



PROGRAM MANAGEMENT CAPACITY TRAINING REPORT

DEVELOPED BY RAI FRIEDMAN
FOR THE VOICES RISING CONSORTIUM
JULY 2024



Advocating for Refugees & Human Rights Worldwide

Contributors

Capacity Sharing Activities Organized by the Voices Rising Consortium



Voices Rising Consortium

The Voices Rising Consortium is a refugee-led consortium of four refugee-led organizations, such as Action pour le Progres, Humanity Hands, Solidarity Initiative for Refugees, and Resilience Action International. Its focus is to advocate for refugee stories, solutions and a seat at the table.

Consortium Partners



Action pour le Progres

Action pour le Progress (AP) is a refugee-led Organization which is Centre of excellence that provide education opportunities to refugees and host communities in Kakuma Refugee Camp, Kenya



Humanity Hands (Formerly INVER)

Humanity Hands is a refugee-led and oriented Community Based Organization (CBO) established in 2018 by refugees' youths. Humanity Hands seeks to promote the resilience and psycho-social well-being of refugees in Kakuma and Kalobeyi through programs focusing on Education, Arts, Digital Literacy and Sexual and Reproductive Health Education(SRHE).



Solidarity Initiative for Refugees (SIR)

Solidarity Initiative for Refugees (SIR) is a refugee-led organization based in Kakuma Refugee Camp, Kenya. The organization focuses on equipping refugees with skills that will enable them to Learn, Earn and Innovate



Resilience Action International (RAI)

Resilience Action International (RAI) is a refugee-led organization based in Kakuma Refugee Camp, Kenya. RAI focuses on empowering refugee youth in alignment with the United Nations Development Goals (SDGs) such as Quality Education, Gender Equality, Decent Work and Economic Growth and Reduced Inequalities.

Capacity Sharing Activities Facilitated by Global Rights Defenders



Advocating for Refugee and Human Rights Worldwide

Global Rights Defenders (GRD) is a Canadian Non-Governmental Organization (NGO) that advocates for refugee and human rights worldwide. Through research, policy analysis and advocacy and community engagement, GRDs mission to empower displaced populations to achieve socio-economic independence and self-reliance, and to build their capacities to ensure that their rights, freedoms and dignities are being upheld and valued.

Through the activities of our board, volunteers, and committees, our organization focuses on three key areas:

- Migration Governance
- Self-reliance and Community Engagement
- Institutional Capacity Building

The development of this report was led by Rai Friedman, Founder and CEO of Global Rights Defenders and associate to the Voices Rising Consortium. The Voices Rising Consortium team such as Pascal Zigashane from Action pour le Progres, Amin Bolis from Humanity Hands, Bahana Hydrogene and Deline Ramiro from Solidarity Initiative for Refugees, and Wyclife Barasa from Resilience Action International were editors of the report.

Published: July 2024

Publishing Institution: Global Rights Defenders

Acronyms

AP	–	Action pour le Progres
CBO	–	Community-based Organization
GRD	–	Global Rights Defenders
IAOD	–	Initiative and Advocacy for Orphans Development
RAI	–	Resilience Action International
REHORI	–	Refugee and Host Resilience Initiative
RLO	–	Refugee-led Organization
SHRE	–	Sexual and Reproductive Health
SIR	–	Solidarity Initiative for Refugees
YEDA	–	Youth Education and Development Association

Section One: Overview of Capacity Training

1.1 Background to the Training

The Voices Rising Consortium hosted Rai Friedman from Global Rights Defenders in June 2024 to host the first training on Project Management to leaders of Refugee-led Organizations (RLOs) and Community-Based Organizations (CBOs) of Kakuma Refugee Camp and Kalobeyei Settlement, in Turkana County, Kenya. This capacity training activity was a collaborative effort by the Voices Rising Consortium and Global Rights Defenders and was funded by the Voices Rising Consortium and supported by Global Rights Defenders.

This report is divided into two major sections. Section one outlines the training objectives, identifies the participants at the training, their expectations and the methodology used. Section two provides recommendations and a way forward.

1.2 Training Objectives

The objective of this training was to strengthen capacities of program leads in the identified capacity gaps to improve RLO and CBO responses. Additionally, it was to equip program leads with a comprehensive understanding of organization management frameworks, principles, methodologies, and best practices to enhance developmental growth of RLOs and CBOs.

By the end of the training, it was expected that participants would be able to:

- Be effective leaders during a project cycle
- Be able to design a project, define its needs, explore viable opportunities and analyze the project environment
- Build meaningful rapport with all stakeholders
- Identify, understand and minimize risks
- Use project tools effectively
- Effectively write a grant application

1.3 Participants to the Training

The training drew 25 participants, 8 women and 17 men and adopted a participant-centered approach, incorporated a variety of facilitation, interactive discussions, case studies and hands-on activities. Participants explored real-world scenarios and practical examples to enhance their

understanding and application of concepts. The types of the organizations participants were from were 6 participants from CBOs and 19 participants from RLOs.

1.4 Venue and Duration of the Training

The training was held at Solidarity initiative for Refugees (SIR) at Kakuma Refugee Camp, Kenya on June 18, 2024 from 9am – 5pm. Lunch was provided by Nakosi Limited located in Kakuma.

1.5 Course Outline

- Introduction to Project Management
- Leadership and the Role of a Project Manager
- Needs Assessment
- Project Design
- Planning a Project
- Risk Assessment & Response
- Resource Mobilization: Grant Writing
- Appendix: Activities

1.6 Methodology

The training used a logical sequencing which enabled participants to visualize and comprehend the logical processes involved in project management and resource mobilization. Emphasis was placed on skills required to be a competent leader, the triple constraint triangle, stakeholder engagement, needs assessment, the problem and objective tree, the logical framework, the risk register, the work breakdown structure, the Gantt Chart, and sourcing and writing grant opportunities.

Project planning requires participants to be fully immersed and engaged in the learning process. To achieve this, the facilitator engaged participants by sharing ideas in lecture then asking class participants to provide their comments, feedback and insights. Scenarios for new pieces of material were provided to participants who were welcomed to comment on how the exercise related to the provided scenario, or participants were able to share how the exercise related to their own organization or work. This approach allowed participants to visualize the course content in relation to their work as well as critique processes which would require improvement or personalization for their own projects and endeavors.

The training entailed both a lecture and participatory approach in the delivery. In addition to class participation, group work was used to allow the participants to articulate issues further and report back to the plenary. Individual exercises were also conducted to support participants in envisioning their unique projects with the course materials. Both the group participation and individual exercises required immediate feedback to the plenary and broader class discussion which built upon their confidences and enabled an open learning environment from others throughout the process. In sum, the small group was ideal for participatory learning approaches which allowed for interaction between the facilitator and participants; and the individual exercises enabled team members to engage in strategic planning.

1.7 Facilitator

The training was developed and led by Rai Friedman from Global Rights Defenders (GRD). The role of the facilitator was to have a deep understanding of the community through which the course was implemented. It was expected of the facilitator to be understanding of the community's needs, learning requirements, and professional situations. The facilitator encouraged group participation where individuals would state their name, their organization, its missions and objectives, and other relevant information that could further class discussion and inform the facilitator and fellow colleagues of which pieces of the course content related to their work specifically. The aim was to enable engaging discussions, evoke open conversations and positive thinking, and provide a framework for community members' current and future projects.

1.8 Materials

Course participants received a certificate of completion from the Voices Rising Consortium and Global Rights Defenders. They also received a soft copy of the slides shown in class, a project management manual, activities presented in class, and a resource mobilization guide.

Section Two: Action Plan

2.1 Training Evaluation

At the end of the session, participants provided feedback orally and through one-on-one interviews with the Voice Heard film crew. Participants expressed the ability for the training to meet expectations, appropriateness of the training to participants, reflections on the length of the training, ability of the training to meet specific needs, and general feedback. The oral feedback overall was excellent and positive. However, the duration of the training was short compared to the content presented making it a very heavy training, and making participants feel rushed.

2.2 Recommendations:

Some of the key issues and remarks raised by the participants in the evaluations include:

Time

- The time allocated for the training was short compared to the material intended to be delivered
- The time needed to complete the training should be critically examined
- More time was required and should be allocated for the training
- Increase the training time to one week to enable areas such as budgets to be appropriately addressed
- 1 day is not adequate for the training
- Take more time and add personalized assignments to make the participants understand

Courses for immediate follow-up

- Resource mobilization
- Monitoring and Evaluation
- Leadership and Communication skills
- Financial Management
- Institutional Capacity Building such as the establishment and uptake of policy frameworks for RLOs and CBOs

Other

- The same course should be conducted regularly throughout Kakuma Refugee Camp and Kalobeyei Settlement to various RLOs or CBOs
- The training should be updated to include more group activities
- The course should be repeated after three months to give participants a firm grasp on the course content
- Content should be personalized to the participants projects
- 1:1 mentorship should be provided to the participants from the facilitator, such as the offering of regular class hours with the facilitator throughout the week of training
- The Voices Rising Consortium and facilitator should have conducted pre and post training evaluation methods to measure impact and overall satisfaction as well as to create avenues for improvement
- Interpreters should be present at future training to assist during class activities

2.3 Action Plan

Following the successful completion of the training program, the following action points were agreed upon by the Voices Rising Consortium and Global Rights Defenders:

- More courses should be facilitated within Kakuma Refugee Camp and Kalobeyei Settlement which assist RLOs and CBOs with institutional capacity such as project management, resource mobilization, leadership and communication, monitoring and evaluation, strategic planning, policy frameworks, and related.
- The courses will be offered by the Voices Rising Consortium and Global Rights Defenders
- Partnership projects are welcomed to increase course availability
- By providing training on institutional capacities, the Voices Rising Consortium and Global Rights Defenders are in alignment with the Shirika Plan which according to point iii is¹:
 - to enhance refugee and host community socio-economic inclusion for enhanced self-reliance and resilience

¹ Government of Kenya SHIRIKA Plan. Retrieved: <https://data.unhcr.org/en/documents/download/104460>

Appendix

I. Detailed Lists of Participants

	Name	Gender	Address	Position	RLO/CBO
1	Prince Mlenja	M	Kakuma	Admin	YEDA
2	Manahil Kununa	F	Kakuma	Programs	Solidarity Initiative for Refugees
3	Gabriel Ekalale	M	Kakuma	Executive Director	ASEGIS Community Network
4	Emily Ngugi	F	Kalobeyei	Finance	Kalobeyei Initiative 4 Better Life
5	Junia Victor	M	Kakuma	Human Resource	REHORI
6	Thomas Ebenyo	M	Kakuma	Field Officer	Turkana Empowerment Initiative
7	Akso Kaposho Mapenzi	M	Kalobeyei	Project Coordinator	Kalobeyei Initiative 4 Better Life
8	Isra Yahya	F	Kakuma	Director	She-Can
9	Ekarani Samuel Losike	M	Kakuma	Executive Director	Turkana Empowerment Initiative
10	Masphine Rapicho	M	Kalobeyei	Project Coordinator	Community Centre for Excellence
11	Daud Warsame	M	Kakuma 1	Co-Founder	Kakuma Read
12	Byaombe Lumona	M	Kakuma 3	Co-Founder	Girl Power Action Initiative
13	Makram Yussif Ismael	M	Kakuma 3	Program Manager	Community Action and Education
14	Nasron Titus	F	Kakuma 3	SRHE Project Officer	Humanity Hands
15	Manahil Yagoub Musa	F	Kakuma 3	Co-Founder	Blossoms of Hope Initiative
16	Ajabna Hassan Kuku	M	Kakuma 3	IAOD CEO	IAOD CBO
17	Fardose Daud	M	Kakuma 2	Co-Founder	Voices of Disabled person Association
18	Fabrice Fundandame	M	Kakuma 2	Admin	Action pour le Progres
19	Fidel Aganza	M	Kakuma 2	CEO	Stop Child Abuse
20	Kamushabe Jude Tadeo	M	Kakuma 3	Coordinator	Nuvono CBO
21	Yohana Erot	M	Kakuma	Field Officer	Asegis
22	Nyasunday Bol	F	Kakuma 1	Assistant Operation	Action for Refugee Life
23	Wanlow Chuol Duop	M	Kakuma 1	Admin	REHORI
24	Islam Ahmad	F	Kakuma	Finance Assistant	Solidarity Initiative for Refugees
25	Abdulahi Lungea	M	Kakuma	CEO	Helping Hands

Photos from the Training





Course Content



GLOBAL RIGHTS DEFENDERS

GLOBAL RIGHTS DEFENDERS

Global Rights Defenders is a volunteer-based organization where each team member contributes their time, energy and expertise to making our projects happen.

VISION

A world where all displaced, vulnerable and marginalized populations can realize their full array of human rights and achieve self-reliance as stated in the Universal Declaration of Human Rights and the Global Compact on Refugees.

MISSION

We empower refugees by advocating their rights, promoting integration and ensuring their well-being so they can rebuild their lives, contribute to society and thrive.

GOALS

- Provide a platform for displaced and marginalized populations so share their stories with the world
- Inform Migration Governance Measures based on our research
- Provide suggestions to improve Migration Governance Measures and increase refugee self-reliance worldwide

What We Do

Research

- Provides evidence-based information
- Adds knowledge to the sector
- Informs GRD project design & development; enables partnerships

Policy & Advocacy

- Raise awareness
- Identifies/highlights gaps
- Suggests bottom-up solutions

Community Engagement

- Partnerships, collaborations, inclusion
- Capacity sharing with RLOs
- Regard beneficiaries as key stakeholders

Course OVERVIEW

Governance **Self-Reliance** **Capacity Sharing**

- 01 Project Management
- 02 The Role of Project Manager/ Leadership
- 03 Project Design
- 04 Needs Assessment
- 05 Project Design
- 06 Planning a Project
- 07 Risk Assessment & Response
- 08 Resource Mobilization: Grant Writing

What is a Project?

- A project is a series of tasks that need to be completed to reach a specific outcome
- Every project is unique, has a defined beginning, middle and end
- Project managers must understand the unique qualities of a project, and are responsible for managing the project organization and its delivery

Project Management

- Project management is when you apply your knowledge, skills and tools to a project to deliver its intended outcomes and produce value.
- It is the act of planning, organizing and managing a project to achieve a goal or outcome
- It will manage the scope, budget, schedule, risk, quality, staff and all resources

Why Project Management is Critical

- Project management provides organizations a plan, directions for the team
- Helps to meet objectives throughout the project cycle
- Mitigates risk by preventing resources from being wasted or misused
- It will provide standardized practices



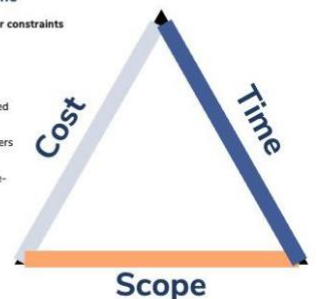
Triple Constraint Triangle

The TCT helps you identify project constraints - cost, scope, time

Whenever one of the constraints is restricted or extended, the other constraints will need to be changed

The project manager must ensure the project triangle stays in balance:

- The constraints are interdependent which means if one is restricted the other two will need to be adjusted
- The Scope of the work needs to be completed within the parameters of Time and Cost
- The project manager must understand the relationships and trade-offs between the constraints to effectively manage the project
- The project manager will need to understand which items are flexible
 - i.e. donor funds are set, time and product can be flexible



Project Manager Accountability

It is important for project managers to perform well, because if not it could negatively impact the beneficiaries or stakeholders

There are 3 types of Accountability: Downward, Horizontal and Upward

Downward

Downward Accountability means we are accountable to:

- The communities and people we serve
- Ensure those affected by a project have a voice throughout the project cycle
- Follow the "do no harm" principle - minimize negative impacts where possible

Horizontal

Horizontal accountability means we are accountable to:

- The partnerships, relationships, and collaborations with our peers and other organizations
- Your fellow team members

Upward

Upward accountability means we are accountable to:

- Donors, investors
- Our objectives, goals and program outcomes

Stakeholder Engagement

Managing stakeholder relationships:

- Understand their interests and relations
- Consider the project impact on all stakeholder groups
- Design and implement engagement plans with the stakeholders

Stakeholder management

- What is a priority for the community?
- What has the community identified through their observations as expressed needs?
- Understanding stakeholders is important to properly form and implement a project
- It provides a clearer understanding of the individuals, groups, institutions that will be affected by and should benefit from project activities
- It will provide a better indication of the capacities of those stakeholders
- Will influence and contribute to the planning and implementation phase of the project



Project Design

The project team will need to:

- Define project needs
- Explore viable opportunities
- Analyze the project environment

Consider:

- What the needs of the project are - what are the potential problems?
- Define the number of tools or materials you will need
- Specify the timeline

Ask:

- What are we going to do?
- How do we work out what we want to do?
- How do we create an intervention that will make a difference in people's lives?



Needs Assessment

Identify needs by collecting data

Data collection & analysis

To understand community needs, consider:

- Current services provided in the area (by the community or other organizations)
- Community strengths & assets
- Stakeholders who want to get involved in the project
- National or sector-level goals, objectives and strategies

Be aware of...

Challenges:

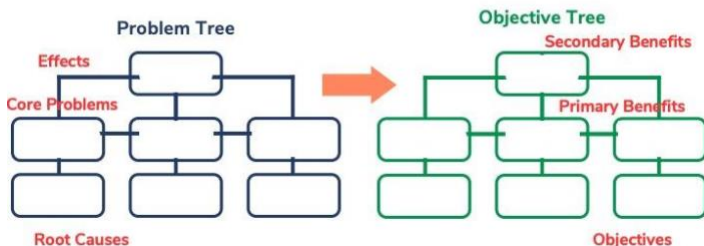
- Subjective:
 - Needs definition will vary depending on the beneficiaries, those interviewed, the data collection approach
- Available resources
 - Financial or human capital may be limited to collect data which will impact the source and method used to collect data
- Use good planning to avoid missing critical information
- Check for existing data before collecting new

Exercise:

Your organisation wants to build a school. Which factors do you need to consider?

Remember:

- The problem tree helps you identify the core problem
- Afterwards, use the objective tree to identify interventions
- Problem statements written in the problem tree are rewritten as positive statements in objective tree



- The problem tree helps you identify the core problem
- Afterwards, use the objective tree to identify interventions
- Problem statements written in the problem tree are rewritten as positive statements in objective tree



Project Scope

Considerations for Decision Making:

- Needs Prioritization
- External Programs Consideration
- Appropriateness
- Institutional Capacity
- Resource Availability
- Cost-Effectiveness
- Technical and Feasible Sustainability
- Internal Programs Considerations

Outline the Project Scope

- Where will the project take place?
- What services will be provided?
- Who will be served?

Logical Framework

	Project Description	Indicators	Means of Verification	Assumptions
Goal				
Outcomes				
Outputs				
Activities				

If the horizontal logic is followed and the assumptions materialize, the success rate is high

Logical Framework

Indicators:

- An indicator is a quantitative or qualitative measure used to describe change
- The indicator must have a baseline which is defined at the beginning of the project for it to measure change
- Performance during project implementation is measured against a target

Indicators provide the following benefits:

- Measurement**
 - Indicators measure the accomplishments of the project such as planned inputs, outputs, outcomes and goals
- Communication**
 - They communicate specific, measurable terms for initiatives to be achieved at each level.
- Clarity**
 - They bring clarity by being specific about expectations

Project Description	Indicators	Means of Verification	Assumptions
Goal	<p>Large term impacts that are not specific to a single project</p> <p>Other projects and activities will contribute</p> <p>Example: The goal for the farmers is to grow rice to increase their income. The amount of rice grown that has been prepared to grow more.</p>		
Outcomes	<p>This can be a difficult indicator to determine</p> <p>Change is needed by multiple stakeholders including beneficiaries, target organizations, implementing institutions, and local partners.</p> <p>Example: For the farmers, the indicator at the end of the intervention would be the amount of rice grown that has been prepared to grow more.</p>		
Outputs	<p>All indicators must be accompanied by the end of the project, as discussed in the project plan from the start</p> <p>Example: The number of rice grown from each project</p>		
Activities	<p>Indicators at this level are related to the description of the activity</p> <p>This can include staff activities, expenditure compared to budget, use of equipment</p> <p>Example: the indicator for the farmers would be the number of rice grown</p>		

Logical Framework

Use SMART Indicators:

S = Specific

- Indicators must be specific and focus on the expected change at each level
 - Who or what is changing?

M = Measurable

- The indicator must be quantifiable and measurable. Asses it objectively & independently
- The indicator should specific:
 - Quantity:** The expected numerical representations of what is to be achieved
 - Quality:** The narrative/description of expected achievements
 - Location:** The geographic boundary of the expected achievements

A = Achievable

- Indicators must be attainable within the triple constraints triangle (resources, time, scope)

R = Relevant

- Indicators must accurately measure the change the project aspires to generate
- The indicator should be practical and able to cost-effectively measure the outputs, outcomes, goals

T = Time-bound

- The indicator should identify a specific time and date
- Consider: By when will the indicator be achieved? can it be achieved within the given timeframe?

Project Description	Indicators	Means of Verification	Assumptions
Goal	<p>Large term impacts that are not specific to a single project</p> <p>Other projects and activities will contribute</p> <p>Example: The goal for the farmers is to grow rice to increase their income. The amount of rice grown that has been prepared to grow more.</p>		
Outcomes	<p>This can be a difficult indicator to determine</p> <p>Change is needed by multiple stakeholders including beneficiaries, target organizations, implementing institutions, and local partners.</p> <p>Example: For the farmers, the indicator at the end of the intervention would be the amount of rice grown that has been prepared to grow more.</p>		
Outputs	<p>All indicators must be accompanied by the end of the project, as discussed in the project plan from the start</p> <p>Example: The number of rice grown from each project</p>		
Activities	<p>Indicators at this level are related to the description of the activity</p> <p>This can include staff activities, expenditure compared to budget, use of equipment</p> <p>Example: the indicator for the farmers would be the number of rice grown</p>		

Logical Framework

- After identifying the intervention, use the logical framework matrix to outline how the intervention will lead to the outcomes
- The logical framework matrix identifies and communicates the logical relationships that connects the levels of the matrix
- The relationship between the elements on each level illustrates the vertical logic that achieves the project's goals

	Project objectives	Indicators	Means of verification	Assumptions
Goal	[If the OUTCOMES occur, then this should contribute to the overall GOAL]			
Outcome	[If the OUTPUTS are produced, then the OUTCOMES can occur]			
Output	[If the ACTIVITIES are conducted, then OUTPUTS can be produced]			
Activities	[If adequate RESOURCES/INPUTS are provided, then the ACTIVITIES can be conducted]			

Logical Framework

- Assumptions are the hypothesis about the necessary conditions for the success of the project
- Assumptions ensure the presumed cause-effect relationships function as expected
- Assumptions ensure that the planned activities produce the expected results
- Focus on assumptions at the outcomes and output levels
- Deliverables produced at the outputs and outcomes levels are connected
- Deliverables at the outcomes and output levels form the foundation of the logic for the project

Objective	Assumption
<p>Outcome: Increased economic empowerment of farmers through improved rice yields</p> <p>Output: Farmers are provided with quality rice seeds to plant</p>	<p>Weather conditions are favourable for seed germination. There are no droughts or floods</p>

Logical Framework Example

Project Description	Indicators	Means of Verification	Assumptions
Goal	<p>Large term impacts that are not specific to a single project</p> <p>Other projects and activities will contribute</p> <p>Example: The goal for the farmers is to grow rice to increase their income. The amount of rice grown that has been prepared to grow more.</p>		
Outcomes	<p>This can be a difficult indicator to determine</p> <p>Change is needed by multiple stakeholders including beneficiaries, target organizations, implementing institutions, and local partners.</p> <p>Example: For the farmers, the indicator at the end of the intervention would be the amount of rice grown that has been prepared to grow more.</p>		
Outputs	<p>All indicators must be accompanied by the end of the project, as discussed in the project plan from the start</p> <p>Example: The number of rice grown from each project</p>		
Activities	<p>Indicators at this level are related to the description of the activity</p> <p>This can include staff activities, expenditure compared to budget, use of equipment</p> <p>Example: the indicator for the farmers would be the number of rice grown</p>		



PLANNING A PROJECT

Stakeholder involvement and participation is vital during each phase of the project cycle

This will provide accurate estimates of resources, budget, and time requirement to complete activities and achieve outputs

A shared understanding is required to manage risks, understand outcomes, outputs and activities

Understanding risk is necessary for project planning

UNDERSTANDING RISK

Risk Categories:

- Supply Chain
 - Failure of suppliers to meet commitments; fraud/theft; implementing partners unable to deliver outcomes
- Economic/financial/market
 - Exchange rate fluctuation, interest rate instability, inflation
- Legal and regulatory
 - New/changed legislation; inability to obtain appropriate approval
- Political
 - Change of gov policies; war or public disorder
- Organizational/management/human factors
 - Poor leadership; lack of clarity over roles & responsibilities
- Environmental
 - Natural disasters; sudden changes in weather patterns
- Technical/operational/ infrastructure
 - Inadequate project design; unclear expectations from donors
- Project management risk
 - Lack of planning, risk analysis, unrealistic schedules, poorly managed logistics, poor communication, delay in approval of project documents, etc

Risk Name	Probability	Impact	Risk Score	Risk Strategy	Response Owner
Partner lacks capacity to implement activities causing a delay	6/10	5/10	30	Mitigate: Include a budget for building the capacity of the implementing partner	Project Manager
Rain causes a delay in planting the seeds	5/10	3/10	15	Avoid: Planning for seed planting until after rainy season	Project Manager
Insecurity threatens delivery of materials to plant seeds, delaying the project or requiring procurement from the local market which compromises the quality	2/10	8/10	16	Transfer: Purchase insurance for the materials to cover the losses Mitigate: Build up stocks of material onsite	Logistics officer
DHS requires additional permits to plant seeds, which compromises the ability to implement activities	7/10	5/10	35	Accept: Monitor and assess risk	Government Liaison

ACTIVITY

GLOBAL RIGHTS DEFENDERS

Risk Monitoring & Control

- Continuously revisit the risks from the initial stages throughout entire project cycle
- Have defined dates in the project to revisit and reanalyze risks
- Assign team member to consider when and how the risks will be updated

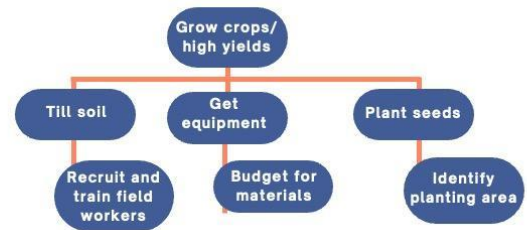
Considerations for PLANNING

- Project Length**
 - How long is the project?
- Tools and Processes**
 - Define the tools you will use to manage the project
 - Ensure team is trained and aware of the tools
- Cross-cutting Components**
 - Important to include this to ensure most vulnerable are considered
 - Gender, protection (no harm caused to beneficiaries/communities), Disability

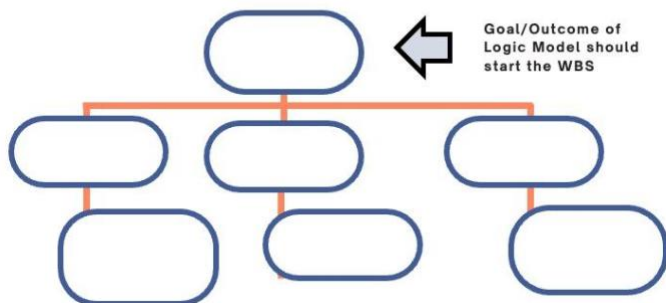
Work Breakdown Structure (WBS)

The Work Breakdown Structure (WBS) breaks down the project into smaller sub-activities

- It is used to define all the tasks or activities that need to be completed
- These items are not listed in order/sequence



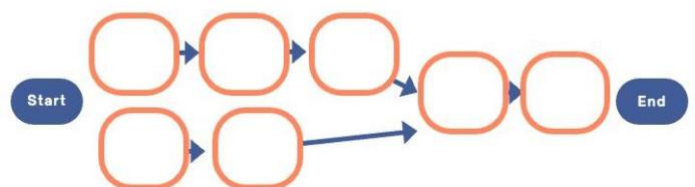
Work Breakdown Structure (WBS)



Work Breakdown Structure (WBS)

Once all activities have been identified, they should be illustrated in a Network Diagram Sequence

- Activity Sequencing
- Each box represents an activity in the scope
- The arrows represent a relationship between the activities





Schedule Development

The Gantt Chart

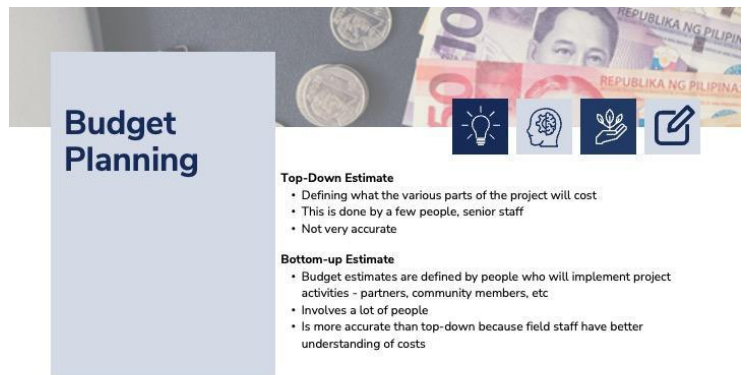


The Gantt Chart



Project Work Plan

Developing a project work plan and budgeting requires careful planning, coordination, and attention to detail. Here's a step-by-step guide to help you create an effective work plan and budget for your project:



Guide to Grant Opportunities

Step 1: Determine Eligibility

- Grantors will make all information available to you
- Find their list of criteria and understand each component
 - If your organisation aligns with their criteria, then you are eligible
 - Grantors will also provide a list of ineligible criteria, and if you meet that list then you are not eligible
- If there is confusion about eligibility, contact the grantor whose information can be found on their website

Step 2: Determine the Goals and Purpose of the Grantor

- Grantors want you to align with their vision, mission, and values
 - Make sure you read and understand what their goal is in providing funding
- Explore the Grantors website to find all materials related to the grant
 - For example, Grantors may provide a guide and template illustrating what they want in their application which will be found on their website
- The "voice" used in your application will be determined by the Grantors goals and purpose
 - Be sure to tailor your application to the Grantors needs

Step 3: Writing your Grant Application

- Once you have determined your eligibility and researched your goals/purpose of the Grantor, ensure everything aligns - you are ready to write
- Use clear language when answering grant application questions
- Need to demonstrate that you can be trusted with funding, to do that show your planning, preparation, execution of projects/programs, etc

Tips for Writing a Grant Application



- Use a voice which matches the Grantor
- Answer grant questions with direct support, evidence, explanation/purpose
- Be mindful of the character count - do not go over it and do not use unnecessary information
- In your writing, show how your organisation matches the purpose and goals of the Grantor

CASE STUDY: ELIGIBILITY



- Your organization must be registered and implementing a project in one of the AmplifyChange eligible countries - Kenya is eligible
- Your organisation must have a bank account
- You must be a small and medium sized organisation with an average expenditure over the past two years between KES 46,000,000 - 81,000,000
- You will be asked to submit evidence for your expenditure values. This could be an audited report or a profit and loss statement.

CASE STUDY: WHAT THEY ARE LOOKING FOR



- They look to see that grantees are impacting their priority issues: violence, abortion, stigma, youth and access. Specific information on what they fund regarding each issue can be found here: <https://amplifychange.org/our-work/#our-priorities>

AmplifyChange wants to see transformative change in the improvement of sexual and reproductive health and rights. The pathways to change are depicted in our Theory of Change diagram. Grantees MUST meet one or more outcome areas of their Theory of Change, see diagram below.

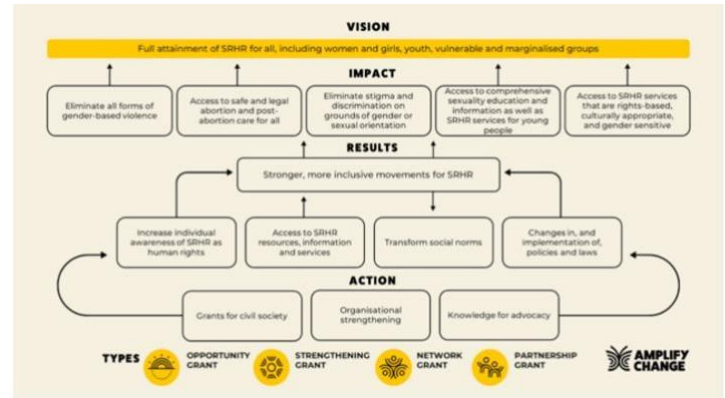
CASE STUDY: AMPLIFY CHANGE



Strengthening Grant - Amplifying Change

- Explain what it is and what its looking for

- Amount of funding: up to KES 12,000,000 - Although you only apply for the amount you need, and must be realistic
- Amplify for change has published on webinar on how to apply for their Strengthening Grant, what they're looking for and what they support
- Watch Video Here
 - https://www.youtube.com/watch?v=93YfktuZnqY&t=1s&ab_channel=AmplifyChange



CASE STUDY: UNHCR REFUGEE-LED INNOVATION FUND

ELIGIBILITY



- The Fund supports innovation by all organisations led by people with **lived experience of forced displacement**
- Applicants are asked to apply **as a team**, part of an existing organisation
- The Fund accepts applications from **both registered and unregistered organisations** that are well known in their communities due to their past contributions & initiatives
- Additional attention will be given to ensuring **underrepresented groups** receive support and encouragement to apply to the Fund
- Access information at <https://www.unhcr.org/innovation/refugee-led-innovation-fund/>

CASE STUDY: UNHCR REFUGEE-LED INNOVATION FUND

What They Fund



- Financial Support** - Organisations can apply for up to KES 5,900,000. Test & implement ideas with community-approaches which generate value for community members
- Programme and project management support** - Grantees will receive assistance from UNHCR and experts to build their capacity to design and implement programmes
- Technical support, expertise and coaching** - Needs-based specialist advice will be offered on topics ranging from technology to legal support and innovation methodologies
- Peer-to-peer networking** - Encouragement to network & share experiences with other RLOs; will also be provided other support based on project needs
- An emphasis on learning** - Support will be provided to measure monitoring & evaluation methods

CASE STUDY: UNHCR REFUGEE-LED INNOVATION FUND

To Know

- The Fund is not restricted by any geographical location, it is open to innovative ideas
- Innovation is not about technology but about tackling challenges in new or unexplored ways to create value for communities
- A bank account is **not** required
- Assessment criteria** - Innovation, Impact, Engagement and Implementation details
- Must apply **as a team**, not individual
- The Fund encourages multistakeholder proposals - could apply with an NGO
- Applications **OPEN - JUNE 2024**

Contact Us

 info@globalrightsdefenders.org

 www.globalrightsdefenders.org

 [GRD_Now](https://twitter.com/GRD_Now)

CONT@
US

THANK YOU!

GLOBAL RIGHTS DEFENDERS

Advocating for Refugees & Human Rights Worldwide

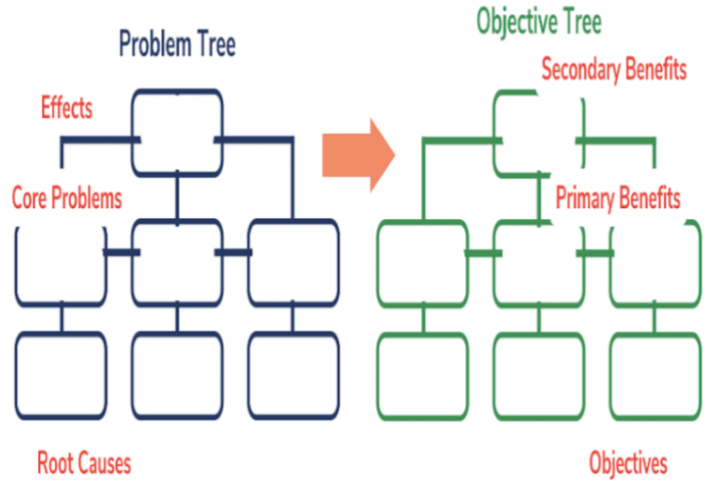
Course Activities

TRIPLE CONSTRAINT TRIANGLE



Cost:	
- List money, materials and people available to deliver the project	
Scope:	
- List the goals of the project - Tasks and activities required to produce deliverables	
Time:	
- Discuss the amount of time needed to complete activities	

PROBLEM TREE – OPPORTUNITY TREE



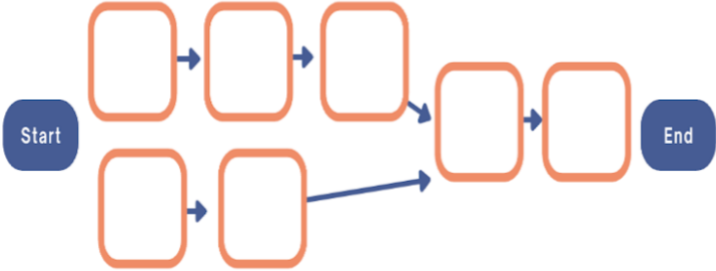
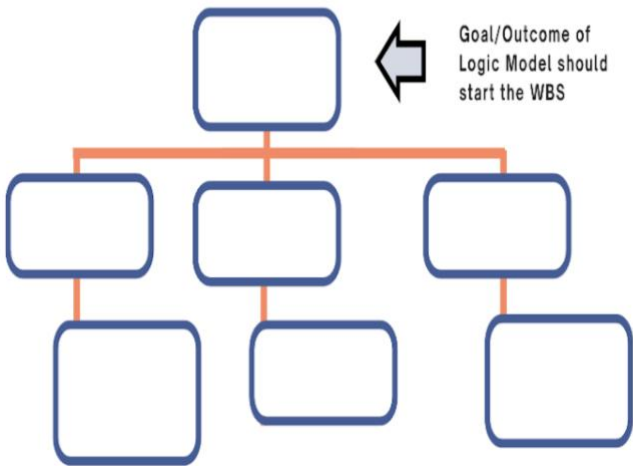
LOGICAL FRAMEWORK

	Project Description	Indicators (Use SMART Indicators) Specific Measurable Achievable Relevant Time-bound	Means of Verification	Assumptions
Goal				
Outcomes				
Outputs				
Activities				

RISK REGISTER

Risk Name	Probability	Impact	Risk Score	Risk Strategy	Response Owner

Work Breakdown Structure (WBS)



GANTT CHART

Task Name	JAN	FEB	MAR	APR	JUN	JUL	AUG	SEP	OCT	NOV	DEC