

A GRANTS WRITING TRAINING MANUAL

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the auspices of Makerere University College of Health Sciences.

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Preface

‘Research Networks for Health Innovations in sub-Saharan Africa’- ‘Health Africa’- is a five-year research program, funded by the German Federal Ministry of Education and Research (Bundesministerium für Bildung und Forschung- BMBF). The BMBF aims to add value to the ‘Health Africa’ program through the provision of additional funding to strengthen administration and support systems for research within the partner institutions in Sub-Saharan Africa.

This Grants Writing Training Manual is based on the capacity needs assessment conducted at Makerere University College of Health Sciences (MakCHS), by the consultant team from the Liverpool School of Tropical Medicine (LSTM) and Capacity Development International on behalf of the ‘Health Africa’ program. The results of the needs assessment were the basis for which CEBHA+ team at Makerere University applied for the research capacity development award, which, in part, include developing a hands-on grants writing and application manual as one of the priorities.

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List of Abbreviations

BMBF	Bundesministerium für Bildung und Forschung (German Federal Ministry of Education and Research)
CDC	Centers for Disease Control and Prevention
CEBHA +	Collaboration for Evidence-Based Healthcare and Public Health in Africa
FMU	Finance Management Unit
FOA	Funding Opportunity Announcement
LSTM	Liverpool School of Tropical Medicine
MakCHS	Makerere College of Health Sciences
REC	Research Ethics Committee
RFA	Request for Applications
RFP	Request for Proposals
SMART	Specific, Measurable, Achievable, Realistic and Timely
SPH	School of Public Health
SWOT	Strengths, Weaknesses, Opportunities and Threats
ToT	Training of Trainers
TRIAD	Trauma, Injury and Disability

A. About the Manual

Overall Goal

This manual provides users with hands-on and step-by-step guidance in grants writing processes.

Objectives of the Grants Writing Training

By the end of this training, the user should be able to;

1. Identify eligible donor and grant funding opportunities
2. Develop a feasible and fundable grant proposal
3. Conduct the necessary grants writing pre-award administrative processes
4. Appreciate the proposal writing ethical and compliance considerations
5. Sustain relationships with development partners

Target Audience and Use

This manual is designed for participants and facilitators who require guidance, knowledge and skills in grants writing. The manual is designed for use as a step-by-step guide during the grant application writing processes or for training purposes. The manual can be used by facilitators of grants writing courses, leaders of grant application teams, faculty, students, individual scientists and researchers seeking to improve their skills in grants application process. We propose that a cohort with appropriate number of personnel should be agreed upon by the team responding to an active call for grant application and must have diverse skills sets and background.

Terminology

Throughout this manual, the terminology “**Call for grant application**” has been used to mean all types of funding mechanisms the participant is responding to or as used by Development Partners e.g. Request for Application (RFA), Request for Proposal (RFP), Call for grant applications, Funding Opportunity Announcement (FOA), Call For Proposal (CFP) among others.

The final output of the grant writing process that is submitted has been referred to as a “**Grant application**” throughout this manual. This will represent all the different terms used by funders such as: proposals, grant applications and others.

B. How the manual is arranged

- 1. The topics:** This manual comprises of fourteen (14) topics that are sequenced in order of the grant application development process. Each topic has accompanying sessions, that highlight key points and reference material for the users; (See ANNEXES).
- 2. Use of learning aids:** In the manual, we recommend use of several learning aids, such as: -projectors, videos, sample guides and work-sheets. We also encourage users to review video clips and handouts in relation to their specific needs.
- 3. How facilitators should plan and evaluate the sessions:** The facilitators should ensure that training expectations are clearly captured and sufficiently covered in the sessions. The facilitators should review training materials in advance for proper planning.

C. How the User/ Facilitator can effectively utilize this Manual

This manual strives to make users aware of the current grants environment locally and internationally, to be able to deliver accurate information. The trajectory of grantsmanship is constantly changing, therefore, facilitators and users are expected to take the initiative in updating themselves and the materials for use. Two to three facilitators can manage this training for approximately 15 – 25 participants. The activities in this manual are learner-centered and require facilitation, not teaching. The facilitators should provide opportunities for learning through active engagement of participants in discussions and group work. As guided in the manual, facilitators will:

- ✓ Explain the activities in each session to the participants
- ✓ Encourage group discussions with clear instructions and deliverables.
- ✓ Provide input to participants on group work which should be presented to the plenary
- ✓ Allow participants to express their expectations, concerns, views and opinions.
- ✓ Conclude each session by summarizing the key points

D. Key learning methods

In order to make your training exercise interesting, a variety of methods are proposed;

Brainstorming: This technique encourages active involvement of all participants and builds on the knowledge of participants. The facilitator's role is to encourage all participants to speak out the first things that come to their minds and to keep ideas flowing.

Case study: This method encourages participants to use a case study and think about problems, options and solutions to challenges they might experience.

Lecturettes: This technique involves the use of short forms of lectures that include interactions and brief discussions with participants so as to highlight key points of the content.

Small group discussions: Small groups of 3-5 participants are used to discuss a topic, express opinions and reach consensus.

PowerPoint presentations: Projection of the content (words, images or short video clips) prepared using Microsoft PowerPoint to aid in teaching or inform discussions

E. Preparations by the Facilitator

It is important as a facilitator to;

- ✓ Prepare and read through session plans before any training sessions
- ✓ Familiarize yourself with training guidelines
- ✓ Prepare the required training aids e.g templates, handouts, flip charts, white board,
- ✓ Attend to ALL participants
- ✓ Apply the Principles of Adult Learning, group dynamics and cohesion
- ✓ Engage the participants by making sessions as interactive as possible
- ✓ Acknowledge and manage the different types of participants (*the prisoner – was forced to attend, the vacationer – just taking time off, and the learner – one motivated to learn due to past/ present related challenges*).

F. The Training Materials

For each of the 14 topics, the appropriate training content materials must exist. The facilitator can use this but may also develop additional check list depending on the particular topics to be handled.

G. Planning and conducting the training evaluation

Participants should fill out the daily evaluation form (See appendix 1), which the facilitator gives every end of the day.

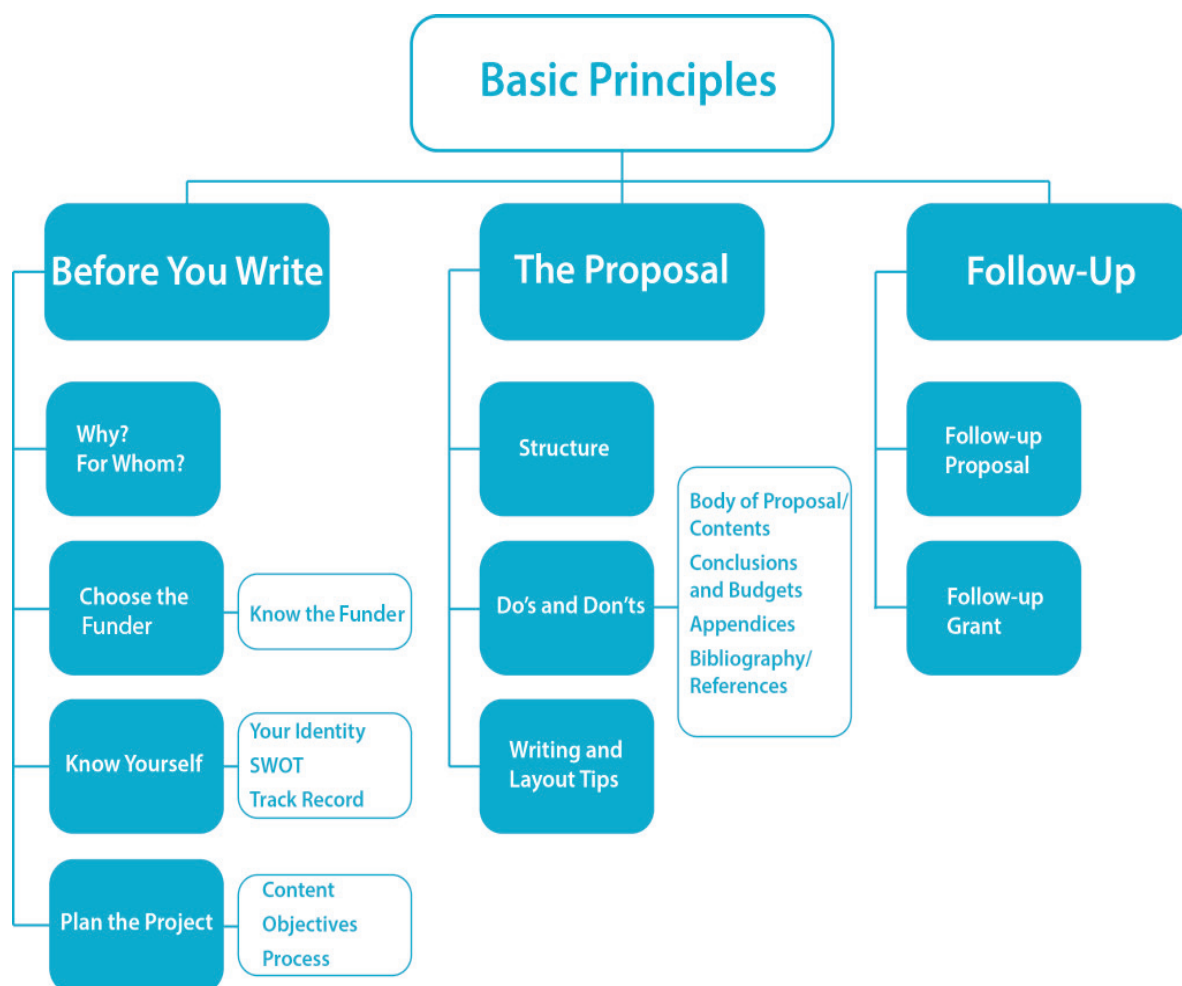
H. Assessment and Certification

Upon successful completion of the training, participants may be awarded a Certificate of Attendance. There is also need to assess the overall participants' performance and the end of course evaluation by participants.

I. A representative grants application anatomy

The grants application anatomy focuses on the key processes before writing, during the writing and the follow up after submitting the grant application. See figure 1 below

Figure 1. Anatomy of Grant Application Process



The diagram above has been generalized to represent a typical grants writing anatomy. It focuses on the processes before and during the writing, and then follow up after submitting the grant application. (Adopted from the Grants Resource Center, at www.aascu.org/grc.)

J. Principles of Grant Application Writing

Grants writing is both an art (starts in the mind) and science (requires knowledge and practical skills) for one to be successful. These principles help to realize a successful grant application process.

- 1. Thoroughly read the Call for grant application:** The first step is to read and understand the call for grant application in details, including the related links, eligibility criteria and submission instructions.
- 2. Start early:** Crafting a winning grant application requires a lot of time. The duration depends on the requirements, level of planning, resources and the team..
- 3. Have a clear writing plan:** As you read the call for grant application, make a clear writing plan and a checklist (see appendix 3) to guide you on completeness.
- 4. Engage the institutional grants office right from the start:** The grant writing, review and submission processes, besides being very long and tiresome also call for full compliance with the institutional requirements. This can be eased by working closely with your institution's grants support office.
- 5. Utilize contacts and resources highlighted in the calls for grant application:** fortunately, many calls for grant applications have got detailed guidelines and contacts for clarification.
- 6. Write Dearly and Persuasively:** The write up is the most important part. You should master the flow, write short sentence, review the grammar and use plain language.
- 7. Know what is being Funded in your field:** Whether it's a solicited or unsolicited grant application, make sure you establish more details about the funding agency before you apply. You may get this information on-line, and from previous or current awardees.
- 8. Think and write like a reviewer:** Writing with the reviewers in mind can be summarized into one simple concept: Do not make the reviewers work harder than they have to.
- 9. Proof read, check and confirm:** Ensure the grant application is well proofread for content, grammar and punctuation before submission. Confirm compliance with the guidelines and applicable regulations.
- 10. Submit before the deadline:** You are strongly **advised** to submit the application several days or weeks before the deadline. This helps you to manage instances of on-line challenges, power outages, error alerts, or IT shocks.

K. General Grants Application Writing-Tips






- 1. Be honest and straight forward:** Your application reviewers need to know that you are telling the truth e.g. honesty about challenges, to admitting difficulties and how you plan to overcome them, what you have and what you do not have etc.
- 2. Use plain and simple words:** make sure reviewers will immediately understand what you are trying to say or imply.

3. **Use of abbreviations:** State the abbreviation in full the first time you apply it and provide a list of acronyms page
4. **Write with your own voice:** We and not they! The organization not their organization.
5. **Be sensitive to other peoples' cultures:** This may be in terms of use of words or terms.
6. **Proper Language: Use language that is acceptable:** Avoid the use of jargon or slang especially when it's not commonly understood in the grants-circles.
7. **Use simpler ways to present complex information:** tables, graphs and figures.
8. **Be current in referencing and citations:** Correctly site references with current and relevant information.

L. The Topics and Sessions

TOPIC ONE: INTRODUCTIONS AND COURSE OVERVIEW

Duration: 1hr 30mins

Introduction		This topic provides an overview of the grants writing course, the rationale, the general learning process, Participant introductions, expectations and pre-course assessment
Objectives		<p>At the end of this topic, participants will be able to:</p> <ol style="list-style-type: none"> 1. Explain the goal and objectives of the training course 2. Know each other and agree on the ground rules and key administrative logistics 3. Share their training expectations, 4. Get the training agenda, learning methods, tools and materials 5. Conduct a pre-course assessment
Methodology		<ul style="list-style-type: none"> • PowerPoint presentations • Brainstorming and discussions • Question and answer techniques • Participants assessment exercise
Sessions		<ul style="list-style-type: none"> • Introductions, Expectations and Course overview • Training agenda, Facilitation and Administration logistics and entitlements • Pre-course assessment
Training Materials		<ul style="list-style-type: none"> • Participants Introductions and Expectations guide • List of participants and their profiles • Prepared post it to write on • Training Agenda and participants' registration Form • Prepare the pre and post course assessment tool

Topic 1: Session 1 Introductions, Expectations and Course overview

Session Goal	To orient participants about each other as well as the course expectations, outline, goals and objectives
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Objectives of the session	At the end of this session, participants will be able to: 1. Familiarize with one another 2. State participants and facilitator expectations 3. Agree on the ground rules 4. Explain the training goal and objectives
Duration	30 Minutes
Process	a) START by welcoming the participants to the training b) Introduce yourself plus other trainers to the participants c) Let participants introduce themselves by mentioning: <ul style="list-style-type: none"> • Name, Organization, Department, Role within organization, • Expectations from the training course d) Ask each participant to write own expectations on a post-it and stick them on a flip chart in the room for reference e) Explain the goal, objectives, outline of the course and expected outcomes f) CONCLUDE by relating participant’s expectations to the objectives and content of the course






Topic 1: Session 2 Training agenda, logistics and facilitation	
Session Goal	To discuss and avail to the participants the Training Agenda and the planned logistical preparations
Objectives of the session	At the end of this session, participants will be able to: 1. Articulate course requirements, administration logistics and entitlements 2. Understand the agenda of the training, materials and tools
Duration	30 Minutes
Process	a) START by setting the ground rules with the participants for example: manage time, speak clearly and loudly, mute or turn cellphones off, respect all opinions, answers and contributions. b) Explain the training agenda, importance of keeping time c) Request the participants to volunteer for leadership for the following positions: time keeper, welfare, morale booster, course leader d) Inform participants about logistics e.g. transport, meals, training materials etc. e) CONCLUDE by reminding the participants to adhere to all the planned training schedule, roles, and expectations, to be able to achieve course objectives.

Topic 1: Session 3 Pre-course Assessment	
Session Goal	To assess the participants’ level of knowledge, skills and understanding grants writing process
Objective of the session	At the end of this session, participants will be able to: 1. Judge their levels of understanding of the grants writing process before the training
Duration	30 Minutes

Process	<p>START by informing participants:</p> <ol style="list-style-type: none"> the duration for filling the pre-course assessment the purpose of this assessment which is simply to help facilitators establish current level of knowledge of the participants to read all pre-course assessment instructions and put self-created secret mark to remember and also use during pre-course assessment when pre and post scores shall be compared and shared by facilitator in confidence after post test Facilitators additional Notes; The facilitator(s) should score the pre-course assessment immediately to determine participant's level of knowledge before the actual training. <p>e) CONCLUDE by reminding the participants of the importance of pre- and post- course assessments which have the same questions</p>
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TOPIC TWO: OVERVIEW OF GRANTS WRITING

Duration: 3hrs 30mins

Introduction		This topic provides an overview of types and sources of funding, review of the call for grant application, the key issues, terms and tips that grants writers need to be aware of, compares and contrasts academic and grant writing, and clarifies myths and misconceptions.
Objectives		<p>At the end of this topic, the participants will be able to:</p> <ol style="list-style-type: none"> Explain the key terms and definitions in grants writing Discuss the tips, dos and don'ts of grants writing Identify sources and types of funding opportunities and dismiss myths and misconceptions about grants applications Explain the differences and similarities between grants and academic writing Describe key processes and issues followed before and during deciding on whether to respond to a call for grant application Explain the importance of informed decisions before embarking on grants writing
Methodology		<ul style="list-style-type: none"> Lecturing, Brain storming and Group work discussions Questions and answers sessions Review a call for grant application
Sessions		<ul style="list-style-type: none"> Terms, definitions, tips and differences between grants and academic writing Sources and types of funding, eligibility, databases and website registrations for grant writers Reviewing a Call for Grant Application.
Training Materials		<ul style="list-style-type: none"> Prepared news print Links to the funding databases Laptops and data to access the funding sources and opportunities An example of an active call for grant application to be reviewed

Topic 2: Session 1 Terms, definitions, tips, misconceptions and differences/similarities between grant writing and academic writing

Session Goal	Introduce the key terms, definitions, tips which are used in grant writing and differentiate between grant writing and academic writing
Objectives of the session	<p>At the end of this session, participants will be able to:</p> <ol style="list-style-type: none"> Explain the key terms and definitions in grants writing Explain the tips, dos and don'ts of grant writing Know the differences/similarities between grant writing and academic writing Dismiss myths and misconceptions about grant applications

Duration	1hr
Process	<ol style="list-style-type: none"> START by giving a lecture on the following: definitions, common terms, writing style, language and the do and don'ts and tips in grant writing Let participants brainstorm over some of the myths and misconceptions they have heard about grant writing and then you explain the truth Let the participants brainstorm over the major similarities and differences between grants and academic writing then you clarify with specific examples CONCLUDE by asking the participants to share what they have learnt

Topic 2: Session 2 Sources and types of funding, eligibility, databases, and websites for grants writers

Session Goal	To orient participants on the existing categories and sources of funding, eligibility, databases available and required website registrations to periodically receive funding opportunities
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Objectives of the session	<p>At the end of this session, participants will be able to:</p> <ol style="list-style-type: none"> Know categories and types of funders, identify funding sources and about different donor's website registrations List some funding opportunities sources available and how to identify eligibility
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Duration	1hr 30mins
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Process	<ol style="list-style-type: none"> START by asking participants to mention what funding organizations they know or have heard about Inform the participants that funding and sponsoring sources may come in so many forms and types. Discuss these to bring out the different types/categories of sources/funders that support grants. Below are examples: <ul style="list-style-type: none"> <i>Federal/ State agencies (GIZ, CDC, SAID among others)</i> <i>Corporate/Business Agencies</i> <i>Individual funders and Government Agencies</i> <i>Corporate/ Private funders</i> <i>Multilateral/ UN Agencies</i> <i>Foundations and Families (Bill and Melinda Gates, Clinton Foundation)</i> <i>Church Agencies (CARE, Plan, Caritas, CRS, World Vision)</i> Ask the participants to add to the list above; Discuss similarities and differences of the listed donor categories, stating the types of grants/areas that each of them often prefers to fund. Demonstrate to the participants the donor website where they can register to periodically receive calls for grants application funding opportunities: <ul style="list-style-type: none"> <i>Grants Writers (www.grantwriters.com)</i> <i>Non-profit Guides (www.npguides.org)</i> <i>GrantSmart (www.grantsmart.org)</i> <i>Grantsmanship Center (www.tgci.com)</i> <i>Foundations; Foundations(www.foundations.org)</i> <i>Grants.gov http://www.grants.gov</i> <i>Bill and Melinda Gates Foundation - www.gatesfoundation.org</i> <i>The BMBF</i> CONCLUDE the session by emphasizing that it is key to read and understand the type/category of donor and their respective websites information before planning to write and submit grant application because each donor has specified priorities and application requirements.
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Topic 2: Session 3 Reviewing a Call for Grant Application and the process of deciding whether to respond to a call for grant application and key issues to guide the decision

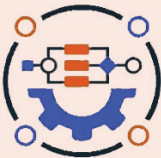


Session Goal	To orient participants into the process of reviewing a Call for Grant Application. To improve the efficiency of the grants writing process and increase the success rate by making a good decision whether to respond to a call for grant application.
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Objectives of the session	<p>At the end of this session, participants will be able to:</p> <ol style="list-style-type: none"> 1. Know the process and importance of conducting a detailed and systematic review of a call for grants application 2. Review a call for grant application 3. Present the information that enables the team /institution decide whether to respond to a particular call for grants Application.
Duration	2hrs
Process	<ol style="list-style-type: none"> a) START by brainstorming on the importance of a detailed review of a particular call for grant application to bring out the critical issues of: <ul style="list-style-type: none"> • <i>Eligibility</i> • <i>The nature of topics/ science required</i> • <i>The availability of the required team and partners</i> • <i>Availability of a qualified PI and the Institutional eligibility</i> • <i>Limits on number/types of grant applications</i> • <i>Generates the requirements for applying to a call for grant application</i> • <i>The timelines and deadlines</i> • <i>Proposal content, formatting and page limits</i> • <i>The resources required</i> b) Pick one general funding call and use it as an example to guide the participants on the review process of the funding call. c) Let participants brainstorm over the process and how they feel it is important to the proposal writing process. d) Place participants in groups with a Call for Grant Application of their own and guide them to generate a list of items that help to make decision. Ensure the following issues are picked by the different teams; <ul style="list-style-type: none"> • <i>Check your eligibility (as a person, institution, country etc.)</i> • <i>Check if the deadline is friendly to generate a concrete writing plan</i> • <i>Check for required activities, expertise, the sciences and consortia</i> • <i>Ensure you can secure the required committed PI and team in time</i> • <i>Ensure availability of required resources for example laboratories</i> • <i>Check if the budget is appropriate (Too big or too small may be a problem).</i> • <i>Check for required registration requirements</i> e) Use the critical issues mentioned above and determine whether to respond. Then develop a writing plan including a checklist f) CONCLUDE by asking the participants to review several Calls for Grant Application and making decision on whether to respond to a call for grant application. Also emphasize the need to start early, use all resources at their disposal, follow guidelines and directions and also to write clearly and persuasively .

TOPIC THREE: GRANT APPLICATION SUPPORT DOCUMENTS AND SUBMISSION

Duration: 2hrs 30mins




Introduction		This topic covers the process in writing grant applications and the required support documents for grants writing and submission processes.
Objectives		<p>At the end of this topic, participants will be able to:</p> <ol style="list-style-type: none"> 1. List and explain the key steps in writing grant applications, the submission processes and requirements 2. List required support documents and administrative processes for the grant application and submission process.



Methodology		<ul style="list-style-type: none"> • Group work • Lecture • Question and answer techniques • Discussions • Submit a grant application
Sessions		<ul style="list-style-type: none"> • The required grants writing and submission supporting documents, logistical and administrative support • Definitions, types and importance of the proposal writing and logistical processes requirements and documents • Tips and hands on experience in developing proposal attachments, logistical processes and requirements. • Types and importance of the grants application submission processes and support documents
Training Materials		<ul style="list-style-type: none"> • PowerPoint presentations • Examples and case studies e.g. Letters of Support, Bio-sketches/ CVs and others) • An active call for grant application (showing attachments and documents required) and submission

Topic 3: Session 1 The required grants writing and supporting processes, logistical, and administrative support

Session Goal	To improve the skills and knowledge of participants in putting together the grant application submission supporting documents, managing and offering administrative and logistical support during Grants Writing.
Objectives of the session	<p>At the end of this session, participants will be able to;</p> <ol style="list-style-type: none"> 1. Explain the required grants writing logistics and administrative support 2. Understand and recall tips for writing a successful grants application
Duration	1hr
Process	<ol style="list-style-type: none"> a) START by giving a lecture on importance of summarizing the Call for Grant Application very carefully. Emphasize the need to develop a checklist of the required submission supporting documents and the administrative and logistical support needed. b) Describe the required processes and for each process explain the kind of support needed and its importance during the grants writing process. c) Have the participants to work in groups to review their selected Calls for Grant Application and generate a list of the required administrative and logistical support, the submission supporting documents and present to the plenary for feedback. Ask participants to relate to the issues here in below: <ul style="list-style-type: none"> • <i>Developing a writing plan with roles of different people on the team</i> • <i>Identifying, contacting and coordinating partner institution/individuals</i> • <i>Organizing planning and consultative meetings</i> • <i>Conducting and validating online registrations processes</i> • <i>Drafting grant application support documents for review by relevant personnel on the team</i> • <i>Assembling and validating key organizational documents like Certificate of registration, Operational license/ permit, internal management policies, Bank accounts and Institutional Strategic Plan among others.</i> d) Summarize. Inform participants that the writing plan is also a tool to assess availability of resources, interest of the Principal Investigators (PIs), consortia, and the institutional set-up among others. Emphasize that decision to respond to the call for application is better made by a collaborative team approach. e) CONCLUDE by asking the participants to develop a writing plan after reviewing their selected Call for Grant Application. Establish if there is any requirements for which they would need further clarification and ensure this is done.

Topic 3: Session 2		Types and importance of the grants application submission processes, support and developing the application support documents	
Session Goal	To build the skills and knowledge of participants in identifying required attachments, support documents and developing them for the grant application		
Objectives of the session	<p>At the end of this session, participants will be able to;</p> <ol style="list-style-type: none"> 1. Generate a list of required attachments and support documents for a grant application. 2. List and explain the required grants application submission supporting processes. 3. Practically put together required attachments and develop the required support documents for a grant application . 		
Duration	1hr 30mins		
Process	<ol style="list-style-type: none"> a) START by giving a lecture concerning the importance of summarizing the Call for Grant Application very carefully to identify required submission processes, submission support needed and developing the supporting documents and attachments; b) Have the participants to work in groups to review their selected Calls for Grant Application and generate a list of the required support needed for submission and support documents and attachments Ask participants to observe the following as an example: <ul style="list-style-type: none"> • <i>Letter of Intent,</i> • <i>Bio-sketches,</i> • <i>Annual Reports,</i> • <i>Company Profile,</i> • <i>human resource’s manual,</i> • <i>Letters of Support; Cover Letter,</i> • <i>Maps,</i> • <i>audited reports,</i> • <i>Financial statement,</i> • <i>institutional certificates, etc.</i> c) Share samples or templates of similar documents for participants to refer to For each document, outline the key characteristics and features and let the participants appreciate that these documents vary from donor to donor and if they are not sure of any aspect, they should consult their Grants Office or Specialists. d) CONCLUDE by asking the participants if there is any document listed that need further clarification. Emphasize the need to always develop a list of required documents. Add that any mandatory document that one fail to attach limits one’s chances of winning a grant. 		

TOPIC FOUR: THE GRANT APPLICATION IDEA GENERATION			
Duration: 4hrs			
Introduction		This topic aims at taking participants through the process of developing a grant application idea.	
Objectives		<p>At the end of this topic, the participants will be able to:</p> <ol style="list-style-type: none"> 1. Develop a grant application idea to meet the identified need in line with the call for Grant Application. 2. Differentiate between the significance and innovativeness of the idea. 3. Develop and describe the logical models and explain how they can be used in generating a grant application 	
Methodology		<ul style="list-style-type: none"> • Individual/groups reviewing of their call for grant application • Brainstorming and group discussions • Plenary presentation by group for peer review and feedback 	

Training Materials		<ul style="list-style-type: none"> • Active calls for grant application for each group • The grant application idea generation questionnaire • Sample logical framework and sample theory of change • The proposal ideas generated by the grant writing teams in session 1 (for sessions 2 and 3)
Sessions		<ul style="list-style-type: none"> • Generation of a grant application idea • Grant application idea review for significance and innovativeness • Logical models in proposal design

Topic 4: Session 1 Generation of a Grant application idea

Session Goal	To identify the “Sweet spot” where the organization’s mission meets with the unmet need and the call for grant application priority focus.
Objectives of the session	<p>At the end of this session, participants will be able to;</p> <ol style="list-style-type: none"> 1. Identify all the unmet needs in the call for grant applications 2. Test the identified unmet needs based on the present call and your institution 3. Choose the unmet need in the heartbeat of the call for grant applications which the applying organization can best address (this becomes the proposal idea).
Duration	2hrs
Process	<ol style="list-style-type: none"> a) START by brainstorming with the participants on their understanding of “an idea for proposal application” b) Link the session to the previous topics related to “reviewing a Call for Grant Application”. Emphasize that thorough review of the Call for Grant Application is key to coming up with a great fundable proposal idea. c) Emphasize that a good grant application Idea is the starting point for grant writing. d) Prepare and give a short lecture on the relevant content for idea generation. e) Guide the participants in their preferred groups to develop their grant application idea. f) Group presentations: Each group will select a representative to present/justify their grant application idea to the rest of the class for feedback. g) CONCLUDE by asking participants to relate their idea to unmet need at their current place of work.

Topic 4: Session 2 Grant application idea review questions for significance and innovativeness

Session Goal	To teach participants to assess whether a developed grant application idea has merit and potential of a winning funding.
Objectives of the session	<p>At the end of this session, participants will be able to:</p> <ol style="list-style-type: none"> 1. Define and verify proposal idea for significance and innovativeness 2. Clearly differentiate between significance and Innovations of proposal idea
Duration	1hr






Process	<p>a) START by explaining to the participants the meaning of significance and Innovativeness as it applies to a proposal idea and grant application in general</p> <p>b) Explain that there are a set of questions that help to check if the Proposal ideas are Original, Significant and Innovative.</p> <p>c) Some of the questions on Innovations are:</p> <ul style="list-style-type: none"> • <i>Does the application challenge and seek to shift current paradigms by using novel theoretical concepts, approaches or methodologies, instrumentation, or interventions?</i> • <i>Are the concepts, approaches or methodologies, instrumentation or interventions novel to one field of research or novel in a broad sense?</i> • <i>Is a refinement, improvement or new application of theoretical concepts, approaches or methodologies, instrumentation, or interventions proposed?</i> <p>d) Some of the questions on significance are:</p> <ul style="list-style-type: none"> • <i>Does the proposal address an important problem or a critical barrier to progress in the field?</i> • <i>If the aims of the proposal are achieved, will scientific knowledge, technical capability and/or clinical practice be improved?</i> • <i>Will successful completion of the aims change the concepts, methods, technologies, treatments, services and interventions that drive this field?</i> <p>e) Ask participants to apply the questions provided to their proposal idea to test for Significance and Innovativeness</p> <p>f) Let each group present to the plenary for comments and feedback on what others think. If all the answers to the questions are ‘yes’, the group can proceed to the next step, otherwise the group should rethink their generated idea.</p> <p>NB: Emphasize to participants to note that different call of grant application and therefore different funders use different expressions for the words Original, Significant and Innovative.</p> <p>g) CONCLUDE by stating that the proposal idea generated is sensible if:</p> <ul style="list-style-type: none"> • <i>Your proposal appears to circumnavigate the problem,</i> • <i>It demonstrates that your novel approach is feasible and there is data to support the claim,</i> • <i>It provides a critical analysis of the literature that expands on what was touched on briefly in the specific aims,</i> • <i>It informs developing a statement identifying the significance of the proposal.</i>
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Topic 4: Session 3 Basic Logical Models used while developing Grant applications	
Session Goal	To introduce participants to the logical-framework and the Theory of Change (ToC) as tools for designing and documenting grant application ideas.
Objectives of the session	<p>At the end of this session, participants will be able to:</p> <ol style="list-style-type: none"> 1. Define the different components and terminologies of the logical framework, how it is used in proposal / proposal design and then relate it to their idea 2. Define the Theory of Change and its different components, how it is used in grant proposal design and relate it to their generated idea 3. Differentiate the two logical models (Theory of Change and the Logical framework)
Duration	1hr

Process	<ol style="list-style-type: none"> START by displaying the sample Logical Framework and explain its components Also draw and display an example of the Theory of Change and explain its components, Give a short lecture on the relevant content and the difference between the two logical models and how they facilitate grants application processes, Session activity: The participants while in groups will be asked to link the Logical framework and the Theory of Change to their grant application idea which they generated in the first session and present to the plenary, CONCLUDE with questions on the elements of the Logical Framework and Theory of Change to establish whether learning has taken place.
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TOPIC FIVE: HOW TO WRITE A COMPELLING NEEDS STATEMENT

Duration: 3hrs

Introduction		This topic aims at walking participants through the process of developing a compelling needs statement for a grant application.
Objectives		<p>At the end of this topic, the participants will be able to:</p> <ol style="list-style-type: none"> Define a needs statement, its purpose and identify the key elements of a compelling needs statement Develop and present a compelling needs statement for the proposal idea developed Develop a Grants Application Theory of Change
Methodology		<ul style="list-style-type: none"> Brainstorming. Question and answer techniques. Group discussions to answer the leading questions to complete statement of need. Session activities to stimulate learning and also check learning.
Training Materials		<ul style="list-style-type: none"> A sample of bank leading questions for a needs statement. Example of answered leading questions for developing a needs statement provided by the trainer. An example of a well written statement of need provided by trainer. Needs statement review questions be generated by the trainer.
Sessions		<ul style="list-style-type: none"> The purpose and key elements of the needs statement Preparing the needs statement for the proposal and review it from the donor's perspective.

Topic 5: Session 1 The purpose and key elements of “a compelling Needs Statement”

Session Goal	To introduce to participants what a compelling needs statement is, its purpose, key elements and tips of writing a compelling Needs Statement.
Objectives of the session	<p>At the end of this session, participants will be able to:</p> <ol style="list-style-type: none"> Explain what a compelling needs statement is, its purpose and key elements List and explain the tips for writing a compelling needs statement
Duration	1hr

Process	<ul style="list-style-type: none"> a) START by briefing the participants about the importance of writing a compelling needs statement, define what it is and its key elements. b) Give a short lecture on the key questions which a compelling needs statement must address and the tips of writing a compelling needs statement. c) Session activity: Each grant writing team should answer the key questions for generating a compelling needs statements for their proposal and present it to the plenary for feedback. d) CONCLUDE by asking the participants questions about the importance of the needs statement to check learning. Also ask any volunteers to share their past experience on writing the needs statement or feedback from grant reviewers.
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Topic 5: Session 2 Prepare the needs statement for the proposal and review it from the donor's eye	
Session Goal	To prepare a needs statement for the proposal idea generated and review it
Objectives of the session	<p>At the end of this session, participants will be able to:</p> <ul style="list-style-type: none"> 1. Write the 500 words needs statement for their proposal idea 2. Use the “Needs Statement Review Questions” to review their needs statement
Duration	2hrs
Process	<ul style="list-style-type: none"> a) START by asking the participants to read the handouts given (the sample of the answered leading questions and the sample needs statement) and note how the needs statement is generated using the answers to the leading questions. b) Ask participants to sight similarities/differences between the two documents. Explain the needs statement handouts as examples. c) Session activity 1: In groups ask the participants to refer to the answers to the key questions in the previous session to develop a 500 word needs statement d) Session activity 2: Ask the participants to apply the Needs Statement Review Questions to check their needs statement and present it to the plenary e) Session activity 3: Groups should re-write their needs statement to satisfactorily address all the review questions, before they proceed to the next step. f) CONCLUDE by telling the participants the importance of supporting the needs statement with facts from the literature review with proper citations. <p>NB: Emphasize to participants to note that different call of grant application and therefore different funders use different expressions for the words for needs statement.</p>

Topic 5: Session 3 Developing a comprehensive Grants application Theory of Change	
Session Goal	To provide participants with the basis of planning the entire proposal and to keep in mind the desired change (grants application Theory of Change)
Objectives of the session	<p>At the end of this session, participants will be able to:</p> <ul style="list-style-type: none"> 1. Define the Theory of Change in regard to grant application 2. Outline how change could be made to happen within a proposal. 3. Identify how different activities will interact to realize the desired change. 4. Establish the underlying assumptions and risks associated to the proposal.
Duration	1hr

Process	<p>a) START by briefing the participants about the importance of developing a Theory of Change for a grant proposal. Define the theory of change and how it applies to grant application proposal and not to the entire institution.</p> <p>b) EMPHASIZE that Theory of Change is on many times developed backward, meaning that a goal is formulated first and the strategy to achieve this goal is developed subsequently</p> <p>c) State what a good grants application Theory of Change looks like,</p> <p>d) Brainstorm on the advantages of a Theory of Change as:</p> <ul style="list-style-type: none"> • <i>Basis for planning the entire grant proposal and tracking expected results</i> • <i>Helps the donor to understand the background to proposed idea and strategy</i> • <i>Basis for stating prevailing situation on the ground formulating clear assumptions</i> • <i>Help the donor and grant recipient develop and agree on an evaluation strategy with grant proposal once awarded.</i> <p>e) Let participants in their groups develop a Theory of Change for their grant proposal, Let each group representative present in plenary for feedback.</p> <p>f) CONCLUDE by asking participants to have responses to the following questions:</p> <ul style="list-style-type: none"> • <i>Who do you want to influence by your proposal /program/work? Who is your target population? What do you want to achieve with your work? What are your expected results? When will you achieve your expected results? What is your time-line? How are you planning to achieve this? What is your strategy? Where will you work? How are the circumstances and context of your work? Why do you think your work will be successful? What are the assumptions</i>
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TOPIC SIX: DEVELOPING THE GOALS AND OBJECTIVES

Duration: 2hrs

Introduction		This topic aims at guiding participants through the process of developing the Goal and objectives of the grant application proposal
Objectives		<p>At the end of this topic, the participants will be able to:</p> <ol style="list-style-type: none"> 1. Define and develop the goal for their grant application. 2. Define and develop objectives for their grant application.
Methodology		<ul style="list-style-type: none"> • Lecturing • Brainstorming and discussions • Question and answer techniques • Group discussions • Group presentations
Training Materials		<ul style="list-style-type: none"> • The sample 500 words needs statement prepared in Topic 5 • Sample goals and objectives worksheet • Sample goals and objectives review questions
Sessions		<ul style="list-style-type: none"> • Develop the goal for the grant application • Develop the objectives for the grant application

Topic 6: Session 1 Develop the Goal for the grant application

Session Goal	To develop the goal for grant application needs statement
Objectives of the session	<p>At the end of this session, participants will be able to:</p> <ol style="list-style-type: none"> 1. Summarize need statement in Topic 5 and develop the goal for their grant application idea 2. Define what a goal is and explain why the grant application goal is only a contribution to the desired impact




Duration	1hr
Process	<ol style="list-style-type: none"> START by linking this session to the previous sessions and explain the purpose of the goal and brief the participants that once they have clearly defined the needs statement; the next step is to develop a goal that clearly defines what their organization is trying to accomplish through its program. Give a short lecture on the relevant content to define what a goal is, the tips on writing a good goal and also different between an inward and outward looking goal and the tips of writing a goal, Session activity: The participants working in their teams should summarize the needs statement into one sentence to develop the goal for their grant application and present it to the plenary for feed back, CONCLUDE by emphasizing to the participants that they should always ensure that the application goal is in line with the needs statement.



Topic 6: Session 2 Develop the objectives for the grant application

Session Goal	To define and develop the objectives for the grant application idea
Objectives of the session	<p>At the end of this session, participants will be able to:</p> <ol style="list-style-type: none"> Define and develop the objectives for the grant application. Differentiate between a goal and objectives.
Duration	1hr
Process	<ol style="list-style-type: none"> START by linking this session to the previous sessions and explain the purpose and components of the objectives and brief the participants on the concept of writing SMART objectives which measure and indicate the organization's progress toward its contribution to its goals, Give a short lecture on what objectives are and tips on how to develop SMART objectives which are related to the goal and the needs statement, Session activity 1: The participants working in their teams to define the objectives for their grant application and present to the plenary for feedback Session activity 2: Get the teams to review the goal and objectives by applying and answering the goals and objectives review questions. CONCLUDE by telling the participants that if all the answers to the review questions are 'yes', only then can they proceed to Topic 7 otherwise they need to rework their goal and objectives until all the answers are all 'yes'.

TOPIC SEVEN: DEVELOPING THE GRANT METHODOLOGY

Duration: 3hrs

Introduction		The facilitator will walk the participants through the process of developing the methodology of implementing the goal and objectives of the grant application.
Objectives		<p>At the end of this topic, participants will be able to:</p> <ol style="list-style-type: none"> Explain and list what reviewers look for when reviewing the methodology of their proposal and ensure that they are addressed. Develop and justify the methods for implementing the goal and objectives in their grant application.
Methodology		<ul style="list-style-type: none"> Watching a video of a review meeting Lecturing Brainstorming and group discussions Question and answer techniques

Training materials		<ul style="list-style-type: none"> • The call for grant application on the methodology, key personnel and approach. • The goal, objectives and needs Statement developed during the previous sessions. • Template for the methods worksheet. • An example of a well written methods component. • Sample review questions on methodology. • A video which highlights what reviewers look out for during a proposal review meeting.
Sessions		<ul style="list-style-type: none"> • What reviewers look for when reviewing the methodology of the grant application • Develop the methods component of the grant application and review it for approach and key personnel

Topic 7: Session 1 What reviewers look for when reviewing the methodology of the grant application.

Session Goal	Make participants aware of what reviewers look for when reviewing the methods of the grant application to ensure it is provided for in their grant application
Objectives of the session	<p>At the end of this session, participants will be able to:</p> <ol style="list-style-type: none"> 1. Note and list the important issues which the reviewers look for while reviewing the methodology of their proposal. 2. Address all the issues which reviewers look out for as they prepare the methods component of their grant application.
Duration	1hr
Process	<ol style="list-style-type: none"> a) START by linking this topic and session to the previous sessions and emphasize the importance of understanding what reviewers look for before they begin planning for the methods component, b) Ask the participants to brainstorm and discuss what they think is a check list of what they think the reviewers look for in the methods and why c) Give a short lecture outlining what reviewers look out for in the methods component of the grant application and explain why that information is important to strengthen their grant application. d) CONCLUDE by telling the participants that they should ensure that all those issues are addressed as they prepare the methods component of the grant application.



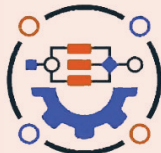


Topic 7: Session 2 Develop the methods component of the grant application and review it for approach and key personnel.

Session Goal	To develop the methods component, describe and justify the various activities and sub activities which need to be carried out in order to achieve each of the objectives for the grant application.
Objectives of the session	<p>At the end of this session, participants will be able to:</p> <ol style="list-style-type: none"> 1. Describe the activities and sub activities under each objective and allocate the responsible person, logical start time and end time. 2. Develop an activity timeline, work-plan / Gantt chart as may be required by the call for grant application. 3. List the resources needed for each activity.
Duration	2hrs

Process	<p>a) START by linking the topic and session to the previous sessions and explain the purpose and content of the methods component.</p> <p>b) Brief the participants about the need to articulate and compile the elements of the methods component of their grant application idea.</p> <p>c) Give a short lecture on the relevant content and outline the tips on writing good methods component,</p> <p>d) Session activity 1: The grant writing teams should list all the activities and sub-activities in the methods for each objective and present to the plenary for peer review and feedback,</p> <p>e) Session activity 2: Ask the participants in their groups to review their methods by applying and answering the methods review questions and present to the plenary for peer review and feedback. If all the answers are 'yes', then they can proceed to the next step otherwise they should rework their methods until all the answers are 'yes'.</p> <p>f) CONCLUDE by emphasizing that a clear timeline and work-plan is key for their grant application to score highly as it enables the prospective funders to easily see what they are proposing to do and when.</p>
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TOPIC EIGHT: PREPARING A MONITORING AND EVALUATION PLAN

Duration: 3hrs



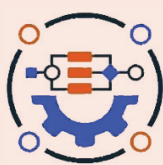


Introduction		The facilitator will walk the participants through developing their Monitoring and Evaluation (M&E) plan.
Objectives		<p>At the end of this topic, participants will be able to:</p> <ol style="list-style-type: none"> 1. Appreciate and explain the importance and components of M&E Plan. 2. To develop a monitoring and evaluation plan for their grant application.
Methodology		<ul style="list-style-type: none"> • Brainstorming • Group discussions • Presentation to the plenary for peer review and feedback • Review M&E questions.
Materials and Resources		<ul style="list-style-type: none"> • The M&E template and questions • The M&E framework • Sample of a well written M&E component/plan • Call for grant application (Section on M&E requirement)
Sessions		<ul style="list-style-type: none"> • Purpose and components of the Monitoring and Evaluation plan • Developing an M&E plan and review it

Topic 8 Session 1 Purpose and components of the Monitoring and Evaluation (M&E) Plan	
Session Goal	To identify the importance and components of the Monitoring and Evaluation plan
Objective of the session	At the end of this session, participant will be able to; 1. Articulate the importance and components of the M&E plan
Duration	1hr
Process	<ul style="list-style-type: none"> a) START by linking this session to the previous sessions and give a short lecture on M&E plan, explain its component and its relevance to the grant application. b) Facilitate a discussion emphasizing that the M&E plan is the road map of the grant application towards achieving its goal and the means of verification are the data collection tools that should be put in place before implementation can start. c) Session activity: Each group should use the evaluation questions in relation to their methods worksheet and present to the class for peer review and feedback. d) CONCLUDE by emphasizing that the M&E plan should speak for itself so clearly so that the reviewers can just look at it alone to understand the grant application.

Topic 8: Session 2 Developing the Monitoring and Evaluation plan and review it	
Session Goal	To develop the M&E plan and review it
Objectives of the session	At the end of this session, participants will be able to <ul style="list-style-type: none"> 1. Relate the various activities in the methods worksheet (for each objective) with their respective outputs, process, indicators, means of verification, targets, frequency of measurement and assumptions 2. Prepare the M&E plan for their grant application
Duration	2hrs
Process	<ul style="list-style-type: none"> a) START by briefing the participants on how this session is linked to the previous sessions especially M&E framework the methodology the objectives and activities b) Give a short lecture on the relevant content and emphasize on how the M&E plan enables prospective reviewers to easily see how the implementers are planning to measure success at all levels of the desired targets and results. Emphasize that M&E framework proposed should be well connected entirely to the proposed methodology, activities, objectives, goals and the needs statement. c) Session activity 1: The teams will work in their groups to complete all the columns of the template of the M&E framework for each activity for all the objectives of their worksheet d) Session activity 2: The teams should work in their groups to review their M&E framework by applying the M&E review questions and get a representative to present their M&E framework to the class for feedback and input. e) CONCLUDE with short discussion on the tips for writing a good M&E component of a grant application.

TOPIC NINE: DEVELOPING THE SUSTAINABILITY STRATEGY

Duration: 2hrs






Introduction		This topic covers how to develop a write up that describes the sustainability plan for the proposed grant application in the long run especially after funding.
Objectives		By the end of this topic, the participants will be able to: <ol style="list-style-type: none"> 1. Write the section of the grant application which shows that the institution has plans and capacity to sustain the proposed activities/interventions after the funding period. 2. Relate the sustainability section to other sections of the grant application.
Methodology		<ul style="list-style-type: none"> • Brainstorming and classroom discussions • Review other section for the grant application /organization website for information • Groups /individuals read a call for application to identify what it says about the sustainability section • Review sample sustainability plan write up
Materials and Resources		<ul style="list-style-type: none"> • Active call for grant application • A Sample good write up on sustainability • Sample reviewer questions/comments on sustainability for a grant application
Sessions		<ul style="list-style-type: none"> • Describing the organization's ability to sustain the proposal interventions after the funding period

Topic 9: Session 1 Describing the organization's ability to sustain the proposal interventions after the funding period

Session Goal	To review the call for grant application and identify areas/sections where sustainability is highlighted and develop a write up that precisely describes the institution sustainability plan in relation to call for grant application and institutional environment.
Objectives of the session	At the end of this session, participants will be able to; <ol style="list-style-type: none"> 1. Review the call for grant application and identify areas/sections where sustainability is highlighted. 2. Develop a write-up that precisely describes the institution sustainability plan in relation to call for grant application and institutional environment. 3. Review the sustainability plan as a team or by independent colleague
Duration	2hrs
Process	<ol style="list-style-type: none"> a) START with a discussion on purpose of this section in the grant application and how it relates to other components of the grant application. b) Give a lecture on the content of sustainability section for the grant application and answering the key sustainability questions: How will you sustain your program once the funding period ends? "How will you continue if you do not receive funding?" What are the parts of a sustainability plan? (Community, Financial and Organizational) What makes for a successful sustainability plan? c) Session activity: Participants work in their groups and write a sustainability plan for their grant application and present to the class for feedback and input. d) CONCLUDE by discussing sustainability in the entire grant application, including a coherent mission and strategy, multiple sources of funding among others.

TOPIC TEN: PREPARING THE GRANT APPLICATION BUDGET

Duration: 4hrs

Introduction		The facilitator teaches participants the process of developing the budget for their grant application-re-stating their proposal in financial terms.
Objectives		At the end of this topic, the participants will be able to: <ol style="list-style-type: none"> 1. Prepare the Budget for their grant application and present it in excel together with the budget notes/justification 2. Review their budget in line with the donor's requirements as per the call for grant application and proposed activities 3. Plan and prepare the grant budget with support from your institutions' Office of Grants/ Award Management
Methodology		<ul style="list-style-type: none"> • Lecturing, brain storming and classroom discussions • Consultations and discussions with Senior Finance Officers • Question and answer techniques • Group discussions and session activities • A group representative presentation • Practicing basic excel for budgeting
Materials and Resources		<ul style="list-style-type: none"> • The live/active call for grant application • Donor's budgeting templates if provided • A sample excel budget templates with notes/justification and budgeting components /sections (Budget line items, costing unit, quantity, frequency, cost unit and comments) for each activity if not provided by the funding agency in the call for grant application • Sample of the budget review questions • The copy of the methods worksheet, objectives, activities, time lines and resources needed • Sources of costs and market prices for the unit cost items
Sessions		<ul style="list-style-type: none"> • Preparing the grant application budget • Preparing of the budget justification and notes • Grant application budget review questions

Topic 10: Session 1 Preparing the grant application budget using the methods worksheet to populate the excel Budget template


Session Goal	To develop a grant application budget by costing all the activities in the methods worksheet per objective, activities and establish unit costs.
Objective of the session	At the end of this session, participants will be able to; <ol style="list-style-type: none"> 1. Prepare an excel budget and budget justification and notes for their grant application.
Duration	2hrs
Process	<ol style="list-style-type: none"> a) START by giving a short lecture on the definition of a budget and the need to articulate how much it will cost to implement the proposed grant application, indicating how it is determined as a product of the unit cost, quantity and frequency. b) Discuss with the team on how to use the budget excel templates, activities, sources of costs, allowable /non allowable costs, overhead with evidence and how to write budget justification/notes. c) Session Activity: The grant application writing teams should work in their groups to develop the budget in excel indicating the budget notes and justification and get a representative from each group to present their work to the class for feedback and input. d) CONCLUDE by referring to the need for budget notes and justification in the next session

Topic 10: Session 2 Preparing of the budget justification and notes	
Session Goal	To develop the budget notes for their grant application to explain how the budget amounts in the budget excel are arrived at and justify the unit cost, frequency and total amount for each budget line
Objectives of the session	<p>At the end of this session, participants will be able to:</p> <ol style="list-style-type: none"> 1. Explain how the budget amounts are arrived at 2. Prepare the budget explanatory notes 3. Justify how the budgeted activities shall contribute to achieving the proposed planned objectives of the proposed grant application
Duration	1hr
Process	<ol style="list-style-type: none"> a) START by giving a lecture on the definition of budget notes and justification, emphasize its importance and how it enables reviewers to easily relate what they propose to do, how much it will cost, the frequency and how the costed items/activities shall contribute to the achievement of the grant objectives. b) Explain using sample budget notes and any template provided by the donor c) Session Activity: Work in their groups to develop budget excel and notes/justification and make a presentation to the class for feedback and input d) CONCLUDE by emphasizing the need for budgets to speak for themselves for reviewers to understand.

Topic 10: Session 3 Grant application budget review questions	
Session Goal	To review the budgets for accuracy and compliance with the donor agency requirements in the call for grant application
Objectives of the session	<p>At the end of this session, participants will be able to:</p> <ol style="list-style-type: none"> 1. Review their proposal budgets for accuracy 2. Review the budget according to the donor agency limitations and requirements as stated in the call for grant application
Duration	1hr
Process	<ol style="list-style-type: none"> a) START by giving a short lecture on the process for reviewing a grant application and the related realistic budget and test it for, accuracy, compliance with evidence on how the costs were determined hence justifying budget lines and the budget overall totals. b) Session activity: The teams should work in their groups to develop the budget notes/justification. A representative from each group to present their work to the class for feedback and input. c) CONCLUDE by getting the participants discuss the tips for reviewing their budgets, identifying red flags and making adequate budget reviews.

TOPIC ELEVEN: WRITING ON ENVIRONMENT AND CAPABILITY STATEMENT

Duration: 3hrs

Introduction		This topic covers a write up on the organization's background, profile and environment indicating the institution's suitability and capacity to successfully implement the proposed grant application once awarded.
Objectives		<p>By the end of this topic, the participants will be able to:</p> <ol style="list-style-type: none"> 1. Provide write up that describes the organizations' background, mission, vision, history, management structure, previous awards, its partners, achievements and collaborations in relation to the call for grant application. 2. Develop the section of the grant application which shows that the institution has extensive expertise, scientific environment and resources to successfully implement the proposed grant.
Methodology		<ul style="list-style-type: none"> • Brainstorming and classroom discussions • Visiting organization website for information • Groups /individual reading of the call and identify required resources and expertise • Presentation by group for review and receive feedback from participant.
Materials and Resources		<ul style="list-style-type: none"> • Active call for grant application • The organization's website to confirm the vision, mission, past awards, resources, management structures etc • A sample good write up on the Institutions environment and resources • Sample reviewer questions on organization's environment • The list and description of information developed on the organization and the collaborator's scientific environment and resources available for the proposed grant application
Sessions		<ul style="list-style-type: none"> • Describing the organization's background, profile and environment: background, mission, vision, objectives, history, management structure, previous awards, achievements and collaborations in relation to the call for grant application • Writing the organizations' profile and infrastructure in relation to the grant call and the application.

Topic 11: Session 1 Describing the organizations' background, profile and environment: background, mission, vision, objectives, history, management structure, previous awards, achievements and collaborations in relation to the call for grant application.

Session Goal	To review the call for grant application and identify areas/sections where their organizations have got expertise, necessary collaborations, resources and highlight and describe them.
Objective of the session	<p>At the end of this session, participants will be able to;</p> <ol style="list-style-type: none"> 1. Review the active call for grant application, list and describe the required expertise, resources, facilities at applicant institution and its collaborating partners, scientific environment applicable to the call.
Duration	1hr



Process	<ul style="list-style-type: none"> a) START with a brain storm session with the participants over their understanding of the “Environment”. The discussion should bring out the purpose of this section and how it relates to other components. b) Discuss and relate this to background, mission, vision, objectives, history, management structure, previous awards, achievements and collaborations in relation to the call for grant application which they are responding to. c) Lecture on the relevant content for this component, what the reviewers look for, what is available at prime applicant institution and at its partners d) Session activity: The grant application writing teams should work in their groups to list and describe their institutional environment and resources relevant to the call for grant application and each group should present their work to the class for feedback and input. e) CONCLUDE by emphasizing that even if their institution might have a great environment but they should describe only those resources that are directly applicable to the proposed work for the grant application in question. The list and description of resources, applicable to the call for grant application, developed in this session should be kept handy for use in the next session for the real write up.
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Topic 11: Session 2 Writing the organization’s profile and infrastructure in relation to the call for grant application

Session Goal	To write and review their organization’s profile and infrastructure for the grant application.
Objective of the session	<p>At the end of this session, participants will be able to;</p> <ul style="list-style-type: none"> 1. Write and review the organization’s profile and infrastructure in respect to grants application processes
Duration	2hrs
Process	<ul style="list-style-type: none"> a) START by participants in groups retrieving their list and description of their organization’s resources generated in the previous session. b) Session activity: The participants while in groups will be facilitated to write detailed organization and the collaborator’s scientific environment and resources and relate it to the proposed grant application following the example provided and get them to make a presentation to the plenary for peer review and feedback. c) CONCLUDE by reminding the participants to assign member(s) to continue looking for any missing but required institutional information.

TOPIC TWELVE: WRITING THE PROPOSAL SUMMARY/ ABSTRACT

Duration: 2hrs

Introduction		This topic aims at summarizing the needs statement, goal, objectives of the grant application, methodology budget and measuring potential impact of the work in grants writing.
Objectives		<p>At the end of this session, the participants will be able to:</p> <ul style="list-style-type: none"> 1. Provide a clear summary of the proposal 2. Develop a proper and right topic for their grant application 3. Define a grant application abstract 4. Learn the main purpose and when to develop a grant application abstract and understand the components an abstract 5. Write an “attractive” grant application abstract



Methodology		<ul style="list-style-type: none"> • Lecture methods • Brainstorming and classroom discussions • Group discussions
Sessions		<ul style="list-style-type: none"> • Writing a grant application Summary/abstract and Title of their grant application
Resources and materials		<ul style="list-style-type: none"> • An outline for the structure of the grant application abstract • An active call for grant application the team is responding to • A sample grant application abstract




Topic 12: Session 1 Writing a grant application abstract /summary and Title of their grant application

Session Goal	To write and review a grant application abstract and title for their grant application
Objectives of the session	<p>At the end of this session, participants will be able to;</p> <ol style="list-style-type: none"> 1. Define and understand the main purpose of an abstract 2. Write an attractive grant abstract and review its structure, length and content 3. Write an attractive title for a grant application
Duration	2hrs
	<ol style="list-style-type: none"> a) START by discussing with the participants about the purpose of and abstract in the grant application and how it relates to all the other components b) Give a lecture on the relevant content and component for an abstract and how this is determined. Explain what reviewers look for when handling abstract c) Session activity 1: They work in groups to write and review their abstract, and get a representative to present to the class for feedback and input. d) Session activity 2: The grant writing teams should work in groups to write a title for their grant application and present it together with the abstract. e) CONCLUDE by emphasizing to groups to always follow the call for grants instructions when writing abstracts for their grant application.


TOPIC THIRTEEN: GRANT APPLICATION SUBMISSION AND FOLLOW-UP PROCESSES





Duration: 2hrs

Introduction		For this topic, the facilitator will teach participants the different electronic and manual grant applications submissions requirements and follow-up process.
Objectives		<p>At the end of this topic, the participants will be able to:</p> <ol style="list-style-type: none"> 1. Describe the different types of grant submission and follow up processes 2. Prepare for successful submission in relation to donor requirements as per the call for grant application 3. Explain the different electronic and manual processes

Methodology		<ul style="list-style-type: none"> • Question and answer techniques • Online hands-on browsing and logging into the submission portal • Groups /individual reading of the call for grant application, identify the required grant applications submission processes and systems • Presentation by group for review and feedback from all participants
Materials and Resources		<ul style="list-style-type: none"> • Active call for grant application and submission checklist • PowerPoint presentation • internet and submission links • Submission email contacts/ computers/ laptops
Sessions		<ul style="list-style-type: none"> • Managing the grant submission and follow up processes

Topic 13: Session1 Managing the grant submission processes and follow up processes	
Session Goal	To develop a grant submission and follow up processes plan based on the needs statement and requirements.
Objective of the session	At the end of this session, participants will be able to; 1. Develop a grant submission and follow up processes plan
Materials and Resources	<ul style="list-style-type: none"> • An active call for grant application • Sample guiding questions
Duration	2hr
Process	<p>a) START by indicating the importance of identifying the submission requirements right away during the review of call for grant application.</p> <p>b) Emphasize through an open discussion that the ability to fulfil the submission requirements is one of the key eligibility aspects that guides a go-no-go process for and grants writing process.</p> <p>c) Share with the participants the possible options and alternatives funders have as submission criteria and for each, give examples. These will include;</p> <ul style="list-style-type: none"> • <i>Online registration and submission (by filling in forms)</i> • <i>Hard copy submission (emphasize proper addresses)</i> • <i>E-mail submission</i> <p>d) Discuss each of the above giving advantages and disadvantages of each</p> <p>e) Ask participants to also share their knowledge and experience on same.</p> <p>f) Also ensure that you discuss tips of successful proposal submission. This may include;</p> <ul style="list-style-type: none"> • <i>Time and schedule management</i> • <i>Reliable internet in case of online, transport and courier services</i> • <i>Ensure all the passwords are right and working before submission time</i> <p>g) CONCLUDE by emphasizing to the participants that this process is very key as it helps to ensure that the application will be received as required.</p>

TOPIC FOURTEEN: MANAGING RELATIONSHIPS WITH DEVELOPMENT PARTNERS	
Duration: 2hrs 30mins	
Introduction	 <p>This topic provides entails managing and sustaining of donor relationship at both Principal Investigator (PI) and institutional level.</p>

Objectives		At the end of this topic, the participants will be able to: <ol style="list-style-type: none"> 1. Describe and carry out hands on on-line processes involved in donor management and relations 2. Carry out the various donor registrations needed for their institution to submit grant applications to various donor organizations. 3. List and explain the tips for developing, building and sustaining relationship with the current and future sponsors for their institutions.
Methodology		<ul style="list-style-type: none"> • Brainstorming and discussions • Question and answer techniques • Practical on-line browsing • Online self-discovery and trouble shooting
Sessions		<ul style="list-style-type: none"> • Several donor and funding agencies websites, registrations and online submissions • Different ways grant application writers interact with Development Partners
Resources and Materials		<ul style="list-style-type: none"> • Laptops and internet in the room • Funders websites • A number of links for donor website registrations • A number of calls for grant applications from funders • Institutional passwords if applicable • An active call for grant application

Topic 14: Session 1 Several donor and funding agency websites, required registrations and online submissions

Session Goal	To build the skills and knowledge of participants in offering ongoing administrative and follow up processes
Objectives of the session	At the end of the session, participants will be able to; <ol style="list-style-type: none"> 1. Define the grants application online processes and requirements 2. Different documents and ways for online processes involved and their roles and importance during grant application and follow up
Duration	1hrs 30mins
Process	<ol style="list-style-type: none"> a) START by a discussion with the participants about the importance of reading the request for grant application very well – listing all the required processes. b) Give a lecture linking the contacts, registration and update processes and how the list of these is generated from reviewing the call for grant application well. Also emphasize the need to start the grant application process very early and the need to work with different people with different skill sets c) Review some calls for grant applications and indicate the required processes, some of which may include; <ul style="list-style-type: none"> • <i>Opening up own submission portal for use during registration</i> • <i>Pre-submission requirements like Letters of Intent</i> • <i>Filling eligibility forms</i> • <i>Passwords to be used during submission</i> e) Session activity: The participants while in groups are then facilitated to identify, review some calls for grant application and generate a list of these mandatory registration and pre-submission processes necessary for successful submission. f) CONCLUDE by assuring participants that funders always provide a support system for guidance, consultations and clarification.

Topic 14: Session 2 Different ways of interacting and sustaining relationship with Development Partners	
Session Goal	To build the skills and knowledge of grant writers on how to strengthen the relationship between other grant-writers, their funders and sponsors
Objectives of the session	<p>At the end of this session, participants will be able to;</p> <ol style="list-style-type: none"> 1. Explain different ways of contacting Development Partners. 2. List the advantages and disadvantages of different ways of contacting donor 3. List and explain the tips for successfully working with Development Partners
Duration	1hr
Process	<ol style="list-style-type: none"> a) START with an example of the importance of person to person relations even in official situations. b) Caution the participants not to take these relationships “so fast and beyond office” as sometimes this may be misinterpreted by the Development Partners. c) Do a lecture and explain the importance of interacting with one’s funders Development Partners and share the available forms in which this interaction can take place. Among the suggested modes include; <ul style="list-style-type: none"> • <i>E-mails</i> • <i>Sharing of documents like agency reports</i> • <i>Co-publications</i> • <i>Update reports to the funder Development Partner</i> • <i>Offer additional roles to the agency e.g. be reviewers</i> d) Facilitate a discussion with the participants on the advantages and disadvantages of each of the forms e) Session activity: Ask participants in their groups to share their past experiences and concerns of dealing with their funders and sponsors. f) Brainstorm with the team on the tips and take-home issues g) CONCLUDE by emphasizing the fact that each donor may need to be approached differently hence they are to find out in advance.

Workshop Closing Exercise (20 Minutes)

- Give participants time to share a parting thought if they would like (or to give a “vote of thanks” if this is part of your culture).
- Upon closing, share your insights as a facilitator on what the group has accomplished.
- Thank participants for their participation throughout the course, encourage them to apply their new knowledge and skills, and say goodbye.

Resources and References

References and Additional Study Resources

1. Gillis, Christina M. “Writing Proposals for ACLS Fellowship Competitions” (American Council of Learned Societies)
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2. Porter, Robert. “What Do Grant Reviewers Really Want Anyway?” 2005. *Journal of Research Administration* 36(2): 5–13.
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4. Przeworski, Adam, and Frank Salomon. “On the Art of Writing Proposals” (Social Science Research Council): <http://www.ssrc.org/publications/view/7A9CB4F4-815F-DE11-BD80-001CC477EC70/>
5. Holloway, Brian R. 2003. *Proposal Writing Across the Disciplines*. Upper Saddle River, New Jersey: Prentice Hall. Levine, S. Joseph.

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6. “Guide for Writing a Funding Proposal.” <http://www.learnerassociates.net/proposal/>.
7. Grants.gov <https://www.grants.gov/web/grants/home.html>
8. European Union Funding; https://ec.europa.eu/info/research-and-innovation/funding/funding-opportunities_en
9. USAID Funding; <https://www.usaid.gov/work-usaid/find-a-funding-opportunity>
10. NIH Reporter <https://reporter.nih.gov/>

Attachments and Appendices

Appendix 1

Daily Training Evaluation Form

Title of Training: _____

Date of the Training: _____

Training Venue: _____

Lead Facilitator: _____

1. Were the objectives for today's training sessions met?

Strongly Agree Agree Disagree Strongly disagree

2. To what extent do you feel this training helps your agency achieve its goals?

1. Very much 2. So much 3. Much 4. Not sure 5. Not at all

3. What did you understand well among today's topics?

4. List what you feel needs more clarification

5. Suggest areas of improvement if the training program is to meet its core objectives

Appendix 2

Workshop Evaluation Form

To be completed by the participants at the end of the training

Course Title: _____

Training Venue: _____

Dates of Training: From _____ To _____

A. Comment on Duration of Workshop (Tick as appropriate)

Too Short Too Long Just adequate No Comment

B. Learning Aspects

Please evaluate each of the following aspects of the training by circling a number on the scale below.

To what extent did the workshop;	Excellent	Good	Fair	Poor	Not at all
Achieved the set objectives	5	4	3	2	1
Met your personal expectations	5	4	3	2	1
Content applicable to your work	5	4	3	2	1
Used effective training methods and techniques	5	4	3	2	1

Used appropriate training materials (e.g. Handouts, I.E.C materials)	5	4	3	2	1
Facilitators looked knowledgeable	5	4	3	2	1
Facilitators prove helpful in learning	5	4	3	2	1
Facilitators and Organizers managed time	5	4	3	2	1
Proved participatory	5	4	3	2	1

C. Please, tick as appropriate

Would you;	Yes	No	Not sure	Never
Recommend this training to your colleague?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wish to attend an advanced training again?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Be able to teach the same content to others (colleagues)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D. Administrative aspects

Please evaluate each of the following aspects of the training by circling a number on the scale below.

How would you rate the following (If applicable)	Excellent	Good	Fair	Poor	V. Poor
Accommodation	5	4	3	2	1
Meals	5	4	3	2	1
Training venue	5	4	3	2	1
Logistical support	5	4	3	2	1
Social activities	5	4	3	2	1
E. What is your overall rating of the workshop?	5	4	3	2	1

Appendix 3

A sample Grant Checklist

- **Introduction to Application**
 - ✓ Specific Aims
 - ✓ Research Strategy
 - ✓ Progress Report Publication List
 - ✓ Human Subjects Sections
 - ✓ Cover Letter
 - ✓ Biographical Sketch/ CVs of Key personnel
 - ✓ PHS Assignment Request form
 - ✓ Project Summary/Abstract
 - ✓ Project Narrative
 - ✓ Bibliography and References Cited
 - ✓ Facilities & Other Resources
 - ✓ Equipment
- **Budget Sections**
 - ✓ The Budget
 - ✓ Budget Justification
 - ✓ Personnel Justification (A. Senior/Key Personnel and B. Other Personnel)
 - ✓ Consortium Justification
 - ✓ Additional Narrative Justification
- **Research Plan sections (General)**
 - ✓ Protection of Human Subjects
 - ✓ Data Safety Monitoring Plan
 - ✓ Inclusion of Women and Minorities
- ✓ Inclusion of Children
- ✓ PHS Inclusion Enrollment Report
- **Other Research Plan Sections**
 - ✓ Vertebrate Animals
 - ✓ Select Agent Research
 - ✓ Letters of support from Institution and Key Collaborators
 - ✓ Multiple PD/PI Leadership Plan
 - ✓ Consortium/Contractual Arrangements
- **Letters of Support**
 - ✓ Resource Sharing Plan(s)
 - ✓ Data Sharing Plan
 - ✓ Sharing Model Organisms
 - ✓ Genomic Data Sharing (GDS)
 - ✓ Authentication of Key Biological and/or Chemical Resources
- **Appendices**
 - ✓ For applications proposing clinical trials
 - ✓ Clinical trial protocols Investigator's brochure
- **For all applications**
 - ✓ Blank informed consent/assent forms
 - ✓ Blank surveys, questionnaires, data collection instruments
 - ✓ FOA-specified items

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This **Grants Writing Training Manual** was developed by the Collaboration for Evidence-Based Healthcare and Public Health in Africa (CEBHA+) under the auspices of Makerere University, College of Health Sciences under the sponsorship of the German Federal Ministry of Education and Research, (Bundesministerium für Bildung und Forschung-BMBF) Germany.

This manual is intended for facilitators of grants writing training, leaders of grant application teams, faculty, students, individual scientists and researchers who seek guidance to improve their skills in grants application writing process. The manual provides a step-by-step guide that is common during the grant application writing processes or for grants writing training purposes. It provides a benchmark guide upon which users could build creatively in order to realise a successful grant application.

The manual is meant to make users appreciate the key processes before writing, during the writing and follow up after submitting the grant application. It provides techniques that encourage active involvement of all participants and building on the knowledge and skills of individual participants. This technique is based on the dynamic grants funding environment which require a dedicated multi-disciplinary team to write a winning grant application.

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