GUIDE TO PROPOSAL WRITING FOR LOCAL AUTHORITIES
GUIDE TO
PROPOSAL WRITING FOR
LOCAL AUTHORITIES

2008
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The Asia Foundation (TAF) implemented the Transparent Accountable Local Governance (TALG) Program with financial support from the United States Agency for International Development (USAID) from January 2005 - September 2007. The Foundation’s main counterparts were the Ministry of Local Government and Provincial Councils and the Sri Lanka Institute of Local Governance. The International City/County Management Association (ICMA) and Environmental Management Lanka (EML) provided additional technical assistance and support.

The TALG Program developed a number of training modules and publications as part of its institutional strengthening programme for Local Authorities (LAs) in Sri Lanka. Each of the TALG training modules was used to train officials in thirty-five Local Authorities in Southern, Eastern, Central, North Western, North Central and Uva provinces. These were very successful in promoting effective, transparent and accountable local governance. Preparing the training modules was a painstaking process and support from the Australian Agency for International Development (AusAID) enabled The Asia Foundation to complete and publish this and the other publications in the series.
ACKNOWLEDGEMENTS

The Asia Foundation gratefully acknowledges the assistance of Uni-Consultancy Services and academics from the University of Moratuwa in the design and compilation of this guide.

The Asia Foundation encourages the use, adaptation and copying of this material for non-commercial use to build proposal-writing skills among local government officials.
SUMMARY

This guidebook endeavours to cater to the demand within the local government system to mobilize funds from external sources for priority social, environmental, economic and infrastructure projects. After the introduction of the Medium-Term Participatory Planning Process in Local Authorities, it became evident that if fundraising was to be effective, there was a need to increase capacity for project proposal writing. The participatory planning process helped LAs identify the priority needs of citizens, but revealed their lack of skills and experience in generating and mobilizing the resources needed to implement critical projects. This was especially evident in the post-tsunami rehabilitation process where many funding agencies were eager to fund local reconstruction and rehabilitation work, but few appropriate funding proposals came forward from local bodies.

This guidebook can be used as a self-learning guide or as learning material for a training module on proposal writing. This guidebook has been used to support the delivery of a two-day workshop where participants learnt to write component sections of real proposals with feedback and tips from experts. It has improved the ability of LAs to write successful proposals and acquire the funds they need to implement their Medium-Term Development Plans and other priority projects to improve the delivery of services to citizens and promote development in their communities.
1.0 INTRODUCTION

Writing a successful grant proposal requires diligence and practice. There are certain universal features, regardless of customs and norms, that govern the grant proposal preparation and its review process.

This manual for writing a funding proposal will empower persons to be successful in obtaining funding grants. The manual will focus on the relationships with funding agencies, organizations and persons in a collaborative and participatory approach at all levels.

This manual will assist in organizing and writing a funding proposal using a basic format. The heading and notes in each section will provide information to help understand and prepare a strong and fundable proposal.

The initial section gives general advice with useful tips for preparing to write a proposal. The next sections discuss the key elements of the proposal and explain them with the help of typical examples suited to Local Government in Sri Lanka.

This manual also includes monitoring and evaluation techniques for projects. The Logical Framework Analysis technique that is widely used by donor organizations is described in Annex A and project monitoring techniques are discussed in Annex B. Two example case studies relevant to Local Government are provided in Annex C (construction of Rathmal Oya bridge at Mihindupura) and Annex D (A model e-learning system for the Ratnapura Municipal Council).
2.0 WRITING A FUNDING PROPOSAL

A funding proposal is written with a specific purpose i.e. to seek funds for a project. The proposal must persuade and convince the decision-makers that the project is justifiable and should be funded. Successful proposals are those that are carefully thought out, well researched, technically correct, properly budgeted and clearly and logically presented. This requires sufficient time being allocated to prepare and write the proposal.

2.1 Useful Tips for Planning

2.1.1 Identify Possible Funding Sources/Donors
   a) Information Desk at Embassies (country specific aid agencies).
   b) Directories of National and International Funding Agencies.
   c) Directories of Corporate Bodies, Charities and Foundations.
   d) Libraries.
   e) Internet.
   f) Special projects of Provincial and National Government Departments and Agencies.

2.1.2 Get to Know the Funding Source/Donor
   a) What are their aims, objectives and priorities?
   b) What types of projects do they support and what have they funded in the past?
   c) What size of funding do they provide and do they require match funding?
   d) How often do they fund projects and are they of long-term or short-term duration?
   e) Is the project eligible? Do the aims, size, timing and duration of funding match the requirements of the funding organization?
   f) Is there a proposal format/guideline?
   g) How is the project reviewed?
   h) How soon will the result be known?
   i) Who has to be contacted?

2.1.3 Plan and Develop the Project Proposal
   a) What is the project?
   b) Is it a priority for the LA and is it included in their medium-term plan?
   c) Why is the project necessary and how will LA citizens benefit?
   d) What does it hope to achieve – outputs, outcomes and impact?
   e) How does it relate to the visions and goals of the LA?
   f) How will it be carried out (methodology)?
   g) How much funds are required (budget)?
   h) How long will it take to complete (scheduling)?
i) How will it be monitored/evaluated?

j) What inputs are provided by other agencies (expertise/funding)?

k) Have similar projects been carried out before and what were their outcomes?

l) How and why is the LA involved?

m) Does the LA have the capacity to implement the project? (A SWOT analysis may be required to determine strengths, weaknesses, opportunities and threats).

n) What is the LA’s previous track record/experience in implementing projects?

2.1.4 Gather Background Information

a) Resources available and required.

b) Details of similar projects.

   The LA may not have in-house technical expertise. Obtain help from those more competent, in the required areas.

2.2 Some Useful Tips on Writing

a) Write for a non-technical reader.

b) Do not assume that the reader is familiar with the topic.

c) Write your narrative in a logical sequence.

d) Use simple and short sentences.

e) Avoid jargon.

f) Do not exaggerate.

g) Use the active voice – e.g. “The Local Authority seeks funds”, not “Funding is sought by the Local Authority”.

h) Write positively.

i) Avoid vague words such as ‘might’, ‘could’ and ‘ought’.

j) Write a complete first draft.

k) Revise and rewrite.

l) Check for spelling and grammatical mistakes.

m) Proof-read the document, (it would be better to ask a colleague to do this).

2.3 Hints on the Appearance

a) Follow the guidelines carefully (a format may be specified).

b) Use the format that has been recommended.

c) Use an easy to read font type and size.

d) Allow some white space and do not overcrowd the page.

e) Number the pages.

f) Use Signposts.

Example:

   Headings, sub-headings and bullets.
g) Avoid abbreviations e.g. use the word ‘laboratory’ not ‘lab’.

h) Define the acronym (within brackets) the first time it is used, after that, the acronyms can be used in the text.

**Example:**
Dehiwala Mount Lavinia Municipal Council (DMMC)
3.0 COMPONENTS OF A TYPICAL PROPOSAL

A funding proposal has several key components. It is helpful for the reviewer if these are easily identifiable. Some funding sources specify their own formats, while others permit the fund-seeker to use their own format.

A suggested structure is
1. Title Page or Cover Page.
2. Project Overview or Summary – a single page or at most, two pages.
3. Contents Page – listing the main headings with corresponding page numbers.
4. Background Information or Statement of the Problem.
5. Project Details
   5.1 Goals and Objectives (target results).
   5.2 Rationale.
   5.3 Target Group / Beneficiaries.
   5.4 Methodology / Activities / Timeline.
   5.5 Project Management / Staff / Administration.
6. Available and Needed Resources
   6.1 Personnel.
   6.2 Facilities.
   6.3 Equipment / Supplies / Communication.
   6.4 Budget.

3.1 Title Page or Cover Page

a) Format
Use the format that is specified. If no format is specified, keep it simple.

b) What to include
- Title.
- Name of organization seeking funding.
- Names of collaborating agencies (if any).
- Submission date.

c) Title
- Gives a clear idea of the project.
- Is short, one line with as few words as possible.
- Be understandable to the lay reader, avoiding technical terms.
Some Tips

- Avoid words such as ‘study’, ‘examination’ and ‘investigation of’. Do not use titles such as ‘A Method to Determine’ unless the actual focus of the project is on the method itself rather than the results.
- Use ‘catch words’ such as ‘sustainable’ and ‘recycling’, if the funding source supports such activities.

Examples:
Sanitation Facilities for Canal Bank Road, Dehiwala.
A Bridge/Playground/Community Hall for Moratumulla.

3.2 Project Overview or Summary

This is a summary of the proposal. It is a stand-alone document and must contain the salient points of the proposal, so that even when separated from the main document, the reader can understand what the project is about.

The project overview is the most important component of the project proposal. It gives the first impression of the request for the grant, and by serving as a summary, it gives the last impression.

It has two purposes

- Gives the reader a quick overview of the project proposal; some busy readers may not read the entire document but only the project overview.
- Prepares the reader for what to expect in the document; it must persuade the reader to read the entire document.

The project overview consists of about 200 to 400 words in either a single paragraph or at most, 2 to 3 paragraphs. The overview does not require an introduction or a conclusion. Each sentence must be essential and specific.

It must focus on the important aspects, be short but give sufficient detail.

a) Why the project is necessary.
b) What it hopes to achieve (outputs, preferably measurable).
c) How it relates to the goals of the funding agency.
d) How it will be carried out (method).
e) How much funds are sought from the funding agency.
f) How long it will take.
g) How it will be monitored.
h) What inputs are provided by other collaborating agencies.

Ideally, the project overview should be written last, after the entire proposal has been written.
3.3 Contents Page

A Typical Example of a Contents Page

1. Background Information / Statement of the Problem .......................................................... 2
2. Project Details .................................................................................................................. 3
   a) Goals and Objectives ................................................................................................. 3
   b) Rationale .................................................................................................................. 3
   c) Target Group / Beneficiaries .................................................................................. 4
   d) Methodology / Activities / Time Line .................................................................. 4
   e) Project Management / Staff / Administration ....................................................... 4
3. Available and Needed Resources .................................................................................. 5
   a) Personnel ................................................................................................................ 5
   b) Facilities ................................................................................................................ 5
   c) Equipment / Supplies / Communication .............................................................. 6
   d) Budget .................................................................................................................... 7
   e) Time Line ................................................................................................................ 7
4. Monitoring and Evaluation Plan .................................................................................... 8
5. Appendices – Any supporting documents ................................................................. 10

Example—Recycling Wood Waste

Project Overview

The Municipal Council of Moratuwa seeks funds to carry out a pilot study on the reconstitution of wood waste into board material. The board material can be used for panelling and furniture manufacture. At present, this waste amounts to 30% of the solid waste disposed of in the area. Previous attempts to manufacture board using wood waste had failed due to the absence of laboratory and pilot scale studies. The University of Moratuwa, with technical assistance provided by .......... (Aid Agency), have completed preliminary laboratory studies that have confirmed the feasibility of producing board material using this wood waste. A local woodworking entrepreneur has agreed to set up the pilot scale study within his factory premises if the required expertise, materials and technology are provided. The estimated cost of setting up the pilot scale study is Rs......... The setting up of the plant and machinery is scheduled to take 3 months. It is anticipated that the results of the study will be available within 6 to 8 weeks of setting up the plant. The project will be carried out in collaboration with the University of Moratuwa.

This project will achieve a reduction of solid waste that currently needs to be disposed of in the Urban Council dumpsite; a decrease in the need for solid wood panels thus conserving trees; a decrease in the need to import board material by local craftspeople and more employment opportunities in the Moratuwa area.
4.0 BACKGROUND INFORMATION OR STATEMENT OF THE PROBLEM

This part of the proposal explains to the reviewer why the project should be carried out. It must convince the receiver that it is a project worth funding.

The following questions should be answered.

a) What is the project?

b) Where is it located?

c) Who will benefit?

d) Why is the project necessary?

e) What previous work has been carried out?

f) Have similar projects been carried out before and what were their outcomes?

g) Why is this project a priority for the LA?

Ideally, a planning process and public consultation should be performed prior to writing the proposal.

The background should convey the following:

- The weaknesses of the current situation.
- The opportunities provided by the environment (and perhaps the threats too).
- The strengths of the LA implementing the project.

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An Example SWOT Analysis for a Recycling Wood Waste Project

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Collaboration with the University of Moratuwa.</td>
<td>• Excess solid waste.</td>
</tr>
<tr>
<td>• Technical Feasibility.</td>
<td>• Inadequate dumping sites.</td>
</tr>
<tr>
<td></td>
<td>• Lack of in-house technical expertise for this specific project.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Opportunities</th>
<th>Threats</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Revenue generation from wood products.</td>
<td>• Doubts of achieving the required standard for production and marketing on a large scale.</td>
</tr>
<tr>
<td>• Entrepreneur agrees to take risk.</td>
<td></td>
</tr>
</tbody>
</table>
Example – Recycling Wood Waste

Background

The Municipal Council is responsible for the disposal of solid waste in the Moratuwa area. Due to the very large number of woodworking establishments in this area, much of the solid waste consists of wood chips of varying sizes. Surveys carried out have estimated that the quantity of wood waste is 100 metric tonnes per month, as much as 10% of the total solid waste disposed of daily [Central Environment Authority Report, 2005]. Elsewhere in the world, wood chips are reconstituted into board materials such as flakeboard, fibreboard, chipboard and hardboard. These board materials are widely used for panelling and furniture making, thus replacing solid wood boards. Sri Lanka imports such boards. A few attempts had been made previously to undertake such a project but failed since laboratory and pilot studies had not been carried out. Preliminary studies have now been carried out at the University of Moratuwa, with the technical assistance of [aid agency] [University of Moratuwa Report, 2006]. They have confirmed the laboratory feasibility of producing board material using this wood waste. The other raw materials and technology for producing boards are available locally. Entrepreneurs in the Moratuwa area have expressed their willingness to set up such board making factories, provided the venture is feasible on a pilot scale. A local woodworking entrepreneur has agreed to set up the pilot scale study within his factory premises, if the required expertise, materials and technology are provided. The benefits identified are: reduction of solid waste that needs to be disposed of in the Municipality Council landfill, thereby extending the life of the landfill by 10 years; reducing the need for solid wood, thereby conserving forests and saving costs for local businesses; reducing the imports of board material thereby reducing production costs of local craftspeople and the provision of employment in the Moratuwa area.

This project relates to the LA functions in three potential ways.

1. Solid Waste Management - reduces costs of solid waste disposal.
2. Local Economic Development - reduces costs for local business and increases employment opportunities.
3. Natural Resources Management – forest conservation and reduced dumping.

NB: Background information should be backed up by sources.
5.0 PROJECT DETAILS

5.1 Goals and Objectives

5.1.1 Goal (Development Objective)
The goal describes the overall aim of the project or programme. The project goal should be related and compatible with the mandate of the LA and with the mission of the donor, and it should justify the project. It may not be possible to achieve the goal through the project, but the project will make a contribution towards achieving it. Usually, the goal provides a benchmark against which the success of a project and that of others with a similar purpose can be measured.

Some Tips
a) Focus on the goal towards which the project will make a significant contribution.
b) Occasionally, a project may contribute positively to more than one goal. However, it is important to explicitly identify what is the primary goal of the project.
c) A goal should ideally be a ‘high level’ target that can be achieved in more than one way.
d) The goal should be taken from or be consistent with the LA’s medium-term development plan.

5.1.2 Objective
The objective is the statement of effects to be achieved in the short-term as a result of the project outputs. The successful achievement of each objective contributes to the achievement of the development goal.

A good objective usually states what is to be achieved, how it is to be achieved and who the main beneficiaries are. Generally, the objectives will help to:
a) State the desired change or improvement and clarify the goal and the strategy for contributing to that goal.
b) Specify the magnitude of the change or improvement to be achieved.
c) Indicate the timescale for the change or improvement.

Do not confuse objectives with the method towards achieving it

Example:
The objective should not be stated as

‘building a pre-natal clinic in Baddegama Pradeshiya Sabha’

but as

‘reducing the infant mortality rate in Baddegama by xx% by a target date’

Some Tips
a) A project may have more than one specific objective but focus on the most important one.
b) Try to make the project objective, specific. This will make it easier to design a process for achieving the objective.
c) Try to include specific targets so that the donor is able to evaluate the success.
d) Do not promise the impossible by overestimating skills or capacity.
e) Do not phrase the objective in general terms, which makes it impossible to determine if the goal has been achieved.

**Remember the SMART / SIMPLE Rule**

Objectives should be

<table>
<thead>
<tr>
<th>S</th>
<th>Specific</th>
<th>Sets out a clear result and target.</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>Measurable</td>
<td>Progress is measured with easily observed indicators.</td>
</tr>
<tr>
<td>A</td>
<td>Approved</td>
<td>Approved by the project owner and the target group.</td>
</tr>
<tr>
<td>R</td>
<td>Realistic</td>
<td>Can be realistically achieved.</td>
</tr>
<tr>
<td>T</td>
<td>Time Related</td>
<td>Has a time-frame for achievement.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>S</th>
<th>Specific</th>
<th>Exactly what is planned to change?</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Immediate</td>
<td>What is the time-frame to achieve it?</td>
</tr>
<tr>
<td>M</td>
<td>Measurable</td>
<td>What is the proof of project success?</td>
</tr>
<tr>
<td>P</td>
<td>Practical</td>
<td>How is each objective a real solution to a real problem?</td>
</tr>
<tr>
<td>L</td>
<td>Logical</td>
<td>How does each objective contribute to the goal?</td>
</tr>
<tr>
<td>E</td>
<td>Evaluative</td>
<td>How much change must occur for the project to be a success?</td>
</tr>
</tbody>
</table>

**Example:**

A wood waste recycling plant to manufacture board material

**Goals**
- Conservation of forests.
- Provision of employment.
- Effective disposal of solid waste.

**Objectives**
- Reduce daily tonnage of solid waste to be disposed of.
- Increase income through sale of recycled wood boards.
- Increase employment opportunities.
- Decrease imports of wood fibreboards.
- Decrease requirements for solid wood boards.
5.2 Rationale

The rationale argues why the chosen strategy incorporated in the objectives is the best way of achieving the goal.

Some Tips
If possible, show in the rationale that alternative strategies have been considered for achieving the goal and that the best one has been chosen.

Example:
<table>
<thead>
<tr>
<th>Project</th>
<th>Construct a footbridge across Rathmal Oya on access road to Mihindupura at 5.3 km from Damana town to replace the existing damaged causeway that is flooded for more than 10-15 days during a given year.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rationale for Bridge</td>
<td>A causeway will not suffice as it is frequently flooded and Mihindupura is the most strategic location for a Bridge in the Pradeshiya Sabha as it is close to 5 villages.</td>
</tr>
</tbody>
</table>

5.3 Target Group

Identify the target group that the project is focused on. Also identify the roles and responsibilities of the various institutions involved in the project.

Some Tips
a) Show the support of the stakeholders.
b) Indicate how the stakeholders have been consulted during the project preparation.
c) Indicate how the stakeholders will be involved during the project.

Example:
- There are 236 families living in five Grama Niladhari Divisions in the Mihindupura area. The total population in this area is 1246, out of which 51% are women and 34% are children under 18 years.
- The LA held a Participatory Community Consultation (PCC) in the area on July 19th 2006 to identify community needs. 38 local residents participated (23 women and 15 men).
- The Mihindupura Community Development Society, local farmer organizations, four Grama Niladharis, the School Principal and Chief Priests of the temple and the mosque of the area were also consulted prior to identifying the project.
- It was agreed to include three community representatives in the Steering Committee to monitor the progress of the project from the inception stage.

5.4 Methodology (Activities)

Methodology (or the process/activities) will help with planning the project to achieve the objectives specified and will give an opportunity for the funding agency to access how the project objectives will be achieved.

The method (or the process/activities) can be developed by answering the following questions:
a) What will be completed under this project?
b) Where will this project be carried out?
c) How will it be done?
d) Who will be involved?
e) What are the outputs?
f) When will the various activities and outputs happen?
g) How will progress be monitored?

Also pay attention to:

a) How will the project be evaluated?
b) What resources will be needed to carry out the activities?

**Activity**

An activity is the action necessary to transform given inputs into planned outputs over a specified period of time. A project may consist of a number of activities, and usually these activities are listed in the chronological order in which they are supposed to be implemented. Usually, the activity list is complemented by a work plan that summarizes the timing of inputs, activities and outputs.

**Some Tips**

a) State the activities such that their implementation can be verified in terms of quantity, time and place.
b) State activities in terms of actions being undertaken rather than as completed outputs.
c) Make sure there are no activities listed whose outcome cannot be traced to the output level.
d) Make it clear who is responsible for doing the work.

### Example: Activity Plan for the Construction of the Bridge

<table>
<thead>
<tr>
<th>No.</th>
<th>Activity</th>
<th>Person Responsible from LA</th>
<th>Time Line (weeks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Site Investigations</td>
<td>Chief Engineer of Pradeshiya Sabha (PS)</td>
<td>0 to 3</td>
</tr>
<tr>
<td>2</td>
<td>Design of Bridge</td>
<td>Chief Engineer of PS</td>
<td>4 to 8</td>
</tr>
<tr>
<td>3</td>
<td>Clear and Prepare Site</td>
<td>Community Development Officer</td>
<td>4 to 8</td>
</tr>
<tr>
<td>4</td>
<td>Construction of Bridge</td>
<td>Chief Engineer of PS</td>
<td>9 to 52</td>
</tr>
<tr>
<td>5</td>
<td>Monitor the Progress</td>
<td>Steering Committee</td>
<td>4 to 52</td>
</tr>
<tr>
<td>6</td>
<td>Opening Ceremony</td>
<td>Community Development Officer</td>
<td>48 to 52</td>
</tr>
</tbody>
</table>
5.5 Project Management / Staff / Administration

Wherever possible all personnel should be listed according to their required field of specialization and qualifications, together with a job description or, the minimum, their basic function. Also set out should be the basis on which the personnel needs have been calculated.

Some Tips
a) Indicate how staff will work as a team during the project.
b) Identify the mechanism used to monitor the project progress such as a Steering Committee, Governing Body etc.

Example
a) The Chief Engineer from the Pradeshiya Sabha (PS) is to be appointed as the coordinator for this project.
b) A Steering Committee comprising seven members will be appointed to monitor the progress.
c) The Steering Committee will report to the PS Council and the donor agency.
d) The Community Development Officer will liaise with LA citizens in clearing the site on a ‘Shramadana’ basis and the organisation of the opening ceremony.

Suggested Composition of the Steering Committee:
Chair: Mayor / PS / Urban Council Chairman
a) Executive Engineer from Provincial Road Authority.
b) Irrigation Engineer of the area.
c) Representative of the PS Council.
d) Secretary of the PS.
e) Three community representatives.
6.0 AVAILABLE AND NEEDED RESOURCES

6.1 Available Resources

Including available resources in a proposal for funding will have a favourable effect on its evaluation. Available resources often go unnoticed and the LA will need to look carefully to see if any of the following or similar kind of resources will be available for the project.

a) Possible collaboration with another organization.
b) Local experts who can provide their services.
c) Local merchants who may be willing to provide material.
d) Volunteers who can donate time, money or other resources.

Including such resources can show a potential funding agency that the project has strong support from the community and that they feel that the LA’s effort is worthwhile.

Some Tips

Contact, encourage and plan with local organizations/persons to collaborate in the project before or while preparing the proposal. Letters from such organizations/persons indicating their proposed contributions to the project in the appendix is an excellent addition to the proposal.

These resources can be included in the project budget - see Annexes C and D.

Examples

**Community Library and IT Centre**
- The LA Librarian will be assigned to oversee the IT Centre.
- A local company will carry out the required wiring and air-conditioning, free of charge.
- A part-time member of staff, currently on the staff of a local IT training institute will be assigned as a part-time IT instructor for the library.

**Pre School**
- A small building owned by the PS is available for the pre-school.
- A pre-school teacher has volunteered to train teachers for the project.

**Grave Yard**
- Labour and equipment for clearing the premises will be provided voluntarily by the community (Death Donation Society).

**Recycling of Wood Waste**
- A local entrepreneur has agreed to offer his factory premises for locating the pilot study.
6.2 Needed Resources

Needed resources can generally be grouped into Personnel, Facilities, and Equipment and Software/Supplies/Communication.

The needed resources should follow logically from the ‘Project Methodology’ section. The needed resources should also be the basis on which the budget is prepared.

Certain funding agencies will have restrictions on what they fund. For example, some organizations may not provide funding to construct buildings and some might not provide funding for personnel.

The Call for Proposals should be thoroughly read for any restrictions, prior to preparing the proposal.

6.2.1 Personnel

Refer to the Project Staff/Administration section and identify the people who will be involved in the project and supported by the funding.

Include clear statements of qualifications and activities of all personnel. It should be clear that the people required are qualified and have the necessary background to successfully carry out the project.

Bio data (Curriculum Vitae) are typically required for hiring all external resource personnel and consultants. Many funding agencies have their own format for CVs and also a page limit. In the latter case, outline only the most recent and relevant experience of the person(s).

Ensure that people who have been identified in the Personnel section have been notified and their approval given before the proposal is sent.

Include any volunteers who may offer their services free of charge, or at a reduced rate. This can be accounted for when preparing the budget.

Some Tips

Instead of having all full-time staff on the project, consider having a number of part-time staff, especially if the part-time staff work with other cooperating organizations.

6.2.2 Facilities

This section should clearly indicate the facilities required for the project. As in the case of personnel, this should be clearly related to the Project Detail section of the proposal.

Facilities include such items as buildings, rental of premises, vehicles, vehicle rentals, sanitary and water facilities, communications infrastructure and/or services to be obtained from a provider.

Though funds may not be requested for the purchase or rental of facilities, it can be helpful to provide a brief description of the facilities that will be used for the project.

Some Tips

Consider describing existing facilities that will be used for the project as in-kind contributions to the project. Even if there is free access to classrooms at a local school, it can be helpful to indicate how much additional money the prospective funding agency would have to provide if these facilities were not donated.

6.2.3 Equipment and Software / Supplies / Communication

Equipment and Software

The following are the types of equipment and software that might be required for a funded project:
• Computer and printer (for general project support).
• Audio-visual equipment (for recording project activities, presentations).
• Software for word processing, e-mail, internet, accounting and presentations.
• Furniture.
• Electrical accessories such as lights.
• Intercom/office telephone system.
• Photocopy machine.
• Other specialized equipment and/or software for fulfilling project objectives.

The specifications and the required numbers of equipment should be clearly indicated, and should be justified by the project objectives and details. There should be a clear idea of the actual cost of the equipment described later in the Budget section. Time and effort should be spent on identifying the equipment required for the project, before writing the proposal.

Some Tips
Be careful in listing the equipment that will be required for the project. Funding sources are usually more willing to provide funds for the support of personnel than they are to support the purchase of equipment (that may or may not directly benefit the funded project).

Supplies
It is easy to overlook many of the office supplies that will be required for the project. By going through the project details and examining the whole process, a list of supplies can be identified. Typical items include:
• General stationery.
• Printed letterheads.
• Postage for mailing.
• Paper for printing and photocopying.
• Pens, pencils, paper clips and other such office supplies. Usually, a trip to a stationery shop will help in making a list of things required.

Some Tips
Tea, coffee, cups, snacks or similar ‘supplies’ are usually not included in the proposal.

Communication
Communication items will be required to share information about the project with others. Some typical ways of communicating are e-mail, telephone, letters, brochures, newsletters and media releases.

The more open and willing the LA is to help others learn from its experiences, the more likely a funding agency will be interested in assisting. Describe the plan on disseminating information and include the relevant activities under communication. In addition, the cost of communication items will need to be included in the budget process.

Some Tips
Consider including in the proposal the hosting of a public event or workshop where others with similar interests can be brought together. This would be a good way to publicly recognize the funding organization. Invite someone from the funding organization to attend the workshop, so they can hear what others think about the investment they have made. Sometimes, an activity such as this may raise some additional funds for the project.
Project: Community Library and Computer Centre

Personnel
- One full-time librarian at 100% salary – The person should have obtained a Grade C for English at GCE Ordinary Level, completed GCE Advanced Level examination successfully and have a Diploma in Library Science. He/She will be responsible for membership, acquisitions, lending of books, etc. The existing LA Librarian will be assumed for this position.
- One part-time Computer Instructor at 50% salary – He/she should have obtained a Grade C for English at GCE Ordinary Level, completed GCE Advanced Level examination successfully and have an accepted Diploma in Computing. His/her duties will be to conduct a daily 2-hour training programme for children, maintain computers and the network, and carry out daily backing-up of the library database. This position to be funded by the project for two years.
- One part-time labourer at 50% salary – His/her duty will be to clean the library and computer centre premises once a day. A part-time labourer who is currently employed by the LA is available for this work.

Facilities
- Building – 1,500 sq foot floor area with 200 sq foot area for computer centre with electricity, water and sanitation facilities (provided by the LA).

Equipment and Software / Supplies / Communication

Equipment and Software (to be funded by project)
- Furniture
  - 10 Nos. bookracks, each capable of holding 500 books.
  - 10 Nos. reading tables with a seating capacity of 6.
  - 60 chairs.
  - Reception desk and table.
  - Librarian’s desk and table.
  - 4 Nos. computer tables and chairs.
- Library catalogue software with database facilities – The software should have facilities to maintain and search the book catalogue, make reservations, members’ database, lending, fines etc.
- Bar code system – hardware and software for barcode generation, printing and reading.
- Membership card development system – should include facilities to print membership cards from the membership database and the barcode generation system, and laminate them.
- Server to host the library catalogue software and database – A mid-range reliable, mini-server type computer with a reliable operating system, network facilities, storage of ...... GBytes, ...... memory, back-up devices such as tapes and CDs.
- Personal Computers – 4 Nos. For the library staff and the users to access library software and the Internet.
- Networking equipment, air-conditioning and cabling.
6.3 The Budget

Research is required on the actual cost of the equipment specified. This is much better than guessing at the cost and then being challenged on the estimates by the potential funding agency.

Be realistic with the budget and do not overestimate the projections. Particularly in the first phase, make an effort to request small amounts of funds for the potential outcomes. A donor would consider this positive when applying for further funding during the second phase.

If the potential funding agency does not have any suggested/required budget categories, organize the budget around a set of meaningful categories that work for the proposed project. Categories that can be itemized in the budget are:

- Personnel (salary and benefits)
- Consultants (fees)
- Instruction/Staff Training
- Equipment
- Supplies
- Communication (telephone/postage)
- Materials Preparation
- Rental of Facilities
- Monitoring/Evaluation
- Other Expenses
- Indirect Costs (costs that the LA will include)

• Uninterruptible power supply – Should provide 230V 50Hz power, with backup batteries for 15 minutes to provide power to the server and PCs.
• Printers
  • 1 No. dot-matrix printer for reception, for bill, invoice and transaction detail printing.
  • 1 No. Laser printer with scanner and photocopier.

All these resources are required for the project but eventually the LA library would work towards fully sustaining these resources.
A suggested budget format for a three-year funding proposal:

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>LA</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Project</td>
<td></td>
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<td>LA</td>
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<tr>
<td>Project</td>
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<tr>
<td>LA</td>
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</tr>
<tr>
<td>Project</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PERSONNEL

Person # 1
Person # 2
Person # 3
Sub Total

FACILITIES (list)
Sub-Total

EQUIPMENT (list)
Sub-Total

SUPPLIES (list)
Sub-Total

COMMUNICATION (list)

Telephone
Postage
Sub-Total

TRAVEL (list)

Fuel
Vehicle Rental
Rail Tickets
Sub-Total

TOTAL

SUM TOTAL
7.0 EVALUATION OF PROJECT OUTCOMES

Evaluating the success of the proposed project is a key component of the proposal. To the donor, the deliverables of the project are the justification for the funding. Therefore, it is vital that a comprehensive and accepted method to evaluate the outcomes is included in the proposal.

The monitoring/evaluation component of the project assesses and determines whether the LA is carrying out the project to plan, whether it is working well, identifies any changes required and how improvements can be made. A starting baseline has to be identified against which the success of the project can be measured. The LA must clearly decide its own success criteria and convey this to the donor. A set of base line indicators will need to be developed.

A comprehensive evaluation plan will describe
- Critical project milestones.
- Measurable goals for each milestone.
- Means of gathering information necessary to demonstrate whether, and to what degree, those goals have been achieved.
- If a goal has not been achieved, the reason/s for this.

Evaluation plans should include both formative evaluation, to check the progress of the project and summative evaluation, to assess the impact of the project on the beneficiaries.

The absence of a good evaluation plan may result in the rejection of a proposal, which would otherwise be an innovative idea with well-described goals and objectives.

The project evaluation can be conducted in-house or by an external consultant.

### An Example Evaluation Plan

<table>
<thead>
<tr>
<th>Expected Goals / Objectives of Project (describe)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicator(s) of success (list indicators)</td>
</tr>
<tr>
<td>Information / Data Sources (list sources)</td>
</tr>
<tr>
<td>Data collection methodology (e.g. key informant, surveys, systems that monitor use of services)</td>
</tr>
<tr>
<td>Time-frame</td>
</tr>
<tr>
<td>Responsibility (Overall, it is with the Project Manager and Evaluators)</td>
</tr>
<tr>
<td>How the project evaluation results have been shared and disseminated (e.g. website, publications and training services)</td>
</tr>
</tbody>
</table>
8.0 APPENDICES

Appendices are attachments to the main body of the proposal and provide useful additional information for the donors. It is helpful to use appendices for supplementary information. The reader will thus read the main body of the proposal for essential information and for additional information they will look at the appendices.

Possible documents to be included in the Appendices

a) Brief Overview of the LA – population, demographics e.g. ‘Local Authority Profile’.
b) Any statistical data supporting the proposal.
c) Relevant section of the LA Medium-Term Plan.
d) Map of the area if relevant for the proposal.
e) Time Line for the entire project implementation.
f) Letters to support the proposal from community and business groups.
g) Resolution of LA Council support for the proposal, if necessary.
h) Descriptions of co-operating agencies, which you have included as references in the proposal.
i) The Evaluation Instruments such as surveys, questionnaires, interview guide, etc.
9.0 COVERING LETTER

It is good practice to include a covering letter with the funding proposal. Below, is an example covering letter that would accompany the request for funding the construction of Rathmal Oya Bridge.

An Example Covering Letter

30th August 2008

Name
Designation
Address

Dear Sir,

**Construction of the Rathmal Oya Bridge at Mihindupura**

Ruwanweli Pradeshiya Sabha in the Ampara District wishes to forward a funding proposal to construct the Rathmal Oya Bridge at Mihindupura.

Our Pradeshiya Sabha has evaluated the difficulties that the citizens living in the Mihindupura Community are facing due to the damaged main road and frequent flooding of the area. Access to and from the area is problematic and has been further exacerbated by the temporary discontinuation of bus services.

Since the session held at Mihindupura Vidyalaya to identify the community needs with the assistance of the Mihindupura Community Development Society, Local Farmer Organization, Grama Niladharies, School Principals and Chief Priests of the temple and mosque, we have decided to allocate 50% of the cost of the bridge in our 2009 Annual Budget. The University of Moratuwa will assist in designing the bridge with the latest technology and cost effective techniques and together with our team of experts, we will be able to build this bridge for 4.2 Million Rupees.

Please find enclosed a comprehensive project proposal including all aspects of the project for your evaluation and consideration to obtain a grant for 50% of the cost of the bridge construction i.e. 2.1 Million Rupees.

We hope you will consider this proposal favourably to assist the Mihindupura community. We look forward to hearing from you at your earliest convenience.

Yours faithfully

Secretary
Ruwanweli Pradeshiya Sabha
ANNEXES

ANNEX A – LOGICAL FRAMEWORK ANALYSIS TECHNIQUE

Background

Evaluation of a project proposal is usually an integral part of the proposal preparation and is a deeper and broader analysis of every aspect of the project. The purpose of the evaluation criteria is to assess whether the project can achieve its objectives, how efficiently it can be done, whether the planned outcomes can be achieved and whether the project achieves something other than intended.

The proposed technique known as the Logical Framework Approach (LFA) has been used by many international donor agencies to evaluate projects. LFA was developed during the 1960s, and since the 1970’s has been widely used all over the world. Today, private companies, government agencies and many international development organizations, use LFA for assessing, following-up and evaluating projects/programmes. The UN-system, German GTZ, Canadian CIDA, USAID, Norwegian NORAD and Swedish SIDA are some of the users of this system and they always encourage their counterparts to use the LFA method when planning, implementing and evaluating a project or programme.

LFA is used to:

• Identify problems and needs in a certain sector of society.
• Facilitate selecting and setting priorities between projects.
• Plan and implement development projects effectively.
• Follow-up and evaluate development projects.

This technique is an instrument to be used by the project preparer to revisit the entire proposal prepared by him/her in order to remove ambiguities, mismatches, misconceptions and human mistakes, prior to the submission of the proposal. The systematic application of this method, with good judgement and sound common sense will help to improve the quality, efficiency and sustainability of the proposed project. Fair decisions by evaluators on the project or the project owner become easy when all the data and information of the project are presented in a concise and precise manner. Hence, the preparation of the LFA is a worthwhile exercise for the benefit of evaluators and for the organization seeking funds, as it increases their chance of success.

The LFA usually assumes that the owner of the project and the donor are clear about their respective roles and that the project owner shall be responsible for the planning, implementation and follow-up of the project within the agreed programme. However, it should be noted that the LFA is not a control instrument and does not replace any control systems. The LFA is always the responsibility of the project owner and not the donor agency.

Preparation of the LFA

The LFA method contains nine different steps (in accordance with SIDA guidelines):

1) Analysis of the Project’s Context
2) Stakeholder Analysis / Participation Analysis
3) Problem Analysis / Situation Analysis
4) Objective Analysis
5) Plan of Activities
Step 1: Context Analysis – the project’s environment/background information

All project components are part of a wider context. Different economic, social and political processes taking place in society basically influence the project continuously. It is imperative that the project preparers should have a clear picture of the context when planning the project. What environment will the project be implemented in? What external factors are important for the fulfilment of the project’s objectives? It is necessary to carry out an initial overall ‘scan’ of the project’s context (an exhaustive analysis of risks and assumptions is made later, in steps 8–9). This step is often performed by carrying out a study, for example of a sector or a region, and/or by making a SWOT1 analysis (SWOT stands for an analysis of strengths, weaknesses, opportunities and threats). For example, making a SWOT analysis of an organization would preferably be done at the initial stage of a participatory project-planning workshop. The result would give a broad idea of where the organization stands. In the project document, the context analysis is presented under the chapter ‘Background’.

Step 2: Stakeholder Analysis / Participation Analysis - those who should be involved when planning and implementing the project

Stakeholders are those who are involved directly or indirectly in the project. They can be individuals or organizations. Different stakeholders have different opportunities to exert influence on a project. A survey of the project’s stakeholders and their relationship to the project is an important part of the project planning process.

Stakeholders can be divided into four main groups:
1) Beneficiaries / Target group
2) Implementers
3) Decision-makers
4) Financiers

Some stakeholders may belong to several of the above-mentioned groups. During the project planning process, information should be obtained from all the different stakeholder groups. For the project group, it is crucial to structure all the reasons/causes of problems in order to find sustainable solutions. This can only be done with the aid of the information gathered from local stakeholders. When making a stakeholder analysis, one has to think broadly of those who are influenced by or exert an influence on the activities that take place in the sector. When planning a project, it is vital to include the information from important stakeholders, such as the target group. The different stakeholders’ combined knowledge about the situation is key to the identification of appropriate solutions. The stakeholder analysis should be made with the help of local personnel. A time-saving and efficient method of collecting information from different stakeholders is through a planning workshop, usually known as ‘GOPP’ (Goal Oriented Project Planning) or ‘LFA Workshop’, during which a summary is made by the different stakeholders of WHY the project is necessary and WHAT can be achieved by the project.

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1 SWOT analysis was developed by an American author, Philip Kotler, in the 1960s. Originally it was intended to be a marketing management tool for analyzing the possibilities of marketing new products. However, during the last few years it has also been used frequently for analyzing organizations in development projects. Kotler’s book ‘Marketing Management – analysis, planning and control’ was published in 1967. New editions have been published on several occasions.
Step 3: Problem Analysis / Situation Analysis – an analysis of the problem that will be solved by the project and the reasons for its existence

Often, a project commences with predetermined solutions, without an analysis being made of the focal problem and its causes and effects. The causes should be analyzed in order to find the reasons for the focal problem and thereby, the solutions-relevant activities. A complex problem is easier to deal with if its causes and effects are thoroughly analyzed. The causes can be divided into several groups of problems or clusters. Sometimes this has the effect of dividing the project into several different projects. If the project is to be manageable, limitations must be imposed and priorities must be set. Priorities are based on relevance, needs, mandate and resources. However, before setting the priorities, it is necessary to obtain a total picture of the situation by developing a complete problem analysis.

The basic questions that a problem analysis should answer are the following:

- What is the main/focal problem that will be solved with the aid of the project? (Why is this project required?)
- What are the causes of this problem? (Why does it exist?)
- What effects does the problem have? (Why is it important to solve the problem?)
- Who is affected by the problem and who ‘owns’ the problem?

During a participatory workshop, a problem can sometimes be analysed by drawing a ‘problem tree’. The problem analysis is developed by having the stakeholders write the problems (causes and effects) related to the subject on flip boards in an organized and structured way. This procedure makes it possible to clearly visualize the causes and effects of the focal problem and to find out how different problems are related to each other. As mentioned above, the causes of the problem should be treated by the activities, which are implemented within the framework of the project. The effects are handled automatically by treating the causes of the focal problem. Hence, no separate activities are needed for handling the effects. Often, several activities may be needed in order to eliminate one problem, one cause. A problem analysis should preferably be developed during a workshop to which different stakeholders are invited.

When establishing relationships between causes and effects, one has to avoid writing, “lack of…”, for example lack of funds, as a problem. These types of statements are called absent solutions. They do not describe the current negative situation. It is not the lack of funds that has been the problem, but rather what the funds or resources are required to tackle. Another example of an absent solution is “lack of pesticides in agriculture”; replace this by the problem “the seeds are being attacked by vermin”. Absent solutions have a tendency to see just one solution to the problem and this should be avoided.

In the above-mentioned case, the acquisition of pesticides would then be the solution to the problem. The problem would not be opened up to alternative solutions with statements beginning with “lack of…..”. One should always extend one’s thinking to find solutions. There might be several different solutions. Another mistake often experienced during problem analysis is inadequate problem specification, when a problem is specified in insufficient detail so that the true nature of the problem is not described. A good example is ‘poor management’. This problem needs to be broken down in order to understand what the real problem is. The management problem might include poor financial control, poor administrative skills, poor planning of human resources, weak IT strategy etc. During the workshop, the project proponent has to ensure that the stakeholders write one problem per note – a problem and not a solution – and that it is clear and understandable to everybody. Without a problem analysis it will be very complicated, if possible at all, to find the right sustainable solutions (activities) to solve a problem. The problem analysis has to be made by the relevant stakeholders, including the owners of the problem, the people who know the situation, and not by consultants or financing agencies.
Step 4: Objective Analysis – a picture of the future situation

When the stakeholders have identified the problems that the project shall contribute to eliminate, it is time to develop the objectives, to make an objective analysis. If care has been taken on the problem analysis, the formulation of objectives will not be difficult. The objective analysis is the positive reverse image of the problem analysis. During the objective analysis, the project group should set three levels of objectives:

- Overall objectives
- Project purpose or specific objectives
- Results or outcomes

The Relationship Between the Problem Analysis and the Objective Analysis

When arranging a workshop, the problems (problem analysis) are written on yellow cards and made into a problem tree, while the objectives (objective analysis) are written on green cards. The colours of the cards make it easier to clearly visualize the analysis.

The objectives should answer the following questions:

- What would the project contribute to achieve in the long run? Why is the project important? What are the long-term policy objectives to which the project will contribute? (Overall Objectives)
- What is the project-owner’s picture of the ideal situation? It is expected that the purpose will be achieved as a direct effect of the project’s results. It clarifies why the target group needs the project. What is the focus of this project? (Project Purpose or Specific Objectives)
- Which different components/sub-goals are needed in order to achieve the purpose and the overall objectives? (Results or Outcomes)

Hence, the objectives are explanations of what the project is going to achieve in the short, medium and long-term. A more comprehensive explanation of the three levels of objectives is given below:
Goal/Overall Objectives/Development Objectives
The highest level of objectives is the overall objective that states the direction the project should take, i.e. the changes that will take place in the long-term, partly as a result of the project. Examples of overall objectives can be: increased incomes for small-scale farmers; higher completion rates for girls in primary education; improved social welfare; or poverty reduction. It cannot be expected that this goal will be achieved until possibly some 5–10 years after the project has ended. The goals constitute the long-term vision for the project owner.

Moreover, external factors outside the scope of the project are important for the fulfilment of the overall objectives. Hence, this objective level is often difficult to measure. It is difficult to assess how much one particular project has had an influence on, for example, improvements in welfare in a society. Therefore, the use of indicators is often avoided at the overall objective level.

The Project Purpose/Specific Objectives
The project purpose is the very reason why the project is required. The purpose describes the situation that is expected to prevail if the project delivers the expected results within the assumptions made of the external factors.

The project purpose and the results should be:
• Specific
• Measurable
• Approved by the project owner and the project group
• Realistic
• Time-bound

The abbreviation ‘SMART’ is often used to remember them. The project purpose is the objective that should be achieved directly at the end of the project or near future. If it is achieved, the causes of the problem will have been eliminated and hence, the focal problem itself will disappear.

Examples
The purpose of an agricultural project can, for example, be: “Improved labour productivity for crop X achieved by Y farmers”, or a primary health care project can have as its purpose: “Health hazards (in respect of certain diseases) for the population in area X reduced by 30%”.

Results/Outcomes
The outputs or outcomes are the direct results of the activities that are implemented within the framework of the project. The outputs/results/outcomes are a description of the value of the services/products produced by the project within the framework of what the project stakeholders can guarantee. Outputs are actual, tangible results that are a direct consequence of the project’s activities. Several activities are often necessary in order to reach one result/output. Results too should be “SMART” (Specific, Measurable, Approved, Realistic and Time-Bound).

Examples
An output of an agricultural project can be, “The farmers in the area can use more efficient methods to cultivate maize.” For a health care project, an output/result can be, “Higher quality in the information on mother and childcare for the people living in X region.” For a transport project, an output can be, “Improved transport between A and B.”
Step 5: Plan of Activities – means to achieve the objectives and eliminate the causes of the focal problem

Activities constitute the means to achieve the goals. Hence, they are not the goals themselves of the project. One common mistake often made in project documents is to focus attention on the activities of the project and to confuse them with the goals. It is not possible to draw up a relevant activity plan until a problem analysis and an objective analysis have been made. If the activities are planned and implemented in a suitable way, the results will be achieved. This, in turn, will lead to the achievement of the project purpose and, in the long term, will also influence the overall objectives. The activities should tackle the causes/reasons of the focal or core problem. The activities are the work done by those involved in the project.

Examples of activities are:

- A three-day seminar on economic statistics for 12 statisticians responsible for financial accounting at the Statistical Agency.
- Elaboration of school material in mathematics for primary schools students.
- Construction of a primary health care clinic.

Based on the objective analysis, the project group draws up the plan of activities with guidance from the problem analysis made by the stakeholders. The project group has usually obtained advice for activities from the participants at the initial planning workshop.

Step 6: Resource Planning – inputs needed in order to implement the activities

Before the project starts, the project group needs to make a detailed plan of the resources that are required to implement the project. The project plan, including the plan of resources, is formulated in the Scope of Work, perhaps as an appendix to the document.

Resources provided for implementing activities within the framework of the project can consist of:

- Technical expertise (local and/or foreign expertise). What kind of know-how is required to support the development of capacity?
- Equipment/spare parts/training in the use of the equipment.
- Premises
- Funds
- Time to be allocated.

Financing for the project can be provided in different forms, for example, grants, funds or credits. It can sometimes be the case that the resources provided by the local cooperation partner are not described in the contract, for example, the financing of local costs, local staff, premises etc. The budget, particularly in respect of cost sharing should also preferably be decided before the start of the project and be clearly stated in the contract. Time is an important resource, often planned too optimistically. If equipment is required, it has to be adapted to local conditions. Training in the use of the equipment should be integrated as an activity in the project plan.

Step 7: Indicators – measurements of results

Is the project achieving its goals? To answer this question, the project group needs to identify indicators, which make it possible to measure the progress of the project at different levels. Establishing a suitable indicator/s for an objective
is a way of ensuring that an objective becomes specific, realistic and tangible. There should be at least as many indicators as there are results, including some for the project purpose. An indicator may be for example, a statistical source, if it is possible to see from the statistics that a change has occurred as a result of the project.

It is important to think about the following when establishing indicators for the fulfilment of objectives and results:

- What will the project achieve in terms of quality?
- What will the project achieve in terms of quantity?
- During which period of time?
- When will the fulfilment of objectives take place?
- Who is the target group?
- Which geographical region or sector is affected by the project?

The processes of setting up indicators reveal whether the objectives are non-specific and unrealistic. The project owner and the cooperation partner are the stakeholders that can best establish indicators. One has to find several easily understandable indicators to measure each result and the project purpose. An indicator should be objectively verifiable. In other words, anybody should be able to measure the results. It should be clear where data for measurement purposes can be found (state sources of verification in the project document). In order to see if the situation has improved as a result of the project, it is necessary to know the basic facts about the situation prior to commencement of the project. Hence, it may be necessary to make a baseline study. What is the picture before we start, what values exist? Without a study of this type, it is difficult to measure the results after the project has been implemented.

There are indicators for all types of projects, even Human Rights and Democracy (HR/D) projects, for example:

- Increased membership of political parties.
- Greater access to media.
- Increase in percentage of voters registered.
- Change in population believing in equal rights etc.

Some of the proposed indicators will need to be evaluated through interviews. Indicators for HR/D projects need to capture the complexity of the process. Hence it is advised that participatory indicators should be used.

**Step 8: Risk Analysis and Risk Management – analysis of the risks affecting the project’s objectives and plans to avoid these risks**

The persons/project group responsible for the project must identify, analyze and assess different factors that may affect the project achieving its objectives. An analysis of possible critical external and internal factors/risks gives an opportunity to assess the conditions that the project is working under. In the risk analysis, ‘killing factors’ may arise, i.e. factors that make goal fulfilment in the project impossible, for example, political developments in the country.

After completing a risk analysis, a risk management plan is developed, i.e. a plan of how to avoid potential risks. It would be advisable to include risk management in the project plan as activities to overcome risks.

**External Factors/Risks**

These are risks that exist outside the framework of the project, for example, political developments, natural disasters, corruption etc. Most often the project group cannot exert an influence on these risks. If they are triggered, these external risks can lead to difficulties in fulfilling the objectives of the project, some of them might even be called ‘killing factors’.
Internal Factors/Risks
These are risks that are possible for the project to exercise control over. They can be practical matters such as delays in deliveries, personnel turnover etc. In most cases, project management can minimize the effects of these internal risks. The project group should preferably take the opportunity to let the stakeholders make the first risk analysis during an initial workshop. However, the project group must make a revised risk analysis when the detailed project plan has been finalized, looking at each result and determining the risks of not achieving the result. This usually has the effect that new activities (in order to avoid risks) need to be included in the project plan. Hence, a risk management plan, a plan of how to deal with the risks is often developed.

Step 9: Analysis of the Assumptions - factors important for goal fulfilment, but outside the project’s scope
A project does not exist in a social, economic and political vacuum. For its success, it is dependent on norms, laws, ordinances, policies, political will and commitment, allocation of funds etc. This is what is normally referred to as the institutional situation in a country. It is not always possible for the project group to exert an influence on this situation and it creates assumptions for the project, which may or may not be favourable. These assumptions should be analyzed through problem analysis before the project commences. A project’s priorities should be set with reference to resources, mandate and limits and with reference to what the project group needs to rely on/assume that other parties/projects are handling.

Examples of Assumptions
Provided that a new traffic law is approved by the Parliament, the number of road accidents may decrease by x%. The project group assumes that the law will be approved. However, it has no power to ensure that the law is approved or not. Assumptions are set at different levels in the objective hierarchy. An assumption for achieving a project purpose may be, for example, a long-lasting stable political situation. Project management is aware that the political situation is important for the project’s objective fulfilment. However, it is unable to exert an influence on the political situation. It may only assume that a stable political situation prevails, if it is a reasonable assumption. If it is not a reasonable assumption, it might be a risk, and the project group has to analyze whether a change in the political situation is a ‘killing risk/factor’. If the project group considers the political situation to be a ‘killing factor’ and that a possible change will occur on the political scene, it might be necessary to postpone the implementation of the project. If an assumption is found to be a risk, i.e. that nobody else will deal with this factor, but the project group knows that it is a very important factor in order to achieve the results, then in order to avoid the risk occurring, the project group needs to consider if it should include activities dealing with this risk in the plan of activities.

Assumptions are included in the project document for fulfilment of each objective level. The project group is aware that the assumptions are important for fulfilment of the objectives. However, it is not possible to include all the possible scenarios in the project. Assumptions are the causes of the focal problem and are important for goal fulfilment, but the project group does not have direct control over them. However, the project group assumes that others are dealing with these causes. The project group has to look at the causes in the problem analysis and consider which causes it may not be able to handle. These causes are nevertheless important for goal fulfilment. The project group sets its assumptions on the basis of resources and mandate and with the knowledge it has of what others are handling. The project group should state the assumptions in the project proposal. The assumptions have to be realistic; otherwise they are considered to be risks and should be handled in the risk management plan.

Examples incorporating all nine steps are given below for two distinct projects. One has to note that LFA matrix can either be concise or lengthy (see the two examples given).

Once the LFA matrix is prepared it can be annexed to the proposal allowing evaluators to easily assess the project, thus increasing its chances of funding. In addition, the project recipient can make use of this matrix in order to check progress, once the project commences.
In summary, it can be noted that the preparation of an LFA matrix will assist all parties involved in the project to evaluate it throughout the project stages.

**Example of an LFA: A Proposal to Enhance the Services of a Bus Company** *(Source: SIDA Report, 2004)*

<table>
<thead>
<tr>
<th><strong>1. GOAL</strong></th>
<th><strong>INDICATORS</strong></th>
<th><strong>ASSUMPTIONS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>High level of service for bus passengers</td>
<td>90% of departures with less than 5 minutes delay</td>
<td>Passengers continue using company buses</td>
</tr>
<tr>
<td></td>
<td>Company’s market share on the increase</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>2. PURPOSE</strong></th>
<th><strong>INDICATORS</strong></th>
<th><strong>ASSUMPTIONS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency of bus accidents reduced</td>
<td>Less than X accidents annually after 12 months</td>
<td>Road conditions are improved</td>
</tr>
<tr>
<td></td>
<td>Less than Y serious injuries after 12 months</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>3. OUTPUTS</strong></th>
<th><strong>INDICATORS</strong></th>
<th><strong>ASSUMPTIONS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Drivers trained</td>
<td>Number of drivers trained</td>
<td>Trained drivers remain with the bus company</td>
</tr>
<tr>
<td>X new buses operational</td>
<td>Number of new buses operated</td>
<td></td>
</tr>
<tr>
<td>Maintenance workshop equipped</td>
<td>Number of complaints about workshop</td>
<td></td>
</tr>
<tr>
<td>Maintenance routines established</td>
<td>Number of complaints about maintenance routines</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>4. ACTIVITIES</strong></th>
<th></th>
<th><strong>ASSUMPTIONS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Undertake training programme</td>
<td></td>
<td>Tools and spares supplied and cleared in time</td>
</tr>
<tr>
<td>Procure buses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Procure tools and spare parts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop maintenance routines</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| **5. INPUTS** | | |
|----------------|-----------------|
| Bus instructor X months | | |
| Funds for buses | | |
| Funds for tools and spare parts | | |
| Maintenance instructor Y months | | |
### Example of an LFA: A Proposal to Enhance the Health of a Group of People (Source: SIDA Report, 2004)

<table>
<thead>
<tr>
<th>Development objectives/Goal</th>
<th>Objectively measurable and verifiable indicators</th>
<th>Sources of verifications</th>
<th>Important assumptions</th>
</tr>
</thead>
</table>
| Target groups’ health shall improve | 20% fewer cases of diarrhoea, scabies, eye infections, malaria, blood parasites (bilharzias) and malnutrition | Reports from health clinics in the project area | Water sources remain unpolluted  
Primary health care and education are still provided |
| Project objective/Purpose | xx water points erected and xx latrines constructed and their use recorded | Project half-yearly reports | Maintenance system will continue to function  
Action to be taken: budget for ongoing costs to be established through the Health Authority  
Target group is willing to adopt new habits in respect of water and sanitation  
Action to be taken: methods used for the active participation of the target group |
| Results/Outputs | 1. 50% of the target group supplied with sufficient quantities of clean water  
2. 50% of existing water points in the target area repaired  
3. Maintenance and repair organization commences operations  
4. 20% of households in the target area supplied with latrines  
5. Hygienic habits of the target group improved | Water points taken into operation; water quality tested  
50% of existing water points in working order  
All water points included in the maintenance programme  
Target groups’ habits more hygienic | Project personnel who visit all construction sites when the installations are complete  
Project half-yearly reports  
Reports from the District Development Fund  
Half-yearly reports from the Ministry of Health  
Examinations of the target group which is given training in health matters |
| Activities | 1.1 Train xx personnel  
1.2 Designate xx places for water points  
1.3 Procure materials  
1.4 Drill and construct xx wells  
2.1 Train xxx ‘water groups’  
2.2 Acquire materials  
2.3 Repair xx old water points  
3.1 Form maintenance organization  
3.2 Establish a cost-coverage mechanism  
4.1 Acquire materials  
4.2 Train xx builders  
4.3 Identify target group  
4.4 Build xx latrines  
5.1 Survey present habits of hygiene  
5.2 Train in hygiene | Project and costs  
**Foreign Financing**  
Capital goods  
Operating costs  
Infrastructure  
Technical assistance (4 technicians)  
**Total cost**  
**District 1** 20,000 euro  
**District 2** 22,000 euro  
**Total Foreign Cost** 42,000 euro  
**Local Financing**  
Personnel (unit at local health authority)  
Infrastructure  
Maintenance  
Operating Costs  
**Local Currency**  
**Total cost**  
**District 1** 15,500  
**District 2** 19,800  
**Total local cost in local currency** 35,300  
**Total local cost in euro** 17,500  
**Total cost for Sweden and Rec. Country in euro** 59,500 euro | Necessary capital goods, materials and personnel are available  
Action to be taken: study to be made  
Target group will cooperate  
Implementing organization fulfills its obligations  
Action to be taken: health authorities sign an agreement |
| Inputs/Resources | Conditions | 1. Adequate supply of ground water of good quality  
2. Government continues to support project |
ANNEX B – PROJECT MONITORING TECHNIQUES

Monitoring is arguably the most important responsibility of any Programme Manager. The Programme Manager monitors the progress of project activities towards the intended outcomes, selecting different monitoring approaches. Successful monitoring of results includes a mix of reporting, analysis verification and participation. Monitoring is based on adequate planning and serves as the basis for evaluation. The use of proper tools is very important in monitoring.

Monitoring has two key areas:

A. Key Principles of Monitoring

- Conducting good monitoring
- Scope of monitoring
- Selecting the right monitoring tools

B. The Building Blocks: Monitoring Tools and Mechanisms

- Field visits
- Annual Project Report
- Annual Review

A. Key Principles of Monitoring

Good monitoring means that monitoring is continuous, involves partners and is focused on progress towards outcomes. Such monitoring provides the basis for the results-oriented annual report and for evaluations. Good monitoring requires finding the right mix of tools and the ability to balance the analysis of reports, reviews and validation, and participation. Good monitoring is not demonstrated by merely producing reports in a prescribed format at set intervals. It is expected that good practices be followed both on the scope and conduct of monitoring and evaluation. Within a set of key principles, it is necessary to determine the tools, formats, timing and schedules that will produce the relevant information to management.

Conducting Good Monitoring

The credibility of assessments and findings depends to a large extent on the manner in which monitoring and evaluation is conducted. Minimum standards for monitoring are as follows:

(a) Good monitoring focuses on results and follow-up. It looks for ‘what is going well’ and ‘what is not going well’ in terms of progress towards intended results.

(b) Good monitoring depends to a large extent on a well-designed project. If a project is poorly designed or based on faulty assumptions, even the best monitoring is unlikely to ensure its success. Particularly important is the design of a realistic results chain of outcome, outputs and activities. Officers should avoid using monitoring for correcting recurring problems that need permanent solutions.

(c) Good monitoring requires regular visits by monitoring staff that focus on results and follow-up to verify and validate progress. In addition, the Programme Manager must organize visits and/or meetings dedicated to assessing progress, looking at the big picture and analyzing problem areas. The Programme Manager ensures continuous documentation of achievements and challenges as they occur and does not wait until the last moment to try and remember what happened.
Regular analysis of reports such as the Annual Project Report is another minimum standard for good monitoring.

Monitoring also benefits from the use of participatory monitoring mechanisms to ensure commitment, ownership, follow-up and feedback on performance.

Good monitoring finds ways to objectively assess progress and performance based on clear criteria and indicators. To better assess progress towards outcomes, one must make an effort to improve the performance measurement system by developing indicators and baselines.

Assessing the relevance, performance and success of development interventions also enhances monitoring. Finally, good monitoring actively generates lessons learned, ensuring learning through monitoring tools, adapting strategies accordingly and avoiding mistakes from the past.

**Scope Of Monitoring**

Monitoring aims to identify progress towards results. Using the information gained through monitoring, the Programme Manager must analyze and take action on the programme and project activities that are contributing to the intended results within the strategic areas.

All monitoring and evaluation efforts should address, as a minimum:

(a) Progress towards outcomes. This entails periodically analyzing the extent to which intended outcomes have actually been achieved or are being achieved.

(b) Factors contributing to or impeding achievement of the outcome. This necessitates monitoring the country context; economic, social, political and other developments simultaneously taking place.

**Selecting the Right Monitoring Tools**

The monitoring approaches and tools described here may be applied to projects, programmes, outcomes and any activity that can be monitored. Programme Managers must determine the correct mix of monitoring tools and approaches for each project, programme or outcome, ensuring that the monitoring contains an appropriate balance between:

(a) Reporting/analysis, which entails obtaining and analyzing documentation from the project that provides information on progress.

(b) Validation, which entails checking or verifying whether or not the reported progress is accurate.

(c) Participation, which entails obtaining feedback from partners and beneficiaries on progress and proposed actions.

The table below gives a framework for selecting the right mix of monitoring tools:

<table>
<thead>
<tr>
<th>Reporting and Analysis</th>
<th>Validation</th>
<th>Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual Project Report</td>
<td>Field visits</td>
<td>Outcome groups</td>
</tr>
<tr>
<td>Progress and/or Quarterly Reports</td>
<td>Spot-check visits</td>
<td>Steering Committees/mechanisms</td>
</tr>
<tr>
<td>Work Plans</td>
<td>External assessments/monitoring</td>
<td>Stakeholder meetings</td>
</tr>
<tr>
<td>Project/Programme Delivery Reports</td>
<td>Client surveys</td>
<td>Focus group meetings</td>
</tr>
<tr>
<td>Combined Delivery Reports</td>
<td>Evaluations</td>
<td>Annual review</td>
</tr>
</tbody>
</table>
For the monitoring of activities, generally project management tools are used and computer-based tools such as MS Project, give excellent results.

Example: The Bridge Project
The scope of the project is to provide transport facilities to a village using indicators of the number of people who use the bridge and volume of agricultural produce transported. These will require field visits, and surveys and results will be included mainly in the annual report. The target will be a 100% increase in the number of people using the bridge and volume of agricultural produce transported. The evaluation of the project will be based on this percentage.

It is important to report cost and time progress of projects. In many situations these are required for financial regulatory reasons and are quite often emphasized. First, work plans need to be prepared and cost and time progress need to be reported against the agreed work plan. For example, in the first quarter, the award of tender may have been agreed. Thus, the quarterly report will reflect activities completed and progress towards such completion. Similarly, by the third quarter the bridge deck must be completed and both time and cost need to be reported against the agreed work plan. Using a computer, MS Project can provide the necessary information on cost and time progress, for example, financial progress as per budget and time progress. Today many Project Managers use the Earned Value Technique for monitoring and reporting.

B. The Building Blocks: Monitoring Tools and Mechanisms

A variety of formal and informal monitoring tools and mechanisms are available including field visits, annual project reports, etc.

Field Visits
Field visits are frequently used as a monitoring mechanism. Consideration should be given to the timing of the visit, its purpose in terms of monitoring and what to look for in order to measure progress.

A field visit may be planned for any time of the year. If undertaken in the first half of the year, it may be oriented towards the validation of results.

Field visits serve the purpose of validation. They validate the results reported by programmes and projects, and are particularly important for larger, key programmes and projects that depend on outcomes. They involve an assessment of progress, results and problems and may also include visits to the Project Management or Directorate.

During a field visit, the emphasis is on observing the progress being made towards the attainment of results (outcome and outputs) that are contributing to the goals.

Annual Project Report
The annual project report (APR) serves as the basis for assessing the performance of programmes and projects in terms of their contributions to intended outcomes through outputs.

Timing: The reporting period of the APR is flexible because project performance assessment may take place at any time of the year. However, particularly for larger projects the APR should be prepared every 12 months, with the review period coinciding with the fiscal year of January-December.

Purpose: The APR provides a self-assessment by project management and is part of the Programme Manager’s review of the project’s performance. The APR should provide an accurate update on project results, identify major constraints
and propose future directions. It analyzes the underlying factors contributing to any lack of progress so that project management can learn from experience and improve performance.

Preparation: The APR is prepared by project management - those responsible for the day-to-day management of the project. The APR is a report from the project to donor and other stakeholders and is not expected to be a participatory or consensus-building tool. Both the Project Manager and Programme Manager rate the progress of outputs in the APR.
ANNEX C – SAMPLE PROJECT PROPOSAL 1

1. Project Title: Construction of Rathmal Oya Bridge at Mihindupura

Please note that the project described herein is purely hypothetical and that reference to any organization, real or fictitious, is only for the purpose of illustration.

2. Project Overview

A rural road development programme is to be implemented in the Ampara District covering three Divisional Secretariat (DS) divisions that are considered to be underdeveloped according to District Standards. The proposed project attempts to develop selected critical road infrastructure to improve the accessibility of the rural communities in one of the selected DS divisions. Each Division is to identify two key projects to be funded by a special grant programme.

This proposal is for the construction of a small bridge in place of a damaged causeway. Activities identified under this project are:

- An Initial Environmental Social Assessment (IESA) to identify possible impacts and mitigatory measures.
- Construction of a new bridge at a suitable location.
- Maintenance of the bridge and the road section for a period of five years.

At a community needs assessment meeting held at Mihindupura Vidyalaya, this proposed project was identified as the number one priority for the community.

The project will be partly supported by the Pradeshiya Sabha of the area.

The amount of funding sought in this application is Rs 5,000,000 which is 60.5% of the total project cost.

3. Project Background

Mihindupura is predominantly an agricultural community that engages in paddy cultivation and animal husbandry. There are 236 families living in five Grama Niladhari Divisions in Mihindupura. The total population in this area is 1246, out of which 51% are women and 34% are children under 18 years. There is a school, a temple and a mosque serving this area. Neither a health facility nor developed markets are available within Mihindupura. People have to travel to the nearest town Damana that is situated about 8 km north of the villages. The only road link available to access this village from Damana is the Damana-Mihindupura road that belongs to the Pradeshiya Sabha of the area.

The Mihindupura Community Development Society and Local Farmer Organization in collaboration with the Co-operative Society of the area have made arrangements to collect the produce in the area and take them to market. However, the causeway across Rathmal Oya on Damana-Mihindupura road is damaged due to floods, and only tractors and off-road vehicles can cross the causeway.

The bus service was temporarily discontinued due to the impassable condition across Rathmal Oya. Farmers have to bring their produce up to the damaged causeway by means of non-motorized transport, such as carts and bicycles. As a result, all villagers face difficulties in attending to their day-to-day activities. The most affected are the children and elderly who cannot walk long distances. Living standards in this area are also low when compared to other communities closer to Damana town.

A meeting was held at the Mihindupura Vidyalaya to identify community needs with the help of Mihindupura Community Development Society, Local Farmer Organization, four Grama Niladharies, School Principal and Chief Priests of the
temple and mosque. During this consultative session they all agreed that the rehabilitation of the causeway was their top priority. History reveals that the causeway goes under water for more than 10-15 days during a given year and therefore it was decided to explore the possibility of constructing a small bridge across Rathmal Oya.

The Pradeshiya Sabha of the area has agreed to provide partial funding for this project, while the Co-operative Society has agreed to contribute by providing some services. It is also highlighted that the road needs to be maintained throughout in order to obtain maximum benefit of a new bridge. As the Pradeshiya Sabha does not have sufficient funds to maintain roads in the area, it was decided to include the maintenance of the road for a five-year period within this project.

It is expected that the bus service will resume after the construction of the bridge and also vehicles that collect produce from the area will be able to reach the farmers. Overall improvement of accessibility and mobility for the villagers is expected, thereby contributing to alleviate poverty in the Mihindupura area.

4. Project Detail

4.1 Goals and Objectives

Goal:
The Goal of the project is to improve mobility and accessibility of rural communities in the Ampara District.

Objective 1.1: Provide access across Rathmal Oya.

Objective 1.2: Maintain the new bridge and road section for a period of five years.

Rationale:
A causeway will not be sufficient as it is frequently flooded. Rathmal Oya is the most strategic location for a new bridge considering the connectivity and the traffic volume of the road network in the DS division.

4.2 Target Group

The target group for this project falls into two categories:

- 236 families living in five Grama Niladhari Divisions in the Mihindupura area.
- Cooperative Society of the area that coordinates the collection of agricultural produce of Mihindupura farmers.

4.3 Methods

- Site investigations are to be carried out with the help of the Irrigation Department, to identify a suitable location for the bridge, which allows the existing causeway to be used during construction.
- An initial social and environmental evaluation is to be carried out by an external consultant.
- Construction activities are to commence in May 2009.
- Construction work will be handed over to ‘Maga Neguma’ under the Rural Road Development Programme.
- It is proposed to obtain construction material such as gravel and aggregate and services of casual labourers for road maintenance through the Community Development Society of Mihindupura.
- Transport facilities to move construction material will be obtained from the Co-operative Society.
- Project duration 12 months.

The principal project activities within the scope of this proposal are listed in Table 4.1:
### 4.4 Staff/Administration

- A Technical Officer from the Pradeshiya Sabha is to be appointed as The Coordinator for this project.
- A Steering Committee comprising seven members will be appointed to monitor the progress.
- The Steering Committee will report to the Divisional Secretary and the donor agency.
- Work Supervisor from the Pradeshiya Sabha is to be nominated as The Coordinator for Maintenance Work for a five-year period.

Composition of the Steering Committee:

- Executive Engineer from the Provincial Road Authority
- Irrigation Engineer of the area
- Representative of the Divisional Secretary
- Secretary of the Pradeshiya Sabha
- Three community representatives

---

### Table 4.1 Project Activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time Line</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A Planning</strong></td>
<td></td>
</tr>
<tr>
<td>A.1 Site investigations</td>
<td>Three weeks from the approval of the project.</td>
</tr>
<tr>
<td>A.2 Selection of an external consultant for IESA.</td>
<td>Within two weeks from the start.</td>
</tr>
<tr>
<td><strong>B Design and Construction</strong></td>
<td></td>
</tr>
<tr>
<td>B.1 Preliminary Design and preparation of Bill of Quantities.</td>
<td>3rd to 6th week.</td>
</tr>
<tr>
<td>B.2 Contact with Maga Neguma.</td>
<td>6th to 7th week.</td>
</tr>
<tr>
<td>B.3 Completed IESA by an external consultant.</td>
<td>3rd to 7th week.</td>
</tr>
<tr>
<td>B.4 Construction of the bridge.</td>
<td>8th to 52nd week.</td>
</tr>
<tr>
<td><strong>C Maintenance and Monitoring</strong></td>
<td></td>
</tr>
<tr>
<td>C.1 Maintenance of the road section.</td>
<td>Five years from the start.</td>
</tr>
<tr>
<td>C.2 Maintenance of the bridge.</td>
<td>2nd to 5th Year.</td>
</tr>
<tr>
<td><strong>D Project Management</strong></td>
<td></td>
</tr>
<tr>
<td>D.1 Coordination and Monitoring.</td>
<td>Five years from the start.</td>
</tr>
</tbody>
</table>
5. **Available Resources**

Of the resources required for this project, the following will be made available.

- Pradeshiya Sabha will provide 35% of the funding required for the project from its annual infrastructure development allocation.
- Pradeshiya Sabha will assign one Technical Officer as The Coordinator of the project for a period of five years.
- Co-operative Society of the area has agreed to provide transport facilities to bring construction material from the surrounding area.
- Community Development Society will coordinate the availability of casual labourers for road maintenance work at a concessionary rate.

6. **Needed Resources**

The following resources are required to carry out the proposed project:

- Expert and equipment for the initial site investigations.
- External consultant to carry out an IESA.
- Services of a contractor, ‘Maga Neguma’ in this particular project (goods and services are to be provided by the contractor at a reasonable cost).
- Material required for road and bridge maintenance.
- Hand tools and small equipment required for road maintenance.

7. **Budget**

A summary of the project costs is presented in Table 7.1. The sources of funding are summarized in Table 7.2. The detailed budget is attached in Appendix D.

The amount of funding sought in this application is Rs 5,000,000 which is 60.5% of the total project cost.

<table>
<thead>
<tr>
<th>Table 7.1 Summary of Project Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Category</strong></td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
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<td>4</td>
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<td>8</td>
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<tr>
<td>9</td>
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<tr>
<td>10</td>
</tr>
</tbody>
</table>
The format for the Monthly Progress Review Report is given in Appendix E.

### 8. Evaluation Plan

- Community consultation during initial field investigations to gather community knowledge about ground, water flow, climate and traffic conditions.
- Evaluate the findings of the IESA – by the Steering Committee.
- Revise the project plan (if necessary) based on the above findings.

Deliverables from monitoring and control process include:

- Monthly Progress Review Report updates, lists of action items, and plan and schedule to reflect actual progress.
- Submission of monthly bills and their certification.

### Table 7.2 Expected Sources of Funding for the Project

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount (Rs)</th>
<th>Percentage of Total (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applicant’s Financial Contribution</td>
<td>2,870,044</td>
<td>34.7</td>
</tr>
<tr>
<td>Contribution(s) from Collaborators</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Co-operative Society (for transport of material)</td>
<td>400,000</td>
<td>4.8</td>
</tr>
<tr>
<td>Contribution Sought in this Application</td>
<td>5,000,000</td>
<td>60.5</td>
</tr>
<tr>
<td>TOTAL CONTRIBUTIONS</td>
<td>8,270,044</td>
<td>100.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount (Rs)</th>
<th>Percentage of Total (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Revenue from the Action</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>OVERALL TOTAL</td>
<td>8,270,044</td>
<td>100.0</td>
</tr>
</tbody>
</table>

### Table 8.1 - Project Monitoring and Control Activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team Review</td>
<td>A weekly coordination meeting with the contractor (Project Coordinator and Officer-in-Charge of the Site from Maga Neguma).</td>
</tr>
<tr>
<td>Progress Review</td>
<td>Monthly Steering Committee meeting to review progress based on review reports.</td>
</tr>
<tr>
<td>Financial Review</td>
<td>Monthly meeting to resolve all financial matters. (Project Coordinator, Maga Neguma Representative and Pradeshiya Sabha Financial Officer).</td>
</tr>
<tr>
<td>Community Awareness Meeting</td>
<td>Quarterly meeting with the community group (Project Coordinator and Maga Neguma Representative) to update on the progress and to obtain feedback.</td>
</tr>
</tbody>
</table>
Appendices

Appendix A: Census details of five Grama Niladhari Divisions and quantities of produce purchased by the Cooperative Society
Appendix B: Road inventory of the Mihindupura area and traffic flow count at Rathmal Oya causeway (both sides)
Appendix C: Water level information on Rathmal Oya
Appendix D: Detailed Budget
Appendix E: Format of Monthly Progress Review Report

Note: Appendices are not included in this document
ANNEX D – SAMPLE PROJECT PROPOSAL 2

1. Project Title: A Model E-Learning System for the Ratnapura Municipal Council

Please note that the project described herein is purely hypothetical and that reference to any organization, real or fictitious, is only for the purpose of illustration.

2. Project Overview

A distance learning network will be established by the Ratnapura Municipal Council (RMC) to provide education in the GCE Advance Level (GCE A/L) science stream to resource-starved schools in the Municipality Council. The educational programmes will be delivered via a model e-learning system using modern information and communication technology. The project will ‘link’ schools with resources, to schools in rural areas without such resources, to teach science subjects.

This proposal is for the development of the pilot phase and consists of:

- Provision of a technical facility for a selected central school to house the equipment, content and personnel delivering the courses.
- A programme of technical and teacher training for the persons involved.
- Provision of resources at the remote schools for students to participate in the virtual learning environment.

This proposed project will be tested on a pilot basis and implemented for the 2010/2011 school years at 25 rural schools in the RMC. It will include the teaching of five subjects in the GCE A/L science stream. The project period will be September 2008 to December 2011.

The RMC Education Ministry and Translanka Telecommunications Ltd will support the project.

The funding sought in this application is Rs 29,324,764 which is 56.69% of the total project cost.

3. Project Background

According to the Department of Census and Statistics, in 1992 nearly 30% of school candidates were able to pass the GCE A/L exam. However, out of this 30%, university entrance was only available to less than 10%, making it less than 3% with respect to the total A/L population. [Source: Department of Census and Statistics, 1992]. By 2001 improvement was observed. Over 50% of students passed their GCE A/L exam, from which 16% were able to enter the university. [Source: Department of Examinations and University Grants Commission, Appendix A].

Further, according to School Census 2003, conducted by the Ministry of Human Resource Development, Education and Cultural Affairs Sri Lanka, total number of schools having A/L science stream was only 606 whilst the number of schools having A/L arts and/or commerce streams was 1753. [Source: School Census – 2003, Ministry of Human Resource Development, Education and Cultural Affairs Sri Lanka, Appendix B].

According to the Statistical Handbook of the University Grants Commission in 1990, around 19% of the total university admissions were from the Colombo district, with only 1% from the Moneragala district. Further, the percentages of the selections to medical, dental and architectural faculties on merit basis in 1990 were 41% from Colombo and 0% from Moneragala. In contrast, the population shares for these two districts are 11.4 and 1.8% respectively. [Statistical Handbook of the University Grants Commission, 1990].

Due to the regional disparity in facilities, university selection is carried out on the Merit Basis, the District Basis and the Underprivileged Basis. According to the Statistical Handbook of the University Grants Commission, 40% of students are selected on the Merit Basis, 55% on the District Basis and the remaining 5% on the Underprivileged Basis.
This also has an indirect impact on poverty. According to the World Bank statistics, 22% of Sri Lankans earn less than the upper poverty line. [World Bank Annual Report, 1995].

All of the statistics mentioned above, show the dearth of facilities for science education at the secondary school level in rural areas. They also illustrate the role that e-learning can play to enhance the educational and future career opportunities of the rural masses.

The above statistics illustrate the many challenges and dilemmas for students in rural Sri Lanka. These difficulties encountered by students also deny them an equitable opportunity to study science in their rural schools. This proposal is to bridge this gap via modern information and communication technology, and is both pertinent and timely in this context. It will utilize the facilities and teachers in schools and provide the necessary resources to conduct classes online, which students in resource-starved rural schools can participate in.

This proposed project will be tested on a pilot basis during the initial phase and will be expanded to a wider geographic area in a subsequent phase.

4. Project Detail

4.1 Goals and Objectives

Goal 1:
The goal of the project is to enable the establishment of a virtual learning environment including a central school (e-learning hub) and several rural schools on an experimental basis using electronic communication technologies such as ‘Voice’, ‘Data’ and ‘Video Conferencing’.

Objective 1.1: Establish an e-learning hub at an identified central school to house the necessary equipment, develop content and deliver on-line lectures.

Objective 1.2: Establish classrooms with the necessary facilities and equipment at the identified remote schools.

Objective 1.3: Establish communications network between the e-learning hub and the remote schools.

Goal 2:
The conduct of GCE A/L subjects in the Science Stream within the e-learning environment.

Objective 2.1: Increase the number of trained personnel for the development of content.

Objective 2.2: Develop content for five selected A/L subjects.

Objective 2.3: Increase the number of trained teachers for on-line delivery of classes.

Objective 2.4: Deliver a series of scheduled classes via the e-learning environment.

4.2 Rationale

The rationale for Goal 1 (hub plus resources) is that it is the best way of optimizing scarce resources, as opposed to a uniform resource provision for every school. It also capitalizes on the existing central school concept.

The rationale for Goal 2 (Science Stream) is that a rich vein of e-learning technology already serves the subject matter. Also, the science stream with its need for visualization and simulation is more appropriately served by e-learning than the arts and commerce streams.

4.3 Target Group

The target group for this project falls into two groups: the A/L students in the Science Stream in the RMC and their teachers. The direct and immediate benefit will be for the students in resource-starved schools. However, in the long-term A/L
science teachers will benefit from the exposure to modern technologies, teaching methods and materials. This will lead not only to the improvement of teaching resources but also to the capacity building of the teachers involved. Initial communication with rural schools in the RMC indicates that both staff and students would welcome this initiative.

### 4.4 Methods

The principal project activities within the scope of this proposal are listed in Table 4.1:

<table>
<thead>
<tr>
<th>Table 4.1 Project Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activity</strong></td>
</tr>
<tr>
<td><strong>A Preparatory Phase</strong></td>
</tr>
<tr>
<td>A.1 Preparation of recommendations for hardware at the central school and the rural schools.</td>
</tr>
<tr>
<td>A.2 Preparation of recommendations for software at the central school and the rural schools.</td>
</tr>
<tr>
<td>A.3 Purchase of hardware/software.</td>
</tr>
<tr>
<td>A.4 Recruitment of a Content Development Assistant and Development Engineers.</td>
</tr>
<tr>
<td>A.5 Establish communications connectivity.</td>
</tr>
<tr>
<td><strong>B Design and Development</strong></td>
</tr>
<tr>
<td>B.1 Content development.</td>
</tr>
<tr>
<td>B.2 Development of the e-learning platform.</td>
</tr>
<tr>
<td>B.3 Development of the Streaming Server.</td>
</tr>
<tr>
<td>B.4 Setting up of hardware at the e-learning hub and rural schools.</td>
</tr>
<tr>
<td><strong>C Testing</strong></td>
</tr>
<tr>
<td>C.1 Installation of hardware at the e-learning hub and rural schools.</td>
</tr>
<tr>
<td>C.2 Installation of Software at the e-learning hub and rural schools.</td>
</tr>
<tr>
<td>C.3 Testing of the system.</td>
</tr>
<tr>
<td><strong>D Training</strong></td>
</tr>
<tr>
<td>D.1 Preparation of user and training manuals.</td>
</tr>
<tr>
<td>D.2 Training programme for technicians.</td>
</tr>
<tr>
<td>D.3 Training programme for teachers.</td>
</tr>
</tbody>
</table>
4.5 Staff/Administration

1. Project Manager (full-time) – Responsible for hiring project staff, overseeing project development and operation, establishing and maintaining links with the collaborating parties. The Project Manager will also be responsible for documenting the project progress and for the preparation of the final report.

2. Development Engineers (full-time) – 2 Nos. Responsible for developing and configuring the necessary platforms to hold and deliver content developing and content management system; installation of hardware and software in the hub; preparation of installation and user manuals; training of technicians and teachers.

3. Content Developers (full-time) – 2 Nos. Responsible for developing the electronic content to support the delivery of identified subject modules; training of technicians and teachers.

4. Supervisor/Facilitator (part-time) – Responsible for technical supervision of the Development Engineers and the Content Developers.

5. Technicians (part-time) – 26 Nos. Responsible for maintaining the hardware and software at the central and rural schools.

6. Teachers (part-time) – 5 Nos. Responsible for conducting on-line classes.

5. Available Resources

Of the resources required for this project, the collaborating partners will make the following contributions:

- The Sabaragamuwa Provincial Ministry will use the Ratnapura Central School to locate the e-learning hub. A suitable room has been made available at the school with air conditioning, lighting and curtaining.
- The Provincial Ministry will provide the necessary teaching resources for the preparation of the electronic content.
- The applicant, the Sabaragamuwa Provincial Council, will provide funds for the refurbishment of a suitable classroom in each of the 25 remote schools.
- Translanka Telecommunications Ltd will provide the communications infrastructure and facilities for the project; sponsor the project inauguration ceremony and the accompanying media coverage.

6. Needed Resources

The needed resources are listed below. The specifications for the equipment are listed in Appendix C.
# Needed Resources

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personnel</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Project Manager (full-time)</td>
<td>1</td>
</tr>
<tr>
<td>A- E</td>
<td>Supervisor/Facilitator (part-time)</td>
<td>1</td>
</tr>
<tr>
<td>B.2, B.3, C.1 –C.3, D.1 – D.3</td>
<td>Development Engineers (full-time)</td>
<td>2</td>
</tr>
<tr>
<td>B.1, D.1-D.3</td>
<td>Content Developers (full-time)</td>
<td>2</td>
</tr>
<tr>
<td>B4, C.1 –C.3</td>
<td>Technicians (part-time)</td>
<td>26</td>
</tr>
<tr>
<td>D.3, E</td>
<td>Teachers (part-time)</td>
<td>5</td>
</tr>
<tr>
<td><strong>Facilities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C, D</td>
<td>Space for locating the e-learning hub with electricity, air conditioning and curtaining.</td>
<td>80 m²</td>
</tr>
<tr>
<td>C, D</td>
<td>Classrooms in each of the remote schools with electricity, air conditioning and curtaining.</td>
<td>As available</td>
</tr>
<tr>
<td><strong>Equipment</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B.1</td>
<td>Desktop computers - for content development.</td>
<td>2</td>
</tr>
<tr>
<td>B.2</td>
<td>Laptop</td>
<td>1</td>
</tr>
<tr>
<td>B.2</td>
<td>Desktop computer for development of e-learning platform.</td>
<td>1</td>
</tr>
<tr>
<td>B.1</td>
<td>Scanner for content development.</td>
<td>1</td>
</tr>
<tr>
<td>B.1</td>
<td>Printer for content development.</td>
<td>1</td>
</tr>
<tr>
<td>B.3, C, E</td>
<td>Media server for the e-learning hub.</td>
<td>1</td>
</tr>
<tr>
<td>C-E</td>
<td>Video conferencing camera for the hub.</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Audio equipment for the hub and remote schools.</td>
<td>26 sets</td>
</tr>
<tr>
<td></td>
<td>Desktop computers – presentation computer for the e-learning hub and for each rural school.</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>High capacity UPS for the hub.</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Small UPS for the hub and rural schools.</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>Multimedia projectors for hub and rural schools.</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>3-way video splitting device for the hub.</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Projection screens for the rural schools.</td>
<td>25</td>
</tr>
</tbody>
</table>
7. Budget

A summary of the project costs is presented in Table 7.1. The sources of funding are summarized in Table 7.2. The detailed budget is attached in Appendix D.

The amount of funding sought in this application is Rs 29,324,764.00, which is 56.69% of the total project cost.

<table>
<thead>
<tr>
<th>Table 7.1 Summary of Project Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Category</strong></td>
</tr>
<tr>
<td>1 Personnel</td>
</tr>
<tr>
<td>2 Facilities</td>
</tr>
<tr>
<td>3 Equipment</td>
</tr>
<tr>
<td>4 Software</td>
</tr>
<tr>
<td>5 Supplies</td>
</tr>
<tr>
<td>6 Communications</td>
</tr>
<tr>
<td>7 Travel</td>
</tr>
<tr>
<td>8 Total Project Direct Costs (items 1 -7)</td>
</tr>
<tr>
<td>9 Administrative Costs (5% of item 8)</td>
</tr>
<tr>
<td>10 Total Eligible Costs (items 8 – 9)</td>
</tr>
<tr>
<td>11 Contingency Reserve (4% of item 10)</td>
</tr>
<tr>
<td>12 Total Costs</td>
</tr>
</tbody>
</table>
### 8. Evaluation Plan

The purpose of the project evaluation plan will be to track the cost, time, scope and quality of deliverables. Following are the overall objectives of this process:

- Track and review actual project accomplishments against the project plan.
- Revise the project plan (if necessary) for remaining work.
- Track progress of the project to enable the team and management to take timely corrective action if project performance varies significantly from original plans.

Deliverables from monitoring and control process include:

- Monthly Progress Review Report; updates on list of action items; plans and schedule reflect actual progress.
- Monitoring and control activities are listed in Table 8.1.

**Table 8.1 - Project Monitoring and Control Activities**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team Review</td>
<td>A weekly coordination meeting of the project team members to review status of the work, risks, measures and action items being handled.</td>
</tr>
</tbody>
</table>
| Progress Review        | Monthly progress reviews will be conducted  
  - Milestones for a particular month will be identified a month in advance and will be used to measure the progress.  
  - Periodic reports of the project team and the Project Manager will be reviewed to ensure that the project continues to meet business needs.  
  - Information will be provided as required by the project and authorization given for the work to proceed.  
  - Revised project plans will be discussed, including estimates and schedule. Significant changes will be reviewed and agreed by all stakeholders. |
| Demonstration Session  | Demonstrations of work-in-progress. Meeting to be called by the Project Manager. This activity will occur bi-monthly and will be included in Progress Review. |
Deliverables for each monitoring and control activity are given in Table 8.2 below. The format for the monthly progress review reports is given in Appendix E.

### Table 8.2 - Deliverables for Each Monitoring and Control Activity

<table>
<thead>
<tr>
<th>Activity Deliverable</th>
<th>Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monthly Progress Review Report</td>
<td>Produced at Progress Review Meeting. Schedule, budget, size of major deliverables etc. to be assessed at Formal Progress Review. Milestone Attainment – Milestones for a particular month will be identified a month in advance and will be used to measure the progress. Budget/Cost Performance – Track the actual to the planned rate of spending by activity. Requirements Change – Track requirements change by last month, to understand the impact on the project’s time and cost.</td>
</tr>
</tbody>
</table>
Appendices

Appendix A: Education: Performance of Candidates - GCE (O/L), GCE (A/L) and Admissions to Universities.
Department of Examinations and University Grants Commission

Appendix B: School Census – 2003, A Preliminary Report, Ministry of Human Resource Development, Education and Cultural Affairs Sri Lanka (NB: for the purpose of this example, only the cover page is attached)

Appendix C: Specifications for Required Resources

Appendix D: Detailed Budget

Appendix E: Format for Monthly Progress Review Report
### EDUCATION: PERFORMANCE OF CANDIDATES - GCE (O/L), GCE (A/L) AND ADMISSIONS TO UNIVERSITIES

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>No. sat GCE (O/L) (School candidates only)</td>
<td>323,267</td>
<td>353,372</td>
<td>346,786</td>
<td>349,464</td>
<td>347,315</td>
</tr>
<tr>
<td>% qualifying for GCE (A/L)</td>
<td>32.78</td>
<td>37.43</td>
<td>37.7</td>
<td>36.98</td>
<td>41.47</td>
</tr>
<tr>
<td>No. sat GCE (O/L) (All candidates including school candidates)</td>
<td>501,505</td>
<td>509,499</td>
<td>532,448</td>
<td>471,309</td>
<td>456,829</td>
</tr>
<tr>
<td>% qualifying for GCE (A/L)</td>
<td>23.8</td>
<td>26</td>
<td>27.11</td>
<td>29.34</td>
<td>40.15</td>
</tr>
<tr>
<td>No. sat GCE (A/L) (School candidates only)</td>
<td>111,105</td>
<td>114,628</td>
<td>142,294</td>
<td>157,364</td>
<td>171,544</td>
</tr>
<tr>
<td>No. qualifying to enter university (School candidates only)</td>
<td>60,267</td>
<td>59,796</td>
<td>63,673</td>
<td>80,411</td>
<td>86,656</td>
</tr>
<tr>
<td>% qualifying to enter university</td>
<td>54.24</td>
<td>52.17</td>
<td>44.75</td>
<td>51.1</td>
<td>50.52</td>
</tr>
<tr>
<td>No. applied for GCE (A/L) (All candidates including school candidates)</td>
<td>173,253</td>
<td>179,832</td>
<td>195,368</td>
<td>214,189</td>
<td>229,689</td>
</tr>
<tr>
<td>No. sat GCE (A/L) (All candidates including school candidates)</td>
<td>142,336</td>
<td>147,851</td>
<td>169,679</td>
<td>183,439</td>
<td>198,509</td>
</tr>
<tr>
<td>No. qualifying to enter university</td>
<td>73,574</td>
<td>73,347</td>
<td>73,542</td>
<td>91,589</td>
<td>98,329</td>
</tr>
<tr>
<td>% qualifying to enter university</td>
<td>51.69</td>
<td>49.61</td>
<td>43.35</td>
<td>49.93</td>
<td>49.53</td>
</tr>
<tr>
<td>New admissions to universities</td>
<td>10,450</td>
<td>10,779</td>
<td>11,309</td>
<td>11,805</td>
<td>11,962</td>
</tr>
<tr>
<td>Admissions as a % of eligible</td>
<td>15.49</td>
<td>15.67</td>
<td>16.17</td>
<td>16.08</td>
<td>16.26</td>
</tr>
</tbody>
</table>

**Graduate Output**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>First Degree</td>
<td>6,738</td>
<td>7,834</td>
<td>8,232</td>
<td>9,374</td>
<td></td>
</tr>
<tr>
<td>Postgraduate</td>
<td>1,508</td>
<td>1,685</td>
<td>1,520</td>
<td>2,169</td>
<td></td>
</tr>
</tbody>
</table>

Source: Department of Examinations and University Grants Commission
SCHOOL CENSUS - 2003

Preliminary Report

MINISTRY OF HUMAN RESOURCE DEVELOPMENT,
EDUCATION AND CULTURAL AFFAIRS
SRI LANKA

Prepared by the Statistics Branch
Appendix C - Specifications for Required Resources

Desktop Computer (B.1.1 and B.2) / Presentation Computer

Processor:
Intel Pentium IV Extreme edition with Hyper threading support with 3.46 GHz clock speed (or higher) and with 1066 MHz FSB (or higher).

CPU Chipset:
Intel 925 based CPU chipset supporting following features.
- Dual Channel DDR memory interface (DDR 400 or higher).
- PCI Express x16 graphic card connector.
- Dual Serial ATA controllers and Legacy ATA/100 support.
- At least 3 PCI expansion slots (two conventional PCI connectors and one PCI Express connector in addition to the graphic card connector).

Memory:
1GB DDR2 SDRAM, 533MHz or higher, upgradeable up to 2GB or higher.
- At least two free memory expansion slots.

I/O Options:
- At least six USB ports (supporting USB 2.0). (At least 2 un-used USB ports).
- 2 USB ports on the front panel of chassis.
- 1 Serial and 1 Parallel port.
- 10/100 (Auto sensing) Mbps Network Interface with RJ45 network connector with Wake-up-on-LAN support.

Audio and Video Sub-Systems

Video Adaptor:
- Video adapter supporting PCI Express x16 interface.
- Dedicated Hardware graphics accelerator with Minimum 128 Mb dedicated video memory.

Monitor:
- 21” (20.0” viewable) supporting 2048x1536 resolution @75Hz or better refresh rate (non-interlace mode).

Audio:
- PCI Sound with Mic-in, Line-in and Lineout/Headphone connections. (Mic and Headphone sockets mounted on the front panel of chassis.)
- Headphone with Mic.
- Multimedia stereo speakers (powered).

Storage Sub-System

Hard Disk: 80 GB, Serial ATA hard disk, 7200 rpm or better.
CD-ROM: 52x with EIDE interface. (Hard disk and CDROM should be connected via separate ATA channels).

DVD±RW Drive: 16x or higher with EIDE interface.
Floppy Disk: 1.44 MB floppy disk drive.
Power Supply
Input Voltage:
- 230V nominal input voltage.
- Should work without interruption (or without damage) within a variation of ±10% of the nominal input voltage.

Keyboard:
- Multilingual (with printed keys for Sinhala, Tamil and English) keyboard with either PS/2 or USB interface.

Mouse:
- Optical mouse with Scroll wheel and mouse pad.

Drive bays and chassis:
- Free 1X3.5" (external) and 1 X 5.25 bay (external) with extra power connector; Mini-tower casing.

Software/Manuals
Manuals/CDs:
- User manual with operating instructions in printed form.
- Driver CDs for all components.

Operating System:
- Microsoft Windows XP Professional and Linux.

Warranty:
- Three years Comprehensive.

Laptop (B.1.2)
Architecture:
- Bus type/architecture PCI.
- Bays Ultrabay Enhanced.
- PC Card support 2 Type I/II or 1 Type III.
- Indicator lights.

Display:
- External display support.
- Simultaneous external display.
- Screen type description TFT.
- Viewable image size 15.0 inches (diagonal).
- Screen illumination Backlit.
- Colours or grey shades 16777216.
- Resolution 1024x768.

Graphics:
- Video RAM 32MB.
- Graphics type XGA.
- Video RAM type DDR SDRAM.
Resolution 2048x1536 with 16777216 colours.
Graphics bus interface AGP 4X.
Video on Planar.

Processor:
Processor (CPU) Intel Pentium M Processor 725 or higher.
Processor speed 1.60 GHz or higher.
Internal L2 cache size 2 MB.

System Memory:
Memory (RAM) 256MB expandable up to 2GB.
RAM slots 2 SODIMM.
Memory speed 333 MHz.
RAM type DDR SDRAM.

Hard Drive:
Hard disk size 40 GB.
Interface type ATA-100 (Enhanced IDE).
Hard drive speed (RPM) 4200.

Optical Device:
CD-RW/DVD-ROM Combo V.
Device interface EIDE.
Device speed 24X/24X/24X/8X.

Audio:
Integrated speakers 2.
Speaker power rating 1.0 Watts.
Volume control buttons optional.
Audio chipset SoundMAX or similar.
Audio on planar.

Communications:
Fax/modem 56K V.92 modem.
Infrared port.
Infrared port speed 4Mbps.
Wireless Networking Components.
Wireless speed 11b:11Mbps, 11g:54Mbps.
Wireless Type LAN.
Antenna Ultra Connect.
Frequency 802.11b/g: 2.4GHz.
Wireless Implementation Mini PCI.
Accessories:
- A/C adapter 72 watt.
- Worldwide A/C compatibility.
- Pointing Device Type touch pad with buttons.
- Keyboard type: full size, keyboard lights.

Expansion Options:
- Plug and play support.
- Parallel Port Type 1 (EPP), 1 (IEEE 1394).
- Serial Port Type 2 (USB 2.0).

Port Connectors:
- 2 USB 2.0, AC adapter, External Display, External microphone, Headphone/Line out, Infrared.
- Parallel, RJ-11, RJ-45, S-Video out, Expansion Bus port (for Dock II/Mini Dock or Port Replicator II).
- Slots 2 PC Card.
- Security Chip.
- BIOS type Flash ROM.
- Infrared Support.

Security Features:
- Hard disk drive password, Power-on password, Supervisor password.

Operating System:
- Microsoft Windows XP Professional and Linux.

Warranty:
- Three years comprehensive.

Streaming Server (B.3.1) (Also to be used as storage server for video and other content.)
- Chassis: 5U or smaller Rack mountable, 4 or more Cooling fans or Tower model.
- Power supply: redundant Hot-Pluggable power supply.
- Processor: 2 x Intel Xeon 64 bit Processor Support.
- 3.4 GHz/ 800 MHz FSB/1MB L2 Cache/Dual Processor or better.
- Chipset: Intel E7520 or better.
- Memory: DDR2 SDRAM – PC2-3200R 400MHz 2 GB expandable up to 8 GB.
- Storage: Hardware RAID + 64-Bit/133-MHz Ultra320 SCSI Storage controller.
- Internal Capacity 1.2 TB or better.
- HDD (Storage) 300 GB, 10000rpm Ultra320 SCSI.
- Hot pluggable drives or better x 4 Nos.
- HDD (OS/Mirrored) 36 GB, 15000rpm Ultra320 SCSI.
Hot pluggable Drives or better x 2 Nos.
Option Provision to expand the storage in future using external storage arrays.
Network Controller: Dual PCI-X 100/1000 T Full duplex (RJ45) Gigabit Server Adapter
IEEE 802.3/u/ab.
DVD-ROM Drive: With minimum 8x24.
BIOS: Automatic Server Recovery, ROM based setup utility.
Expansion Slots: PCI-X 64 bit slots (hot pluggable).
Ports: Minimum 2 x Ver 2.0 USB ports.
Warranty: 3 years Comprehensive parts warranty.
Options: OS Redhat Linux Enterprise Edition (2 Nos Licenses).
Archive Solutions Tape backup Drive for the Server.
   Capable of handling DAT72 tape cartridges.

Scanner
Type: Flatbed.
Minimum Optical Resolution: 1200 x 2400 dpi.
Selectable Resolution: 25 - 9600dpi.
Scanning bit depth Colour: 16-bit input/8-bit output each colour (RGB).
Greyscale: 16-bit input/8-bit output.
Preview speed: 8 seconds.
Greyscale: 8msec/line (A4/600dpi), 4msec/line (A4/1200dpi).
Interfaces; USB 2.0 Hi-Speed, USB (USB 1.1 equivalent).
Warranty: 1 year comprehensive.

Video Editing Software (B.3.2)
Video Capture Features:
Batch Capturing, Analogue Capture (VHS, TV, Hi8, 8mm), DV Capture (Digital Camcorder), Micro DV Capture, Scene Content Detection, DV Time Scene Detection, Digital Photo Import, Video.
Files Import.

Video Editing Features:
Story board editing, Timeline editing, Divide scene capability, Video overlay, Title overlay, Title templates, Title customization, Video transitions, 3D transitions, Special effect filters, Multiple audio tracks, Background audio files, Voice narration recorder, Audio mixer, Audio trimming, CD audio import, MP3 audio import, Slow / Fast motion effects.

Video Publishing Features:
Slide show utilities, music video features, ability to divide into chapters, creating multi-layer menus.
Publishing Methods or Output Formats:
VHS / TV, MPEG-1 format, MPEG-2 format, Video CD (VCD), Super Video CD (SVCD), DiVX CD, DVD, DVD-VR, Double-layer DVD, DV Camcorder, Micro-DV camcorder, Real video.
Windows media, QuickTime, Email, Electronic greeting card.

Support/Help:

Platforms:
Linux or Windows XP/2003.
(Example software: Power Director, Ulead Video Studio, Pinnacle Studio, Video Wave, and DVD Creator, DVD Movie Factory, Power Producer, My DVD, Video Magic).

Content Development Software Suite (B.3.3) (This may be packaged with Content Management Software.)
Learning objects based development support
- Compliance with SCORM standard.
- Re-usability of content modules.
XML/XHTML/CSS support.
Automatic metadata tagging.
Facilities to produce e-learning course contents with multiple media types (text, html, video, audio, PDF, Flash, and any other media developed by external applications).
Ability to integrate other applications.
Ability to develop content with training features.
- interactive content.
- student tracking embedded content.
WYSIWYG editing.
Drag and drop facilities.
Support for all major file types.
Copy and paste facility by media types.
Multi-lingual support.
Content development for network environments.
Content development for CD/DVD, and other standalone.
Creating interactive educational content incorporating real-time data and video.
Facilities to create sophisticated animations.
Media import and export facilities.
Content Management Software (B.3.4) (Will be locally developed or a customised open source product such as ILIAS.)

ILIAS Features

- Public area with overview of published courses.
- Titles of published courses.
- Abstracts of courses (if activated by author).
- Personal Home Page in ILIAS as virtual desktop for each user.
- Personal profile and system settings.
- Last visited courses and last visited page of course.
- New mails.
- New forums threads and messages.
- Group and right system with different roles.
- Author, Learner, Guest, Administrator.
- General personally manageable resources.
- Groups, Mails, Discussions, Literature, Learning material.
- Restricted manageable resources.
- User behaviour data.
- System performance data.
- User administration.
- Resource administration.
- Open/closed groups.
- Overview of open and of joint closed groups.
- Generating groups by anyone.
- Different administration rights: member, admin and owner.
- Administrating own group.
- Inviting members.
- Excluding members.
- Group resources.
- Team authoring (shared authorship).
- Teamworking on courses.
- Newsgroups.
- Authoring.
- Team authoring.
- Course layout by XML templates (1 window or 3 window).
- Generating of course content within ILIAS.
- Metadata description of content.
- Publishing news and changes to learners.
Content creation.
Content elements supported by the authoring system:
Text (copy and paste)
Links
Graphics
Clickable maps
Animated images
Tables
Glossary
Multimedia objects
(Applets, flash animation, toolbook, QuickTime movies, audio files, etc.)
Learning
Fish eye overview
Personal annotations
Bookmarks
Search engine
Print of selectable segments
Course news
Offline version
Administrating
Users
Special characters
Types of materials
News system
Disciplines/Subdisciplines
Help system
Plug-ins
Templates
Payment for external user
Research
User performance
System performance
Web-based mailing system
Usermail
Groupmail
Integrated sendmail function
Discussion forum
Topic related location (topic)
Detailed context related help system for all functions (author and learner environment)

**Video Conferencing Camera**

- Standards Supported: ITU-T H.320 (px64); H.323.
- Video Standards: H.261, Annex D.
- Other ITU Supported Standards.
- H.221 Communications.
- BONDING, Mode 1.
- H.281 Far end camera control.
- Graphics Resolution Slide Transmission Format - H.261 Mode: 4 x CIF.
- Graphic Image Capture - JPEG via web browser.
- Video Resolution CIF; QCIF.
- Frame Rate 15 – 30 frames per second.
- Transmission Speed within 56-512 kbps data rates.
- Video Outputs (NTSC or PAL).
- Main Monitor - S-Video or composite.
- Video Inputs (NTSC or PAL).
- S-Video or composite.
- Image Sensor - 1/3 in IT CCD.
- Lens 65° field of view.
- 12 x Zoom; f=4.2 to 42 mm.
- F=1.85 to 2.9 mm.
- Auto focus.
- White Balance Automatic.
- Camera Presets 5 positions minimum.
- Tracking Technique Voice tracking or track to presets.
- Full-Duplex Digital Audio.
- Instant adaptation echo cancellation.
- Automatic gain control.
- Automatic noise suppression.
Audio Inputs/Outputs.
Digital Microphone.
Headset microphone (option) w/ headset connector.
Headset Speaker.
Main monitor left and right audio-out.
Line Level input – RCA.
Digital Microphone Pod.
Coverage 360°.
Omni-directional coverage.
Remote Management.
Extensive diagnostics via PC, LAN or video call.
Software upgrades via PC, LAN or video call.
SNMP.
Ethernet/Internet/Intranet Connectivity.
Supports TCP/IP, DNS, SNMP, DHCP, ARP, WWW, ftp, Telnet, 10/100 Mbps Ethernet Port.
T.120 Interface.
ISDN Protocols.
Auto network setup.
Auto-SPID and switch detection.
Electrical Auto-sense power supply.
Operating voltage/power 90-260 VAC, 47-63 Hz/40 watts.
Warranty: three years comprehensive.

Audio Equipment

Ability to reach a classroom of 100+.
Input sockets: 4 Mic inputs
2 instruments
2 line-ins
16 wireless channels
101 dB clear sound
Bass and treble control
30-watt amplifier
Magnetically shielded carbon fibre speakers
2-way speaker system — woofer and doom tweeter
Warranty: three years comprehensive.
**Multimedia Projector**

Panel resolution 1024 x 768 dots.
Contrast ratio 800:1.
Colour system PAL, NTSC, PAL-M and PAL-N.
High def. TV signal 480i, 480p, 575i, 575p, 720p, 1035i, and 1080i.
Scanning frequency H-sync. 15 – 80 KHz, V-sync. 50 – 100 Hz.
Projection image size Adjustable from 40” to 300” (diagonal).
Horizontal resolution 500 TV lines (S-Video).
Projection lens F 1.7 – 2.5 lens with f 20.3 mm – 32.0 mm with manual zoom and focus.
Throw distance 3.3 ft. – 25.3 ft.
Projection lamp 200 W.
Lamp life 2000 hours or more.
Video input ports 3 nos. RCA Type Component video input (Video/Y, Pb/Cb, Pr/Cr).
1 nos. Mini DIN 4 pin (S-Video).
Composite video input.
Audio input jacks Mini Jack (stereo).
Computer terminals VGA HDB 15 Terminal.
Computer audio jack Mini Jack (stereo) optional.
Control port jack Mini DIN 8 pin.
USB connector USB Series B receptacle.
Audio output jack Mini Jack (stereo).
Internal audio amp. 1.0W RMS.
Built-in speaker 1 speaker, around 1.0”.
Feet adjustment 0 degrees to 10 degrees.
Power AC 210 – 250 V (3.6 A Max. Ampere), 50/60 Hz.
Remote control unit.
Power Source: AA Alkaline (2).
Operating Range: 16 ft./(+/-) 30 degrees.

**Projector Screen**

White, matt finish 10´ x 8´ screen.
Height and angle adjusters.
Caster-mounted movable frame.

**UPS**

Power Rating: 1KVA.
Type: Line Interactive.
Backup Times: 90% load for 15 minuets.
Input Voltage: 160 - 300 V, 50 ±5%Hz.
Output Voltage: 230 V ± 5%, 50Hz.
Output sockets: 2 Nos. to match computer power cords.
Output: Sine Wave or approximated sine wave.
Batteries: Sealed maintenance free.
Alarms: Audio and Visual.
Manuals: User/Operating manuals.
Software: Driver/Auto shutdown software on CDs and Floppy Disks for Windows XP and Linux.
Warranty: three years comprehensive including battery.

3-Way Video Splitting Device
Frequency Range: 54-806MHz.
Impedance: 75ohm matching.
Insertion Loss: <7.0dB.
Return Loss: >15dB.
Maximum throughput: 800mA.

Lighting, Curtains, etc.
To be discussed.
## Appendix D: Detailed Budget

<table>
<thead>
<tr>
<th>Description</th>
<th>Rate (Rs)</th>
<th>Units</th>
<th>No. of Units</th>
<th>Total (Rs)</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Personnel</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project Manager (full-time)</td>
<td>55,000</td>
<td>Month</td>
<td>40</td>
<td>2,200,000</td>
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<tr>
<td>Supervisors/Facilitators (part-time)</td>
<td>25,000</td>
<td>Month</td>
<td>16</td>
<td>400,000</td>
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</tr>
<tr>
<td>Development Engineers (full-time)</td>
<td>45,000</td>
<td>Month</td>
<td>32</td>
<td>1,440,000</td>
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<tr>
<td>Content Developers (full-time)</td>
<td>25,000</td>
<td>Month</td>
<td>80</td>
<td>2,000,000</td>
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<td>Technicians (part-time)</td>
<td>10,000</td>
<td>Month</td>
<td>750</td>
<td>7,500,000</td>
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</tr>
<tr>
<td>Teachers (part-time)</td>
<td>20,000</td>
<td>Month</td>
<td>150</td>
<td>3,000,000</td>
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<tr>
<td><strong>Subtotal 1</strong></td>
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<td></td>
<td></td>
<td>16,540,000</td>
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</tr>
<tr>
<td><strong>2. Facilities</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Space for locating the e-learning hub with electricity, air conditioning and curtaining.</td>
<td>500</td>
<td>Sq. m - month</td>
<td>3,200</td>
<td>1,600,000</td>
<td>Provided by the Provincial Ministry of Education</td>
</tr>
<tr>
<td>Classrooms in each of the remote schools with electricity, air conditioning and curtaining.</td>
<td>250</td>
<td>Sq. m -month</td>
<td>30,000</td>
<td>7,500,000</td>
<td>Provided by the Applicant</td>
</tr>
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<td><strong>Subtotal 2</strong></td>
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<td></td>
<td></td>
<td>9,100,000</td>
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<tr>
<td><strong>3. Equipment (Specifications in Appendix C)</strong></td>
<td></td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>Desktop Computer - for content development.</td>
<td>100,000</td>
<td>2</td>
<td></td>
<td>200,000</td>
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<tr>
<td>Laptop</td>
<td>150,000</td>
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<td></td>
<td>150,000</td>
<td></td>
</tr>
<tr>
<td>Desktop Computer for development of e-learning platform.</td>
<td>100,000</td>
<td>1</td>
<td></td>
<td>100,000</td>
<td></td>
</tr>
<tr>
<td>Scanner for content development.</td>
<td>10,000</td>
<td>1</td>
<td></td>
<td>10,000</td>
<td></td>
</tr>
<tr>
<td>Printer for content development</td>
<td>50,000</td>
<td>1</td>
<td></td>
<td>50,000</td>
<td></td>
</tr>
<tr>
<td>Media Server for the e-learning hub</td>
<td>1,000,000</td>
<td>1</td>
<td></td>
<td>1,000,000</td>
<td></td>
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<tr>
<td>Video conferencing camera for the hub</td>
<td>80,000</td>
<td>1</td>
<td></td>
<td>80,000</td>
<td></td>
</tr>
<tr>
<td>Desktop Computers and audio equipment – for presentation at the e-learning hub and for each rural school.</td>
<td>100,000</td>
<td>Set</td>
<td>26</td>
<td>2,600,000</td>
<td></td>
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<tr>
<td>High capacity UPS for the hub</td>
<td>12,000</td>
<td>1</td>
<td></td>
<td>12,000</td>
<td></td>
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<tr>
<td>UPSs for the rural schools.</td>
<td>7,000</td>
<td>25</td>
<td></td>
<td>175,000</td>
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<tr>
<td>Multimedia Projectors for hub and rural schools.</td>
<td>100,000</td>
<td>26</td>
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<td>2,600,000</td>
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<td>3-way video splitting device for the hub</td>
<td>25,000</td>
<td>1</td>
<td></td>
<td>25,000</td>
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<tr>
<td>Projection screens for the rural schools.</td>
<td>10,000</td>
<td>25</td>
<td></td>
<td>250,000</td>
<td></td>
</tr>
<tr>
<td>Description</td>
<td>Rate (Rs)</td>
<td>Units</td>
<td>No. of Units</td>
<td>Total (Rs)</td>
<td>Remarks</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
<td>-----------</td>
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<td><strong>Subtotal 3</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>7,252,000</strong></td>
<td></td>
</tr>
<tr>
<td><strong>4. Software</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Video editing software</td>
<td>50,000</td>
<td>1</td>
<td></td>
<td>50,000</td>
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</tr>
<tr>
<td>Content development software suite (e.g. Macromedia e-learning Suite)</td>
<td>500,000</td>
<td>1</td>
<td></td>
<td>500,000</td>
<td></td>
</tr>
<tr>
<td>Content/Learning Management software</td>
<td>0</td>
<td>1</td>
<td></td>
<td>0</td>
<td>Developed in-house</td>
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<tr>
<td><strong>Subtotal 4</strong></td>
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<td></td>
<td></td>
<td><strong>550,000</strong></td>
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</tr>
<tr>
<td><strong>5. Supplies</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stationery</td>
<td>30,000</td>
<td>Year</td>
<td>3.25</td>
<td>97,500</td>
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</tr>
<tr>
<td>Computer supplies (printer paper, toner etc.)</td>
<td>50,000</td>
<td>Year</td>
<td>3.25</td>
<td>162,500</td>
<td></td>
</tr>
<tr>
<td>Office supplies</td>
<td>20,000</td>
<td>Year</td>
<td>3.25</td>
<td>65,000</td>
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<td><strong>Subtotal 5</strong></td>
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<td></td>
<td><strong>325,000</strong></td>
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<tr>
<td><strong>6. Communications</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Network infrastructure between the hub and the rural schools.</td>
<td>500,000</td>
<td>Link</td>
<td>25</td>
<td>12,500,000</td>
<td>Provided by Translanka Telecommunications Ltd.</td>
</tr>
<tr>
<td>Telephone</td>
<td>2,500</td>
<td>Month</td>
<td>40</td>
<td>100,000</td>
<td>&quot;</td>
</tr>
<tr>
<td>Inauguration ceremony</td>
<td>200,000</td>
<td>1</td>
<td></td>
<td>200,000</td>
<td>&quot;</td>
</tr>
<tr>
<td>Media publicity</td>
<td>500,000</td>
<td>1</td>
<td></td>
<td>500,000</td>
<td>&quot;</td>
</tr>
<tr>
<td><strong>Subtotal 6</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>13,300,000</strong></td>
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</tr>
<tr>
<td><strong>7. Travel</strong></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vehicle Rental</td>
<td>7,500</td>
<td>Month</td>
<td>40</td>
<td>300,000</td>
<td></td>
</tr>
<tr>
<td><strong>Subtotal 7</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>300,000</strong></td>
<td></td>
</tr>
<tr>
<td><strong>8. Total Project Direct Costs (items 1 - 7)</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>47,367,000</strong></td>
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<tr>
<td><strong>9. Administrative Costs (5% of item 8)</strong></td>
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<td>2,368,350</td>
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<tr>
<td><strong>10. Total Eligible Costs for (items 8 – 9)</strong></td>
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<td><strong>49,735,350</strong></td>
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<td><strong>11. Contingency Reserve (4% of item 10)</strong></td>
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<td>1,989,414</td>
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<td><strong>12. Total Costs</strong></td>
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<td></td>
<td></td>
<td><strong>51,724,764</strong></td>
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</table>
## Appendix E - Format for Monthly Progress Review Report

### Project Title

*Monthly Progress Review Report*

<table>
<thead>
<tr>
<th>Project ID:</th>
<th>For the Period Beginning: and Ending:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of the Project:</td>
<td></td>
</tr>
<tr>
<td>Project Start Date:</td>
<td>Current Phase:</td>
</tr>
</tbody>
</table>

### Key Questions

If the answer to any question is "yes", please provide an explanation.

1) Has the project ‘scope of work’ changed? Yes/No

2) Will upcoming target dates be missed? Yes/No

3) Does the team have resource constraints? Yes/No

4) Are there issues that require management attention? Yes/No

### Key Milestones for the Overall Project Revised on <date>:

<table>
<thead>
<tr>
<th>Milestone</th>
<th>Original Date</th>
<th>Revised Date</th>
<th>Actual Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Milestones Planned for this Month and Accomplished this Month:

<table>
<thead>
<tr>
<th>Milestone</th>
<th>Original Date</th>
<th>Revised Date</th>
<th>Actual Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Milestones/Accomplishments Planned for this Month and Not Completed:

<table>
<thead>
<tr>
<th>Milestone</th>
<th>Original Date</th>
<th>Revised Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
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For each item listed above, provide a corresponding explanation of the effect of this missed item on other target dates and provide a recovery plan.

Items Planned for Next Month:

<table>
<thead>
<tr>
<th>Milestone</th>
<th>Original Date</th>
<th>Revised Date</th>
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Prepared by:

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Date