of your country, the project rationale (including the climate rationale), and the project location. Also, bear in mind that this is one of the most important components of any potential proposal.

Length: about 600 words / half a page.

(5 marks)

2. Project details (about a page)

Using the Theory of Change you developed in Module 2, as well as the LogFrame you developed as part of Module 3, outline your project details (the project outcomes, objectives, activities, etc). Break these down into the various components which will make up your project.

Length: about 600-words or a page.

(5 marks)

3. Remaining proposal components (about 2 pages)

Now that you have explained the core of your project, please elaborate on the other proposal components.

- 3.1. Provide an Implementation Plan for your project, based on the proposal template, which includes a gender mainstreaming plan, an environmental and social safeguards plan, etc. (4 marks)
- 3.2. Discuss and explain your project's risk and monitoring and evaluation strategy. (3 marks)
- 3.3. Explain your project exit strategy. (3 marks)

Length: about 1,000-words, or 2 pages for 3.1; 3.2 and 3.3.

(10 marks)

BONUS Question:

Provide an indication of a realistic budget for your project, based on the components of your project
(bonus 2 marks)

Exam answers

Part 1: Multiple Choice Questions

- | | |
|------------|----------------|
| 1. a, b | 11. a, b, c |
| 2. d | 12. b |
| 3. a, b, d | 13. a, b, c, d |
| 4. a, c, d | 14. a, c |
| 5. c | 15. b |
| 6. a | 16. a, b, c, d |
| 7. b, d | 17. a |
| 8. a, b, d | 18. a, d |
| 9. b,c | 19. b |
| 10. d. | 20. a. |

Part 2: Application questions

Still to come [setter please leave 1-2 pages – this will be rubrics]



References

Honey, P. & Mumford, A. (1982) Manual of Learning Styles. London: P Honey





Physical address

IGS Building
Dean Street, University of the Free State
205 Nelson Mandela Drive
Bloemfontein
South Africa

Postal Address

Internal Box 56
P.O. Box 339
Bloemfontein, 9300
South Africa

E-mail: info@sadc-gmi.org



https://www.instagram.com/sadc_gmi/



https://twitter.com/sadc_gmi



<https://www.facebook.com/theSADCGMI/>