**Development Proposal Template**

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| **Guidance**  This template can be used for all development projects.  Questions have a suggested length for the answer in words, for example [150 words]. This is for guidance only. Different projects will have more or less to say depending on the individual circumstances.  Guidance notes are given throughout the form. Wherever the word **Note** appears, this means that there are guidance notes that can be found in Annex D. Further examples and information can be found in the appendix. | |
| **Is this proposal a concept note or for a project less than 6 months?** | If yes, **please answer only the questions in black text.**  A logframe (section E) is optional. |
| **Is this proposal a full project proposal for a project longer than 6 months?** | If yes, **please answer all questions, both the questions in black and blue text.** |
| There are 32 questions in black and 23 questions in blue. Some of the questions require simple factual answers and some require answers that are longer. The questions will help to make sure that your project is well-designed and has the best chance of positive long-term impact for project participants and their communities. The short and long versions of the forms are combined in order to encourage best practice for all projects. Implementing partners are encouraged to discuss with funding partners any specific details of how to fill out the form.  For projects with a small budget but with a length of more than 6 months it may be sufficient to fill out the shorter version of the form. Please seek the advice of your funding partner. | |

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| **Guidance - Glossary of Terms**  Micah members come from many regions of the world, from diverse backgrounds and use different languages. Micah members are relief and development organisations, mission organisations, local congregations, learning institutions, and individuals. It is therefore important that we describe what specific terms mean in the relief, rehabilitation, development, advocacy, reconciliation and creation care sectors. |

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| **Term** | **Definition** |
| Baseline | A record of what the situation is like before a project or programme starts, so progress can later be measured and compared against this record. |
| Project Participant (Beneficiary) | An individual, group or organisation, whether targeted or not, that benefits directly or indirectly from a project. |
| Child | A person under the age of 18 years. |
| Concept Note | A brief summary of an idea for a project. |
| Direct Project Participant (Beneficiary) | An individual, group or organisation that has been directly involved in a project activity, has received a direct service through the project or who has worked in the project. |
| Disability | A physical or mental issue that, together with the person’s living environment, has a significant and long-term negative effect on the person’s ability to do normal daily activities. |
| Gift in Kind | An item or service (rather than money) that is given for use in the project. |
| Goal | The long-term result or wider objective that a project contributes towards (even if the project/programme by itself cannot achieve it). |
| Impact | (i) Higher level long-term sustainable changes usually not within the control of any   specific project.  (ii) How a project alters the state of the world.  (iii) Positive and negative, primary and secondary long-term effects produced by an  intervention, (directly or indirectly, intended or unintended). |
| Indicators | Quantitative or qualitative factors or variables that provide a simple and reliable way to measure achievement, to reflect the change connected to a project, or to help assess the performance of a project. |
| Indirect Project Participant (Beneficiary) | An individual, group or organisation who has indirectly benefited from a project activity. For example, in a child nutrition project, other members of the community will indirectly benefit as well as the children themselves benefiting directly. |
| Logical Framework (logframe) | A table used to explain and summarise what a project will do, including the logic of how the activities, outputs, outcomes and goal are related, the indicators and means of verification to measure the objectives and key assumptions in the design. |
| Needs Assessment | The process of identifying and understanding a community’s/people’s needs |
| Objective | A general word used for a desired change. |
| Outcome | (i). A change that occurred because of your project. It is measurable and time limited,  but it might take time to see the full effect.  (ii) The likely or achieved short-term and medium-term effect of the project outputs. |
| Output | (i) The products, both seen and unseen, that result from project activities.  (ii) The products, goods and services that result from a project. May also include  changes that contribute to the achievement of outcomes. |
| Programme | A set of projects that work together to meet specific objectives, to an agreed standard, within a certain time and cost. |
| Project | A self-contained set of activities to achieve defined objectives. |
| Qualitative | A measurement of the quality of something. |
| Quantitative | A measurement of the quantity of something. |
| Stakeholder | An individual, group or organisation with an interest or concern that relates to the project, or who may be affected or experience change as a result of the project. |
| Vulnerable Adult (Adult at Risk) | A person, 18 years of age or over, who is or may be unable to take care of him/herself, or unable to protect him/herself against significant harm or serious exploitation. |

**Section A Basic Information**

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| --- | --- | --- | --- | --- |
| A.1 | Name of the leading Implementing Partner  **Note** |  | | |
| A.2 | The person in charge of the leading Implementing Partner | Name and email address | Role | Location |
|  |  |  |
| A.3 | The person managing the Project | Name and email address | Role | Location |
|  |  |  |
| A.4 | Contact information of the leading Implementing Partner | Postal address and website | | |
|  | | |
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| A.5 | Legal Status of leading Implementing Partner | Registration number / details |  | |
|
| A.6 | Are you a member of Micah Global? | Yes / No / Don’t know |  | |
| A.7 | **Bank Details** | | | |
| Bank Name |  | | |
| Bank Address |  | | |
| Account Name |  | | |
| Account Number |  | | |
| IBAN |  | | |
| Bank Swift Code / BIC number |  | | |
| Currency of Bank Account |  | | |

**Section B Project Overview and Context**

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| --- | --- | --- | --- | --- |
| B.1 | Project Title |  | | |
| Is this a new project or the continuation of a previous project? |  | | |
| If it is a continuation, which project is it a continuation of? |  | | |
| Total Project length | Start Date | End date | Duration in months |
| (*dd/mm/yyyy)* |  |  |
| Location(s) of project  *(region, country, sub national level 1, sub national level 2, community name)*  **Note** |  | | |
| Is the location mostly rural or mostly urban? |  | | |
| Total number of intended project participants *(direct plus indirect)* See section C.7  **Note** |  | | |

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| B.2 | **i. Name(s) of all partner organisations working on this project**  **Note** | **Will the partner be paid for their work(Y/N)?** | **Have you worked with this partner before? (Y/N)** |
|  | 1 |  |  |
|  | 2 |  |  |
|  | 3 |  |  |
|  | 4 (please add more rows if needed) |  |  |
|  | ii. Please describe the checks (due diligence) you have carried out on each partner listed above [100 words per partner]  **Note1**  **Note2** | | |
|  |  | | |
|  | iii. Did your checks find any issues that need improvement? If so, please explain.  **Note** | | |
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| B.3 | **Source of project funds** - please list all funds that will be part of this project  **Note** | | |
|  | **Funding Partner**  **Note** | **Name** | **Amount Requested** (include currency) |
|
|  | 1 |  |  |
|  | 2 |  |  |
|  | 3 |  |  |
|  | 4 |  |  |
|  | 5 |  |  |
|  | (add rows if needed) |  |  |
|  |  |  |  |
|  | **Gifts in Kind**  **Note** | **Type(s)** | **Total Value** |
|  |  |
|  |  |  |  |
|  | **Own Funds**  **Note** | **Source (reserves, contingency, appeal)** | **Amount** |
|  |  |
|  |  |  |  |
|  | **Other Income**  **Note** | **Type** | **Amount** |
|  |  |
|  | **Total Project Budget (all years)** | |  |

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| --- | --- | --- | --- | --- |
| B.4 | **Project Approach**  **Note**  (tick all that apply) | | Capacity Building & Support |  |
|  | Mobilising and Organising |  |
|  | Assistance (cash or vouchers) |  | Research and Communications |  |
|  | Assistance (in kind) |  | Working with Faith Communities |  |
|  | Campaigning and Lobbying |  | Other (please specify) | |

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| B.5 | **Sectors of work**  (tick all that apply) | | Non-Food Items |  |
|  | Organisational Development |  |
|  | Conflict and Peacebuilding |  | Protection |  |
|  | Education |  | Resilience / Recovery |  |
|  | Environment |  | Shelter |  |
|  | Food Security |  | WASH |  |
|  | Health |  | Other (please specify) | |
|  | Livelihoods |  |  | |
|  | *See Annex A for further information on sectors* | | | |
| B.6 | Please provide a short narrative summary of the project [250 words]  *(what is planned, why is it needed, where will it be, who is involved)*  **Note** | | | |
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**Section C Strengths, Needs, Targeting and Inclusion**

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| **Guidance**  This section should describe the strength and needs of the community and explain the reason for your project. Please show how you know the needs exist and that they are priorities for the community.  Please show the source of your information. Sources may include needs assessment, market assessment, baseline assessment, household survey, external report, government data, observation, key informant interview, focus group discussion and others. |

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| C.1 | Describe the context in which the project will be carried out. Please give an overview of the local situation and any significant factors in the wider country situation that are important to understand the project context (for example political, economic, social, technological, environmental or legal factors). [maximum 150 words]  **Note** |
|  |
| C.2 | i. Describe the strengths and assets that already exist in the communities where you plan to work. *(Please explain the sources of your information)* [150 words]  **Note** |
|  |
| ii. Describe the needs of affected communities, particularly in the area you have chosen for your project. *(Please explain the sources of your information)* [150 words]  **Note** |
|  |
| iii. If you have found needs that you are unable to meet with this project, how are you referring them on to others who may be able to work with communities to help with these issues? [100 words]  **Note** |
|  |
| iv. What is the total number of people living in the locations you have chosen for this project? *(Please quote the source of your information and include any breakdown of the information if available - e,g, male/female, average number of people per household etc.)*  **Note** |
|  |
| C.3 | Who are the most vulnerable groups (people most at risk) within the project location(s) and what are their particular needs? Please say which of these groups you will be working with in your project. [100 words] |
|  |
| C.4 | How have you involved communities in identifying strengths, needs, choosing the project locations and identifying the most vulnerable groups? [150 words]  **Note** |
|  |
| C.5 | i. Please describe the criteria you used for selecting project participants (beneficiaries)[[1]](#footnote-1) [100 words]  **Note** |
|  |
| ii. How were communities, especially marginalised groups, involved in setting the criteria for selecting project participants? [100 words]  **Note** |
|  |
| C.6 | i. Have you undertaken a baseline assessment? (yes / no) |
|  |
| ii. Do you have plans to undertake a baseline assessment? (If yes, please state when) |
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| **Guidance**  In the table below, please outline how many project participants you are targeting.  Use estimates if data is not available for older people and people with disabilities.[[2]](#footnote-2) |

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| --- | --- | --- | --- |
| **C.7 Project Participants**  **Note** | | **Direct participants**  **Note** | **Indirect participants** |
| Female Under 18 years (Child) | people with disability |  |  |
| Female Under 18 years (Child) | people without disability |  |  |
| Male Under 18 years (Child) | people with disability |  |  |
| Male Under 18 years (Child) | people without disability |  |  |
| Female 18 to 59 years | people with disability |  |  |
| Female 18 to 59 years | people without disability |  |  |
| Male 18 to 59 years | people with disability |  |  |
| Male 18 to 59 years | people without disability |  |  |
| Female 60 years and over | people with disability |  |  |
| Female 60 years and over | people without disability |  |  |
| Male 60 years and over | people with disability |  |  |
| Male 60 years and over | people without disability |  |  |
| **Totals** | |  |  |
|  | | | |
| **Grand total** | **direct + indirect participants =** | | \* |
| Please explain how you counted the number of direct project participants and include any assumptions you made.  **Note** |  | | |
| Please explain how you counted the number of indirect project participants and include any assumptions you made.  **Note** |  | | |

\* please ensure this total is the same as your answer in question B1

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| C.8 | **Project Participants**  (tick all that apply)  **Note** | | | Influencers (individuals that have respect and authority in the community) |  |
|  | Faith groups | |  | Organisations & Institutions |  |
|  | Individuals and communities |  | | Other (please specify) |  |

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| C.9 | How will you make sure there is safe and fair access to the project, especially for those who are more vulnerable to exploitation, abuse or exclusion (for example children, older people, people with disabilities and people from minority ethnic groups)? [100 words]  **Note** |
|  |
| C.10 | What difficulties have you identified for vulnerable groups taking part in the project activities and how do you plan to deal with these? *(difficulties may include: attitudes of others; laws/policies and procedures that ignore some groups; physical access and access to information)* [150 words]  **Note** |
|  |
| C.11 | How are you making sure that everyone is involved in how the project is designed and carried out (consider men, women, girls, boys and marginalised groups)? [100 words]  **Note** |
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**Section D Project Design**

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| D 1  **Note** | i. What specific problem(s) or opportunity(ies) will the project address? [100 words] |
|  |
| ii. What are the root causes of the problem and are there any underlying policies or practices that are contributing to the problem? (If you made a problem tree to understand these issues you can attach it to the proposal) [100 words] |
|  |
| iii. What overall approach will you use to address the problem? What other approaches were considered and why were these not used? [150 words] |
|  |
| D 2 | What change do you expect to see as a result of the project? [200 words]  *(Consider both change* ***during*** *the life of the project and* ***longer-term*** *change. This is the section where you can explain your theory of change, or how you believe change happens in your context. If it is relevant, feel free to explain the change process using a diagram. You may wish to consider changes in community well-being, the environment, changes to underlying policies / practices and changes in local capacity / skills.)*  **Note** |
|  |
| D 3 | Describe how your project will be implemented. Please list the partner organisations from question B.2.i and briefly describe what each organisation will do, including your own organisation. [100 words] |
|  |
| D 4 | What previous experience do you (and your partner organisations) have: i. with this type of project and ii. of the project area (including how long for)? [100 words] |
|  |
| D 5 | How will information about the project be shared with communities in a way that fits in with the local culture? *(please include how you will communicate with those who might find it hard to access information, such as younger/older people, people with health issues, people with a disability, those will low literacy and other excluded groups)* [150 words]  **Note** |
|  |
| D 6 | i. Community members should be encouraged to make comments about the project (positive and negative) and it should be easy and safe for them to do this. Please describe your community feedback, which should include how the opinions of community members are included in the project design and implementation and also the process for how you will respond to any feedback you might receive.[[3]](#footnote-3) [150 words]  **Note** |
|  |
| ii. How does the local community want to receive feedback from you about the project? How often will that be and how will you monitor this? [100 words]  **Note** |
|  |
| D.7 | What steps are you taking to make sure the project activities do not harm the environment? [150 words]  **Note** |
|  |

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| D 8 | **Risk Assessment and Management** [one page] *see Annex B for a worked example*  i. Five standard risks have been listed in the table below. Please assess how these risks might affect your project and also, describe the measures that you will take to reduce the risk as much as possible  ii. Please add to the table other significant risks (as many as are required) that you think could affect your project.    *It is important to note that managing these risks should continue for the whole project, not just happen at the start.* |
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| --- | --- | --- | --- |
| \* Please add H (high), M (medium) or L (low) | | | |
| **Risk**  Something that could go wrong and how it would affect the project | **How would you rate this risk?\*** | | **Mitigation**  What can you do to **reduce** the chance that this risk will happen or **reduce** the problems it causes if it does happen?  **Note** |
| impact  H / M / L | likelihood  H / M / L |
| **Security:** e.g. Political instability, road safety, natural disaster etc. How will these affect your project? |  |  |  |
| **Personnel:** e.g. Finding the right people with the right skills who are prepared to work in the required locations. |  |  |  |
| **Finance:** e.g. Systems to prevent misuse of funds, fraud and corruption (internal and external to the organisation) not working and how that might affect the project. |  |  |  |
| **Sustainability:** e.g. The community does not carry on the learning from the project into the future or joint working with the authorities and other stakeholders is not possible. |  |  |  |
| **Safeguarding** | | | |
| **Systems:** Local safeguarding practices and legislation is non-existent, weak or unenforced or the project will be implemented in an emergency situation and/or in remote settings. Please include details on the safeguarding policies (how regularly it is being updated), the safeguarding complaints mechanism (reporting or incident management guidelines) and if children and/or vulnerable adults have been consulted in the design process. |  |  |  |
| **Vulnerability:** Project activities or delivery points of this project might expose children and/or vulnerable adults to further risks when they access the service (e.g. environmental/health and safety hazards, local armed conflicts, children or vulnerable adults are separated from caregivers, intervention will affect power dynamics for instance giving cash to child-headed households. |  |  |  |
| **Contact:** Project activities will require one or several of the following:  - One-to-one, physical contact and/or home visits (e.g counselling, health services, hygiene home visits)  - Overnight activities (e.g camps, safe homes)  - Transporting beneficiaries to/from activities  - Unsupervised contact with children and/or vulnerable adults while working (e.g in a classroom or training, counselling, care or advice setting)  - The project will be totally or partially delivered by volunteers and/or associates/contractors/visitors  - Visitors, volunteers, media are briefed on safeguarding and confidentiality procedures. |  |  |  |
| **Safe Recruitment:**  - Safe recruitment practices such as Background checks and references have not been followed during recruitment  - Not all of the representatives/associates/contractors involved in the project have signed the code of conduct of the organisation  - Safeguards in place to ensure that contractors do not employ children and they follow fair trade practices |  |  |  |
| **Training:** Representatives/associates/contractors/drivers have not received safeguarding training to understand their duty of care towards children and vulnerable adults; their safeguarding responsibilities and the organisation’s incident reporting system. |  |  |  |
| **Awareness:** Children and vulnerable adults and their carers have not received information about their rights and have not been made aware of the organisation’s safeguarding reporting/complaints procedure including contact details of the focal person they can report concerns or allegations. (Mitigation should include how you will communicate with those who might find it hard to access information, such as younger/older people, people with health issues, people with a disability, those will low literacy and other excluded groups). |  |  |  |
| **Communication and Reporting:** Children and/or vulnerable adults stories, personal information, photos/videos (electronic or digital) will be used for this project to communicate progress, monitor and/or to raise funds and may be uploaded to the internet/social media or used as poster images. |  |  |  |
| **Other Risks** related to your project (please specify - e.g market failure, damage to infrastructure, new project methods not working, unable to meet project targets, project replacing government functions, inconsistent funding, etc.). |  |  |  |
| 1. |  |  |  |
| 2. |  |  |  |
| 3. |  |  |  |
| 4. |  |  |  |

**Section E Simplified Logical Framework / Logframe[[4]](#footnote-4) (maximum two pages)**

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| **Guidance**  A logframe is a way to explain the logic of your project design. It shows how activities achieve outputs, how outputs lead to the outcome and how the outcome contributes to the overall goal. Please look at Annex C for a worked example.[[5]](#footnote-5) Keep your logframe simple and concise. The number of outcomes should be limited to 3.  For a log frame to be useful it will need to be used throughout a project. It is expected that the logframe will be updated regularly as the situation with the project changes.    **The logframe below contains guiding questions to help you complete the table. Please delete this text as you write your logframe. Alternatively, if logical frameworks have already been developed in another format but cover all the required information below, they can be attached to the proposal as an annex.** |

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| --- | --- | --- |
| **Objectives** | **Indicators (SMART)[[6]](#footnote-6)** | **Sources of evidence**  **(means of verification)** |
| **Impact / Goal** | | |
| What is the overall, high level change that you want your project to contribute to?  **Note** | What will indicate if you have contributed to this goal? | What evidence will be used to measure the indicators? |
| **Outcome / Purpose** | | |
| What is/are the specific change(s) you want to see as a result of the project?  **Note** | What will indicate whether these changes have been achieved? | What evidence will be used to measure the indicators? |
| **Outputs** | | |
| What are the products/services or results that project activities will generate? | What will indicate whether the outputs have been delivered? | What evidence will be used to measure the indicators? |
| **Activities** | | |
| What are the main activities you will carry out to deliver the outputs? |  | |

**Section F Stakeholder Relationships**

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| **Guidance**  It is useful to analyse relationships and power within the communities in which you are working.  Apart from project participants, who are the main people or groups in the community and what role will they play in helping or preventing changes in the community?  As well as those who are directly involved in the project, there may be people of influence who are not directly involved but who will still affect it. Think about what impact these people will have on the project and how you will engage with them. There is an example of a Stakeholder Relationship table in Annex D. |

|  |  |  |
| --- | --- | --- |
| Who are the main people and groups in the community or project location? | How will they affect the project and what role will they play? | How will the project make sure that they will be positively engaged in the process? |
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**Section G Building Community Resilience and Sustainability**

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| **Guidance**  In the design of your project, it is important to think about the longer term future. How can the project help the community become more resilient and how can benefits from the project be sustained? |

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| G.1 | i. Please describe your exit strategy from the project area; how have you involved the community in this planning? [150 words] |
|  |
| ii. If part of your exit strategy means you will continue working in the project area for some time after the end of the project, how do you plan to do this? [100 words] |
|  |

|  |  |
| --- | --- |
| G.2 | How are you strengthening the capacity of the local community (e.g. mentoring, training), for example, the local church, faith groups, community groups and local government officials? Please include details of any discussion you have had with these groups. [150 words]  **Note** |
|  |
| G.3 | How does your response build on local capacities, including the capacities of those who may be marginalised such as people with a disability, older people or women? [150 words]  *(Consider what skills and resources the local community will bring to the project)* |
|  |
| G.4 | How will the project enable the community to manage its own development beyond the life of the project and how will community leadership and motivation be sustained? [150 words]  **Note** |
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| --- | --- |
| G.5 | How will the project help build community resilience? [200 words]  *(This could include reducing vulnerabilities, promoting community relationships, supporting the local economy, the ability to respond to challenges in the future or other ways relevant to your context[[7]](#footnote-7))*  **Note** |
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**Section H Programme Management and Effectiveness**

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| **Guidance**  This section focuses on monitoring, evaluation and learning; how you will organise and equip your project team; coordination with others and ensuring quality in the project. All these elements are essential and should be planned at the start of the project for maximum effectiveness. |

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| --- | --- |
| H.1 | What learning points related to this project have been applied from past experience? How has learning, including risk mitigation, from previous evaluations shaped this project? [100 words]  **Note** |
|  |
| H.2 | Please describe the monitoring plan for the project; how you will monitor progress against targets, the frequency of monitoring, the monitoring activities and how you will measure quality. [250 words]  *If you have a monitoring plan or framework in your own format please submit it with this proposal.*  **Note** |
|  |
| H.3 | How will you involve community members and project participants in monitoring and evaluating the project? Please describe what they will do. [150 words] |
|  |
| H.4 | How are you planning to evaluate this project (review/evaluation, internal/external, mid-term/final etc.)? Please describe the evaluation and any other learning activities you have planned. [100 words]  **Note** |
|  |
| H.5 | How will you share your learning within your organisation, with peers, with project participants and other stakeholders? [100 words]  **Note** |
|  |

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| --- | --- |
| H.6 | Please describe the structure of the team managing this project and how it fits into the structure of your whole organisation. [100 words]  *You may insert an organogram showing project staff, if you have one, or attach it with your proposal* |
|  |
| H.7 | What additional demands will the project place on your existing leadership and management capacity? [100 words]  **Note** |
|  |
| H.8 | What areas do you see in your organisational capacity where you would welcome some support or strengthening? [100 words]  **Note** |
|  |

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| H.9 | How will the project be coordinated with local government activities and link into national development plans and other government policies and practices? [200 words]  **Note** |
|  |
| H.10 | How will the project be coordinated with projects of other development organisations in the identified area to avoid duplication, share information and ensure your project fits in with the work of others?[200 words]  *(Please name those you are* collaborating and coordinating with - *NGOs, community groups, local authorities, Government, Micah Global / Integral Members, UN, INGOs, START network and others)* |
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| --- | --- |
| H.11 | Please describe, for each main sector of activity, what good practice and technical standards you will be applying and how they will be made relevant to your local situation. [200 words]  *(please refer to CHS[[8]](#footnote-8), Sphere and other standards relevant to your project)*  **Note** |
|  |
| H.12 | Do you see any challenges in meeting the good practice and technical standards indicated above? Please list each challenge and explain what action you will take to solve the challenge. [200 words] *(please refer to CHS, Sphere and other standards relevant to your project)* |
|  |
| H.13 | How will the project address issues of gender and gender equality? *(If a gender analysis has been conducted please describe the findings)* [150 words]  **Note** |
|  |

**Section I Local Faith Community**

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| --- | --- |
| I.1 | What role will the local faith community have in this project and how are you engaging with them? [200 words]  **Note** |
|  |
| I.2 | Does the project aim to support or be part of the work of the faith community in the wider community? [150 words]  **Note** |
|  |

**Section J Project Budget**

Please complete the separate excel spreadsheet entitled **Micah Global Financial Proposal Template**.

**Section K Annual Work Plan**

Please provide an annual work plan showing the timing of the project activities you will achieve in the first year. The plan should be based on the activities described in the Logframe. A sample format is included in Annex F, but please use your own format if you have one.

You will need to write a new annual work plan at the beginning of each year. Writing a new plan each year allows for adjustments to be made if needed as the project progresses.

**Annex A Micah Global Sector Definitions**

|  |  |
| --- | --- |
| **Micah Global Definition** | **Includes** |
| Conflict and Peacebuilding | Democracy, human rights, healing, justice, rule of law, young leaders, reconciliation |
| Education | Primary, secondary, tertiary/higher, vocational, adult education |
| Environment | Renewable energy, waste management |
| Food Security | Access to food/markets, nutrition, food production/supply |
| Health | Disability, infectious diseases, maternal and child health |
| Livelihoods | Micro enterprise, micro finance, financial services, natural resource management |
| Non-Food Items | Basic goods for personal hygiene, preparing food, warmth, sleeping, building / maintaining shelters |
| Organisational Development | Governance, financial management, personnel, project cycle management, technical support |
| Protection | Psychosocial health, safeguarding, Sexual and Gender Based Violence, social norms |
| Resilience | Disaster risk reduction, integrated programmes, learning / adaptation |
| Shelter | Emergency, temporary, transitional, permanent shelter |
| WASH | Safe water, sanitation, hygiene practices |

**Annex B Example of a Risk Assessment and Management Table**

|  |  |  |  |
| --- | --- | --- | --- |
| \* Please add H (high), M (medium) or L (low) | | | |
| **Risk**  Something that could go wrong and affect the project | **How would you rate this risk?\*** | | **Mitigation**  What can you do to **reduce** the chance this will happen or **reduce** the problems it will cause if it happens? |
| impact  H / M / L | likelihood  H / M / L |
| **Safeguarding:** Staff / partners / contractors / drivers have not received safeguarding training to understand their duty of care towards children and vulnerable adults; their safeguarding responsibilities and your organisation’s incident reporting system. | H | L | Staff, partners, volunteers and contractors including drivers have all received training on our safeguarding policy and procedures and understand their duty of care for children and vulnerable adults. Everyone is aware of who our Safeguarding Focal Point person is and how to report concerns or incidents. |
| **Security:** Access to the project area is difficult due to security concerns, and / or annual weather patterns, and this may mean implementation gets behind schedule. | H | L | Security is currently stable and access to project areas is good. This may change when elections are held in 5 months’ time. We will monitor this and schedule work away from the election time. Annual weather patterns are predictable and have been factored into our workplan. If there is a large natural disaster we will reassess our workplan. |
| **Personnel:** Safe recruitment good practice, such as obtaining background checks and references, has not been followed during recruitment. | M | L | Safe recruitment practices are in place. References are obtained for all new staff and any concerns investigated before the probation period ends. If issues arise, staff contracts can be ended before the end of the probation period. |
| **Finance:** Fraud or corruption means funds are not used as planned. | H | L | All our staff have received training on anti-fraud and corruption and we have good financial checks and systems in place to ensure funds are spent correctly. We have also trained the finance and admin staff of the 2 partners with whom we are working. |
| **Sustainability:** A lack of joint working with local communities, authorities and other stakeholders may reduce the longer-term sustainability of the project. | M | L | Staff ensure that they work with community members in planning and implementation of all projects. Projects grow from community ideas and they advise on longer term issues and sustainability. Staff work with local authorities to ensure good synergy between their current/future plans and the project. |
| **1, Registration** - new regulations around registration mean that all organisations must complete a new online process to confirm their current registration. The process is more detailed and some organisations are finding it harder to comply with the new online requirements. | H | L | The Finance Manager is leading on the new online process with support from the team. The deadline is 4 months away and staff are meeting regularly with the local authorities to show our progress and receive guidance. This issue is discussed within local coordination groups to share learning between organisations. |
| **2, Funding** - we are approaching a number of donors in the hope that they will be happy to jointly support this work but if we do not secure the total budget requirement we will be unable to carry out the full project as described. | H | M | In discussions with communities, we have sought to manage expectations so they are clear the project can only go ahead if enough funding is won. We are seeking funds from our funding partners in several countries. As a contingency we have prepared a scaled back version of the project that could be implemented but with greatly reduced impact. |
| **3, Targeting** - it has been difficult to obtain accurate disaggregated population data for the project locations and there is a risk some vulnerable people may be missed. | M | L | Project staff obtained data for the project locations from local authorities and the 2012 national census. Working with local leaders, staff have identified the most vulnerable in each community. A household survey is in process to improve disaggregation, verify the data and ensure fair and inclusive targeting. |
| **4, Logistics** - we are introducing new logistics procedures which will improve the way we work. We are still in the middle of the change process with staff structures transitioning and new procedures still being introduced. | M | L | The senior Logistics Coordinator from head office travels regularly to support local teams and with the local Logistician will oversee staff training, introduce the new procedures and equip staff to support partners. She has responsibility for logistics management and compliance during the change process. |

**Annex C Example of a Logframe**

|  |  |  |
| --- | --- | --- |
| **Objectives** | **Indicators (SMART)[[9]](#footnote-9)** | **Sources of evidence**  **(means of verification)** |
| **Impact / Goal**  *There is one goal and your project contributes to this wider goal.* | | |
| *What is the overall issue or problem identified?*  Example  Reduction in incidence and impact of diarrhoeal disease | *What will indicate if you have contributed to this goal?*  Mortality rate due to diarrhoeal disease in Nimallu reduced by 5% by end of the project  Incidence of diarrhoeal disease in Nimallu reduced by 50% by end of the project | *What evidence will be used to measure the indicators?*  Government statistics  Local health centre statistics |
| **Outcome / Purpose**  Usually one outcome is enough; occasionally two or three may be used. | | |
| *What is the specific change you want to see as a result of the project?*  *The outcome is written as what change, where and when.*  Example  Improved access to, and use of, safe water in Nimallu by the end of August 2021 | *What will indicate whether this change has been achieved?*  All households accessing at least 15 litres water per person per day by end of the project  Average distance of households to nearest safe water less than 500m by end of the project  Local government testing water quality annually | *What evidence will be used to measure the indicators?*  Household survey report  Household survey report  Local government water testing report |
| **Outputs**  Standards projects have several outputs, split by sector or sub sector. Many projects will have between three and five outputs. Having more than five can become too complex. | | |
| *What are the products that project activities will generate?*  *The outputs should lead to the achievement of the project outcome. Outputs are like markers or milestones which show you have carried out the activities successfully.*  *The outputs are written as what will be delivered, how much, where and when.*  Examples  1, Participatory water management system established in each sub area of Nimallu by end of January 2021 | *What will indicate whether the outputs have been delivered?*  Local authority and community joint plans and budgets in place by end of Month 9  At least 90% of Water User Committees raise local contributions by end of Year one  Local government water office participates in Water User Committees | *What evidence will be used to measure the indicators?*    Plans and budgets  Water User Committee log book    Water User Committee log book |
| 2, Water sources improved or replaced in each sub area of Nimallu by end of May 2021 | At least 90% improved or new sources of safe water established and in operation by end of the project  97% of hand-pumps functioning at the end of the project | Water User Committee log book  Water quality test reports  Field survey report |
| 3, Community knowledge and use of safe hygiene practices improved in each sub area of Nimallu by the end of July 2021 | Number of people washing hands after defecating increased to 75% of target population by end of July 2021  Number of people storing water safely increased to 75% of target population by end of July 2021  Three CHPs per community attend training and score at least 90% in a post-training test after 9 months  80% of community members trained by the end of the project | Survey of knowledge, attitudes and practice (KAP survey)  Survey of knowledge, attitudes and practice (KAP survey)  Test score records  Training records |
| **Activities** | | |
| *What are the main activities you will carry out to deliver the outputs?*  *Each activity should be clearly related to one output. You will have several activities under each output.*  *The activities are written as what will be done, who will be involved, where and when.* | 1.1 Establish water user committees (WUCs) within each sub area of Nimallu by the end of April 2020  1.2 Provide training for WUC members in surveying, planning, monitoring and proposal writing by end of June 2020  1.3 Communities carry out baseline and monitoring surveys of water use and needs and submit proposals by end of July 2020  1.4 Hold District Water Department and WUC regional planning meetings  2.1 Local committee to select Community Water Workers (CWW) within each sub area of Nimallu by the end of May 2020  2.2 Train CWWs to improve existing water sources, to dig new ones, to maintain and repair hand pumps within each sub area of Nimallu by the end of July 2020  2.3 Improve existing water sources and dig new ones within each sub area of Nimallu by the end of April 2021  2.4 Arrange for District Water Department to test water quality in each water source within each sub area of Nimallu as they are completed  3.1 Train existing Community Health Promoters (CHPs) to increase their knowledge of diarrhoeal disease and the need for good hygiene practice by end of July 2020  3.2 CHPs train men, women and children in good hygiene practice by end of April 2021 | |

**Annex D Example of a Stakeholder Relationship Table**

|  |  |  |
| --- | --- | --- |
| Who are the main people and groups present in the community or project location? | How will they affect the project and what role will they play? | How will the project ensure that they will be positively engaged in the process? |
| Community council | They will play a central role in the campaign. They support the project and in planning discussions have expressed their eagerness to be involved. | One of their members will be on the project steering group to represent the community. They will meet regularly with staff to be updated on progress. |
| Local Government | They support the aims of the campaign but do not have sufficient capacity to commit time / resources to actively support it. | Staff will continue to actively engage with them to try to persuade them to be more involved by explaining more about the local benefits of their taking part. |
| School teachers | Some support the idea but some do not and are not willing to include the materials in lessons where it is in line with the curriculum. They are important as they could influence and reach many children. | Staff will begin working with teachers who are supportive and seek to persuade those with doubts by demonstrating the impact through a pilot. Staff will continue to meet them and invite them to visit the pilot location to see for themselves. |
| Religious leaders | Most are happy with the project idea and have already agreed to share the materials with their congregations. The demonstration of interfaith unity will be significant in the community supporting the campaign and will give them a strong voice. | Staff will continue to meet with them regularly, supply them with all the materials and be available to support them as needed. |
| Retired Mayor | She has had personal experience in her family of the issue we are addressing and is a key supporter who is willing to speak at meetings. She is very well known and liked locally and will be a huge asset to the campaign. | Staff will keep her up to date with progress and work with her on promoting the campaign in the media and locally. |

**Annex E The Core Humanitarian Standard on Quality and Accountability**

**The Nine Commitments**

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**Annex F Annual Work Plan**

This is an example of the sort of format you can use for a work plan, which shows the project activities against a timeline. In this example the project is only 18 months long so the whole project length is shown here in quarters. Another option is to divide the columns into months and show for 12 months which activities will happen when. The format you choose will depend on the type of project you are doing and the duration of the project.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Activities** | **Q1\*** | **Q2** | **Q3** | **Q4** | **Q5** | **Q6** |
| **Output 1 - Participatory water management system established in each sub area of Nimallu by end of January 2021** | | | | | | |
| 1.1 Establish water user committees (WUCs) within each sub area of Nimallu by the end of April 2020 |  |  |  |  |  |  |
| 1.2 Provide training for WUC members in surveying, planning, monitoring and proposal writing by end of June 2020 |  |  |  |  |  |  |
| 1.3 Communities carry out baseline and monitoring surveys of water use and needs and submit proposals by end of July 2020 |  |  |  |  |  |  |
| 1.4 Hold District Water Department and WUC regional planning meetings |  |  |  |  |  |  |
| **Output 2 - Water sources improved or replaced in each sub area of Nimallu by end of May 2021** | | | | | | |
| 2.1 Local committee to select Community Water Workers (CWW) within each sub area of Nimallu by the end of May 2020 |  |  |  |  |  |  |
| 2.2 Train CWWs to improve existing water sources, to dig new ones, to maintain and repair hand pumps within each sub area of Nimallu by the end of July 2020 |  |  |  |  |  |  |
| 2.3 Improve existing water sources and dig new ones within each sub area of Nimallu by the end of April 2021 |  |  |  |  |  |  |
| 2.4 Arrange for District Water Department to test water quality in each water source within each sub area of Nimallu as they are completed |  |  |  |  |  |  |
| **Output 3 - Community knowledge and use of safe hygiene practices improved in each sub area of Nimallu by the end of July 2021** | | | | | | |
| 3.1 Train existing Community Health Promoters (CHPs) to increase their knowledge of diarrhoeal disease and the need for good hygiene practice by end of July 2020 |  |  |  |  |  |  |
| 3.2 CHPs train men, women and children in good hygiene practice by end of April 2021 |  |  |  |  |  |  |

\* Q1 stands for Quarter 1

**Annex G – Guidance Notes**

|  |  |
| --- | --- |
| **Ref.** | **Note** |
| A.1 | There may be a number of organisations involved in implementing your project but here we need to know the details of the one who is responsible overall, and it is this lead implementing organisation that should be filling out and submitting the form. |
| B.1 | Location(s) of project – what is referred to as sub national level 1, sub national level 2, community name may be any breakdown of provinces, counties, districts, metropole or similar that are relevant to the project in question. Community name may be a village or a recognised community in which the project is taking place. |
| B.1 | Total number of project participants - put here the ‘Grand Total’ you calculated in section C.7. |
| B.2.i | List here all your partners that will be involved in implementing the project - no need to include those you are coordinating with, just the ones delivering the project. |
| B.2.ii | It is important to know that all the implementing partners will carry out their work in a proper way that does not cause any harm. It is the responsibility of the lead implementing agency to show that they have properly checked each implementing agency. This will involve checking each agency’s policies and procedures and also observing how they do their work and whether they keep their commitments. You should describe here what checks you have done and what you have found out. |
| B.2.iii | Give details here of any improvements that need to be made how that will be done. All organisations can improve, but if the checks find one that is not suitable to carry out the work, then they should not be proposed for the project. |
| B.3 | This section is intended to show the overall financial situation for the project. The details will be given in the separate Financial template.  List here the funds you are applying for from different funding partners; this helps everyone to be clear about what percentage they are contributing.  List here any non-financial support you are expecting for your project. This could be equipment, materials, services etc. You should state the financial value of that support if you had to pay for it.  Are you contributing any of your own funds to the project or will you be raising money for it locally? Give any details here.  Other sources of funding might include things like local income generated by the community or from the project activities. |
| B.4 | This section is for you to describe the overall way(s) that the project will work. You can tick more than one box. |
| B.6 | Put here a short summary of the project covering the areas requested. There will be the chance to give more details later in the proposal. It might be easier to fill in this section at the end. |
| C.1 | Give an overview of what the project area is like and what life is like for the people - also describe the wider country-level factors that are listed if they are relevant. Partners want to build up a picture of the place where you are working. |
| C.2.i | You need to understand the strengths of the community so that the project can be designed to work with those strengths. Give details of the strengths and a description of how they were assessed (interviews, observations, focus group discussions etc.) |
| C.2.ii | Describe the particular needs of the community along with how you got that information. This will include your own needs assessment, baseline assessment, household surveys etc. but it may be helpful to include other external information. |
| C.2.iii | This could be through coordination groups, government channels, representation to funding partners etc. |
| C.2.iv | This is the total population for the area(s) that your project is working; it is likely to be greater than the number of project participants. |
| C.4 | How have you made sure that all parts of the community have been properly represented in the process of understanding the situation and their needs and making decisions about where to work? |
| C.5 | i. Describe what selection method you used to choose which participants you will work with. What criteria did you use (e.g. health, wealth, resilience etc.) and who made the decisions (community groups, implementing agency, external agency, etc.)?  ii. Give details of how you involved the whole community in that process - it is important to do this so that they have ownership of the project and it has the best chance of success. |
| C.7 | Collect data for categories of participants in line with the table headings. The footnotes give guidance for general statistics on % of people over 60 years and % of people with a disability if these figures are not possible to obtain.  Numbers will vary depending on the project type and size. e.g. a national health project might have a large number of direct participants, but an advocacy project might have very small numbers (who can influence large numbers of indirect participants).  How did you count the number of direct participants? Did you make any assumptions (e.g. number of people in a household, average patient numbers etc.)?  Normally it will be necessary to estimate the number of indirect project participants rather than counting them directly. Please explain how your method for calculating this number (range and extent of influence, population estimates etc.). |
| C.8 | This section is to help understand which groups in the community the project participants come from. Tick all that apply. |
| C.9 | You need to consider how more vulnerable community members can benefit from your project; describe here how you will do that e.g. discussion with community leaders, monitoring, appropriate systems, additional support for those who are vulnerable etc. |
| C.10 | This section asks for more detail on the things that might stop those who are vulnerable from accessing the project and how you plan to overcome those challenges. |
| C.11 | All groups in the community should be able to influence decision making in the design of the project; this section checks how you have done that, e.g. focus group discussions, observations, agreement with community leaders etc. |
| D.1 | In this section describe the problem that you are trying to improve on in your project - what are the reasons behind that problem existing and why do you think that the approach of your project (see section B.4) is the best one to take? |
| D.2 | How will your project work towards improving the problem(s) described in D.1? Having a good and realistic theory of how change will happen is the key to your project succeeding. |
| D.5 | It is essential that there is clear communication with participants so that they can understand, be involved and be kept safe. Extra effort is needed with those who find it harder to access information. Give details of how you will ensure this happens. |
| D.6 | i. How will the participants be able to make comments about the project? Will they feel safe to make a complaint if they have one? What is your procedure for collecting and responding to feedback?  ii. How do you plan to keep the community updated about the project progress? How often will you do this and in what way will you do it? |
| D.7 | Consider the impact on the environment of your project activities and how you will ensure that there is no harm caused. (e.g. managing waste, purchasing decisions, travel, preserving natural habitat of the project area etc.). |
| D.7 | It is essential that there is clear communication with participants so that they can understand, be involved and be kept safe. Extra effort is needed with those who find it harder to access information. Give details of how you will ensure this happens. |
| D.7 | You need to consider how more vulnerable community members can benefit from your project; describe here how you will do that e.g. discussion with community leaders, monitoring, appropriate systems, additional support for those who are vulnerable etc. |
| D.2 | How will your project work towards improving the problem(s) described in D.1? Having a good and realistic theory of how change will happen is the key to your project succeeding. |
| D.8 | The examples given for protection risks are not a complete list. There could be other protection risks for your project which you can add. The same goes for the other four standard risks.  You will need to monitor the risk so that you can know whether it has been reduced. Remember there is a worked example in the annex. |
| E | This is the high-level goal that your project is working towards, but it is likely that there will be lots of other factors, outside the control of your project that affect this goal.  These are the changes that your project has more control over. |
| G.4 | Consider what needs to happen during the life of the project to make sure that positive change continues after the end of the project. |
| G.5 | How does your project build up the strength of the community for the future? This could be in many different ways - economic stability, better health, better education, better access to government funding and support etc. |
| H.1 | Include here any learning points you have from your previous projects that are relevant to this project. You can also include relevant learning points from other organisations. |
| H.2 | You need to show how you will check the progress of the project against your plan (logframe) and then, if there are any changes from the plan, how you will deal with those. Please gives details under each of the headings given. |
| H.4 | As well as evaluation, you could consider other learning opportunities like project visits, learning workshops, collaboration with others, writing down your learning etc. |
| H.5 | Sharing learning can mean that communities become more resilient and future work improves. This section is here to help you think that through. |
| H.7 | Be realistic here about how you will manage the extra work. Will you need extra resources or will you have to stop doing something else for a time? |
| H.8 | The project could provide you with the opportunity to increase your organisation’s capacity by getting some extra support - especially if you identify that early on (training, extra staff etc.). |
| H.9 | Are there any coordination networks for your area of work? Do you need to play a role in that? How are you checking what others are doing and making sure that your work is not repeated? |
| H.11 | Under each sector you identified in section B.5 state which international standards you will be applying (see list in the question). Also describe how your organisation has understood these standards working in the particular context of your work. |
| H.13 | Many different types of project can have a positive impact on gender issues. The aim of this question is to get you to consider your project from this perspective and how you can plan for maximum positive impact. |
| I.1 | This could include partnering with local faith communities in areas such as supporting your project work, sharing training, continuing work into the future etc. |
| I.2 | This question is for you to explain how your project might be involved in the work of local faith communities (rather than how the local faith communities could be involved in your work answered in the previous question). |

1. It is important that systems are in place to keep safe any personal information collected from communities and individuals so that they are not put at risk. [↑](#footnote-ref-1)
2. Where data are not available, ADCAP (Age and Disability Capacity Programme) recommends using the following until data can be gathered to verify these estimates;

   **An estimated 15% of people globally have a disability (19.2% of females and 12% of males).** - Source - World Health Organization and the World Bank, World report on disability, Geneva, WHO, 2011, http://bit.ly/2jFpXDh

   **An estimated 13% of people globally are aged 60 or over.** - Source - UNDESA Population Division, World Population Prospects: The 2017 Revision, Key Findings and Advance Tables, Working Paper No. ESA/P/WP/248, New York, United Nations, 2017, <http://bit.ly/2rEDAXA>

   **More than 46% of older people (aged 60 and over) have a disability.** - Source - UNDESA, Division for Social Policy and Development Disability, Ageing and disability, http://bit.ly/2BtLg4I (24 November 2017) [↑](#footnote-ref-2)
3. It is important to explain to communities if you are not able to deal with certain types of feedback, you might have to pass it on to others to deal with. [↑](#footnote-ref-3)
4. The logframe is optional in a concept note [↑](#footnote-ref-4)
5. Further information about how to create a logframe can be found in Tearfund’s Project Cycle Management Guide. See: https://learn.tearfund.org/en/resources/publications/roots/project\_cycle\_management/ [↑](#footnote-ref-5)
6. All indicators need to be SMART - Specific, Measureable, Attainable, Relevant and Time Bound [↑](#footnote-ref-6)
7. for more about building community resilience please see Tearfund's Resilience Framework as an example - [https://learn.tearfund.org/en/Themes/Resilient%20Livelihoods/Resilience/](https://www.google.com/url?q=https://learn.tearfund.org/en/Themes/Resilient%2520Livelihoods/Resilience/&sa=D&source=hangouts&ust=1601713450872000&usg=AFQjCNEoAdOsXn5HBWuZr-QEO3_P70NaTQ) [↑](#footnote-ref-7)
8. The Core Humanitarian Standard on Quality and Accountability - the Nine Commitments are provided in Annex E [↑](#footnote-ref-8)
9. All indicators need to be SMART - Specific, Measureable, Attainable, Relevant and Time Bound [↑](#footnote-ref-9)