

INTERNATIONAL  
DEVELOPMENT  
**e**-LEARNING  
COURSE  
CATALOG  
2012



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## WELCOME ...

### ... to our 2012 international development e-learning courses!

Whether you are working as a project manager, coordinator, country representative, consultant, advisor or trainer, e-learning gives you the opportunity to learn and expand your knowledge base whenever you want and from wherever you are, worldwide. The e-learning courses are flexible and can be adapted to suit your own working schedule so you do not need to put your career 'on hold' while studying.

A unique feature of our e-learning courses, compared to other available e-learning products, is the opportunity to take advantage of personal coaching sessions. Here you can exchange thoughts and ideas "live" with your experienced coach to get advice on specific competency areas of your choice, thus tailor-made to your individual learning needs.

Our multi-modular courses are designed to take place over a period of 20 weeks. We believe that this approach will increase your chances to be able to adopt, reflect on and digest your acquired knowledge much more effectively than a one-off compressed course. In addition, each e-learning course contains a number of practical assignments in which you will apply theoretical knowledge to your work. Also, quality e-learning gives you the opportunity to exchange experiences and network across the globe and is also an ideal way of improving one's skills in and understanding of the current major development issues in a range of topics.

Finally, taking an e-learning course is a competitive low-cost alternative to conventional classroom education, where participants and their organisations have to cover expensive travel and accommodation costs.

With ten quality e-learning courses on offer we are confident that you will find one that is useful and interesting to you.

Stay connected!

Emina Abrahamsdotter, Director

Thomas Lewinsky, Head of E-learning



Emina Abrahamsdotter



Thomas Lewinsky



## ABOUT MDF

MDF Training&Consultancy is a Dutch-based global organization with broad and deep experience gained over a period of 27 years. Its aim is to contribute to enhanced management and capacities of professionals and organizations in the development sector. MDF provides open-entry as well as tailor-made courses, workshops, facilitation and consultancy services for individuals and organizations, which are designed to strengthen the managerial and organizational capacity needed to perform effectively and efficiently. It brings together current management theories and tools with practical experience in development programs and projects worldwide. The approach to training, and consultancy, is of a practical nature: linking it to your work, rich in visual elements and with high degree of interaction and participation.

MDF employs about 110 staff members and in addition engages experts from its satellite network and its pool of affiliated consultants as required. All staff members are specialists in their particular fields, operating from different professional levels and diverse cultural backgrounds. Working as both trainers and consultants MDF staff maintain close links between theory and day-to-day practice in the field and in this way enrich the courses offered. This also serves to keep the staff always at the forefront of emerging development ideas and best practices.

MDF delivers its services to a wide variety of clients such as donor organizations, co-funding agencies, national and regional government organizations, universities and higher education institutes, national and international NGOs, and consulting firms. Through its main office in Ede, the Netherlands, and regional offices in Brussels, Indonesia, Tanzania, Vietnam, Sri Lanka, Ghana and a representative office in Colombia, MDF has successfully carried out assignments in Africa, Asia, Latin America and Europe.

Read more at [www.mdf.nl](http://www.mdf.nl)



## ABOUT PROFFS

*Proffs* is a consulting and training organization specialising in assisting its clients to grow and progress in their professional work and performance. Its conviction is that a key factor to success and development lies in motivated and knowledgeable individuals and learning organisations. Based in Sarajevo, Bosnia and Herzegovina, Proffs offers worldwide e-learning courses in the international development cooperation sector as well as classroom courses, policy, research and analysis, facilitation services, consultancy and evaluation services.

Read more at [www.proffs.ba](http://www.proffs.ba)

## HOW ARE OUR E-LEARNING COURSES DESIGNED?

Our e-learning courses are objective-oriented and designed to expand your individual knowledge base and enhance your professional competences in international development work. In order to maximize active learning and effectively engage course participants in the learning process, a variety of methods and individual coaching will be used. Our courses are designed around modules that take place over a period of 20 weeks. The content of each module will equip you with the essential skills, tools and good practices from the field to successfully do your job in development cooperation and humanitarian work. The content of each e-learning course is designed so as to approach five primary learning styles: visual, auditory, read-write, kinesthetic and coaching. In this way, we increase your chances to retain and use the information in your daily practical work.

Your professional experience will be the basis of this course. A variety of methods such as lectures, self-directed learning, small group work, collaborative learning, individual case study assignments, discussions and individual coaching will be used. All courses follow a participatory approach based on case studies, with many exercises and facilitated discussions. This allows trainers and participants to bring in and share their experiences within the group. In addition to required readings you will be engaged in a number of individual assignments in which you will apply theory in your own professional context, using a range of practical tools. In order to foster e-learning interaction and exchange among course participants you will be also asked to conduct assignments in small groups and participate in bi-weekly discussion forums. Your coach/trainer will provide you with his or her comments and feedback on each of your practical assignments. A variety of current multimedia tools will be used, such as videos, voicemail, PowerPoint presentations, discussion forums and chats to further stimulate learning and exchanges among participants.



## OUR TRAINERS

In your selected e-learning course you will be coached by renowned experts and practitioners from MDF Training&Consultancy with extensive experience in their specific field of expertise.



**Thomas Lewinsky** is assigned trainer/coach to the e-learning courses *Institutional Development and Organisational Strengthening* and *Becoming a Masterful OD Adviser or Consultant*. He is based in The Netherlands as an expert within Institutional Development, Organisational Development and Change Management. He has worked as a trainer for several years, delivering courses in Europe, Asia and Africa. In addition, he regularly undertakes consultancies for international donors, NGOs and CSOs. ([tl@mdf.nl](mailto:tl@mdf.nl))



**Irma Alpenidze** is assigned trainer/coach to the e-learning courses *Result-based Management (LEA)* and *Progress Monitoring and Outcome Evaluation*. Based in The Netherlands, she works for MDF as an expert within Planning, Monitoring and Evaluation of Projects and Programs and Organisational Development. Irma has worked as a trainer/consultant for 10 years delivering courses in Caucasus, Europe, Asia and Africa. She works with (international) CSOs and inter-governmental organisations on project, program, sector and policy levels. ([ia@mdf.nl](mailto:ia@mdf.nl))



**Jan Kuypers** is trainer/coach to the *Leadership and People Management* course. He is based in The Netherlands as an expert of Organisational Development, Management Skills and Training Skills. He has worked for more than 20 years as a trainer and advisor in Europe, Africa, Asia and the Caribbean for international agencies and international and local NGOs. ([jk@mdf.nl](mailto:jk@mdf.nl))



**Ellen Tijkotte** is the assigned trainer/coach to the e-learning courses on *Managing for Development Results (MfDR)*. MfDR is the main management approach to achieve greater development results. Her areas of expertise are Planning, Monitoring, Evaluation, which are all in line with (greater) Aid Effectiveness. As a trainer/consultant at MDF Head Office her work has varied from PME organisational development courses to larger evaluations and consultancies for governments, UN bodies and CSOs. ([ti@mdf.nl](mailto:ti@mdf.nl))



**Hadewijch Klaassen** will be your trainer for the courses *Writing Winning Project Proposals*, *Accessing EU Funding* and *Gender Mainstreaming in Projects/Programs*. She has worked for years as gender advisor at a national NGO in Latin America. Today she is based in the Netherlands, working for MDF as a trainer/consultant in the areas of Proposal Writing, Gender & Development and People Management. In addition to being a trainer she is also involved in the MDF Acquisition Unit responsible for the preparation of project proposals. ([kl@mdf.nl](mailto:kl@mdf.nl))



**Jan de Vries** is assigned trainer/coach for the e-learning course *Advocacy and Policy Influencing*. He has extensive practical experience in policy influencing, having worked in a human rights NGO in The Netherlands. There he influenced human rights and development policies on national, regional (European Union and Council of Europe) and international level (United Nations). He was a co-author of a EU-funded Manual on *Advocacy and Policy Influencing for Social Change* and regularly gives trainings on policy influencing. ([jvr@mdf.nl](mailto:jvr@mdf.nl))

## COURSE CERTIFICATE

Upon the completion of the course you will receive a course certificate signed by your trainer from MDF Training & Consultancy, an internationally recognized training organization with more than 25 years of professional experience in the field of international development cooperation.

## COURSE REGISTRATION, FEE AND PAYMENT

In order to attend an e-learning course, please register by filling in an e-learning course registration form at [www.proffs.ba](http://www.proffs.ba). Upon your registration you will receive a detailed course program and invoice that needs to be paid a week prior to the course start. The price of each e-learning course is 2.750 EUR. The deadline for payment is **13 February 2012** (first round of five courses) and **27 August 2012** (second round of five courses). The course fee includes individual and group tuition, course materials and course certificate.

### ATTRACTIVE OFFERS!



In order to make our courses as financially competitive as possible, we are happy to provide you with the following attractive offers:

*Early birds:* Early registration of six weeks prior to the course start will earn you a ten per cent reduction off the course fee. To receive this reduction, payment is due **8 January 2012** (first round of five courses) and **29 July 2012** (second round of five courses).

*Colleagues from same organization:* If more than one person from the same organization participates in the same course, a ten per cent reduction is offered to subsequent participants from the same organization.

*Booking two in a row:* Individuals booking a second course within a twelve-month period may obtain a ten per cent reduction for their second course.

*Bigger groups offers:* Please contact us for information on our competitive group rates for larger groups from the same organization.

*Tailor-made e-learning courses:* We can offer e-learning courses, self-guided as well as those coached by a trainer, customized to your needs and objectives. Please contact Emina Abrahamsdotter, [emina.abrahamsdotter@proffs.ba](mailto:emina.abrahamsdotter@proffs.ba), +387 61 482 247 for more details and information.

## COURSE CALENDAR

COURSE	DURATION	PERIOD	REGISTRATION DEADLINE	TRAINER
<b>Institutional Development and Organizational Strengthening</b>	20 weeks	20 February – 6 July 2012	6 February 2012	Thomas Lewinsky
<b>Managing for Development Results</b>	20 weeks	20 February – 6 July 2012	6 February 2012	Ellen Tijkotte
<b>Becoming a Masterful OD Adviser or Consultant</b>	20 weeks	20 February – 6 July 2012	6 February 2012	Thomas Lewinsky
<b>Advocacy and Policy Influencing</b>	20 weeks	20 February – 6 July 2012	6 February 2012	Jan de Vries
<b>Result-Based Management (LFA)</b>	20 weeks	20 February – 6 July 2012	6 February 2012	Irma Alpenidze
<b>Writing Winning Project Proposals</b>	20 weeks	3 September 2012 – 25 January 2013	15 August 2012	Hadewijch Klaassen
<b>Leadership and People Management</b>	20 weeks	3 September 2012 – 25 January 2013	15 August 2012	Jan Kuyper
<b>Accessing EU Funding</b>	20 weeks	3 September 2012 – 25 January 2013	15 August 2012	Hadewijch Klaassen
<b>Gender Mainstreaming in Projects/Programs</b>	20 weeks	3 September 2012 – 25 January 2013	15 August 2012	Hadewijch Klaassen
<b>Progress Monitoring and Outcome Evaluation</b>	20 weeks	3 September 2012 – 25 January 2013	15 August 2012	Irma Alpenidze

# INSTITUTIONAL DEVELOPMENT AND ORGANIZATIONAL STRENGTHENING

**YOUR TRAINER/COACH:** Thomas Lewinsky

**COURSE DURATION:** 20 February - 6 July 2012 (20 weeks)

**DEADLINE FOR REGISTRATION:** 6 February 2012

**LANGUAGE:** English

Most organizations operate in a fast moving environment and are faced with many challenges that require rapid changes and improvements within tight timeframes. Institutional development and organizational strengthening (ID/OS) is the process of improving the performance and operations of organizations. This process is most likely to be effective when based on a sound and systematic assessment of an organization's own capacity. The use of different models and tools for organizational diagnosis and analysis within a wider institutional environment helps the organization to position itself optimally. This e-learning course provides you with a range of instruments that can be used to bring out key factors hindering or advancing organizational performance and gives you the skills to learn how to apply ID/OS in practice, by using real life cases. The overall aim of the course is to equip you with essential skills so as to help your organization to become successful in achieving its goals and ultimately fulfilling its mission. Your coach will support your learning process throughout.

## TARGET GROUP

You are a development manager, coordinator, adviser or consultant who is responsible for, or involved in the process of mapping, analyzing and building the capacity of your organization. You want to make sure that your analysis is systematic, transparent and able to involve relevant stakeholders within as well as outside your organization for an optimal result fully owned result.

## LEARNING OBJECTIVES

By the end of this e-learning course you will:

- ▶ gain a deeper understanding of how organizations work and function as well as the context in which they operate;
- ▶ be able to systematically apply practical tools to analyze an organization's internal and external environment, including stakeholder interests;
- ▶ learn how to translate an ID/OS analysis into concrete plan of action by identifying strategic options and developing core elements of a strategic plan for the organization;
- ▶ understand the basic elements of change processes within organizations and learn what to pay attention to when implementing change.



*This e-learning course provides you with a range of instruments that can be used to bring out key factors hindering or advancing organizational performance and gives you the skills to learn how to apply ID/OS in practice, by using real life cases.*

## COURSE OUTLINE

MODULES	DESCRIPTION OF THE MODULES
<b>Module 1 Getting started!</b>	You will be getting acquainted with the structure and contents of the e-learning course and its materials and learning how to navigate in the e-learning platform. You will also share with us your profile and expectations and get to know other course participants. Finally you will get to know your trainer/coach.
<b>Module 2 Concepts and framework of ID/OD</b>	You will be introduced to the basic ID/OS concepts, definitions and processes in theory and practice. You will learn to distinguish between organizations and institutions, as well as to understand the ID/OS process and its steps. Here we will also introduce your real life cases.
<b>Module 3 Organizational capacity assessment</b>	You will learn how to assess an organization's capacity using tools such as <i>Basic Question</i> (BQ) and <i>Quick Scan</i> (QS). Formulating a <i>Basic Question</i> (BQ) is about identifying your primary focus for analysis and applying selected tools in the ID/OS process; while a <i>Quick Scan</i> helps you get a quick initial overview of an organization.
<b>Module 4 Environmental scan</b>	You will learn how to conduct an institutional analysis which is focused on exploring the context within which an organization operates by using tools such as <i>Environmental Scan</i> putting opportunities and threats into categories for overview.
<b>Module 5 Institutiogramme</b>	You will learn how to use <i>Institutiogramme</i> as a tool to help you identifying relevant actors in the institutional setting and to understand the nature of their relations and interdependencies. This tool includes reflecting on how to change relations to make them more conducive to your own ambitions.
<b>Module 6 Organizational analysis</b>	You will take a look at the internal workings of an organization, analyzing structures, systems, strategies, staff, management style and organizational culture using the <i>Integrated Organization Model</i> (IOM) as a tool to diagnose strengths and weaknesses of your organization.
<b>Module 7 Strategic orientation and planning</b>	You will learn how to translate a SWOT analysis into a set of strategic options based on your ID/OS analysis conducted so far. You will be asked to make informed choices in selecting which options to pursue and you will develop these into well formulated strategic goals and activities for your organization.
<b>Module 8 Change management</b>	You will be introduced to the organizational change cycle and its five major phases, getting familiar with internal dynamics, power and change and ways of dealing with resistance when implementing organizational change as a result of an ID/OS process.
<b>Module 9 Evaluation and closing</b>	Summary, end-of-course evaluation, closing.

## MANAGING FOR DEVELOPMENT RESULTS

**YOUR TRAINER/COACH:** Ellen Tijkotte

**COURSE DURATION:** 20 February - 6 July 2012 (20 weeks)

**DEADLINE FOR REGISTRATION:** 6 February 2012

**LANGUAGE:** English

International development cooperation is constantly under pressure to ensure that its support and interventions of various kinds bring about improvements in the lives of people in developing countries. This can include areas such as reducing poverty, increasing gender equality, access to education for all children, improved working conditions, and so on. But how will you succeed and how do you know you have succeeded? Managing for development results (MfDR) is a management strategy that can help you manage for results and know that you have achieved them. It is focused on using performance information to make better policy decisions and guide development interventions toward clearly defined goals. MfDR involves using practical tools for strategic planning, risk management, progress monitoring and outcome evaluation.

### TARGET GROUP

You are engaged with international development cooperation and in particular interested in focusing more on development results. You are looking for a comprehensive overview of available tools, donor and partner country experiences and the present debate. You are willing to reflect on your organization's performance and learn from your own and other's experiences as well as how to use this information in making better decisions and more effective development interventions in the future.

### LEARNING OBJECTIVES

By the end of this e-learning course you will:

- ▶ better understand MfDR and link it to the overall effectiveness debate;
- ▶ identify consequences of this management strategy for your own work and organization;
- ▶ analyze the result focus of your own work and organization and identify the opportunities to strengthen this result focus;
- ▶ get an update of the current MfDR debate;
- ▶ learn about specific MfDR tools, such as result chains and key performance indicators.



*Managing for development results (MfDR) is a management strategy that can help you manage for results and know that you have achieved results. It is focused on using performance information to make better policy decisions and guide development interventions toward clearly defined goals.*

## COURSE OUTLINE

MODULES	DESCRIPTION OF THE MODULES
<b>Module 1</b> <b>Getting started!</b>	You will start by getting acquainted with the structure and contents of the e-learning course and its materials and learn how to navigate in the e-learning platform. You will tell us your expectations and get to know other course participants and your trainer/coach.
<b>Module 2</b> <b>MfDR milestones, definitions and interpretations</b>	Here you will be introduced to MfDR, and learn to define it. The module will help you to understand more why there is a strong focus on results and which milestones were put in place to keep the results-oriented process on track. You will also analyze what this management model means for the focus on results, and what it demands from an organization to work towards development results.
<b>Module 3</b> <b>Aid effectiveness, aid approaches and financing modalities</b>	A new focus, aiming for aid effectiveness, requires new approaches and financing modalities. In this module you will become familiar with several development approaches and how they differ from each other in terms of underlying principles and objectives.
<b>Module 4</b> <b>Result chains</b>	Results are key in the discussions around aid effectiveness. One of the tools that help us plan for results is the results chain, and in this module you will learn how to develop a result chain.
<b>Module 5</b> <b>Dialog on results</b>	The use of result chains in MfDR is not rigid: it should facilitate dialogue on results, enabling different actors to position themselves in (existing) result chains of other actors. In this module you will learn how to use the result chain for these purposes.
<b>Module 6</b> <b>Key performance indicators</b>	<i>Key Performance Indicators</i> (KPIs) are a tool to measure the performance and progress of development interventions. In this module you will learn how to develop KPIs.
<b>Module 7</b> <b>Using results information for learning and better decision-making</b>	In this module you will learn that, as for result chains, KPIs should also be used constructively to work together towards results. It will help you to understand further how to use information from KPIs for learning (what works, what doesn't) and decision-making (on different levels). Also, you will be challenged to assess methodological aspects, such as the quality of KPIs and information gathered.
<b>Module 8</b> <b>Organization's capacity for MfDR</b>	Every organization is unique and so is its own structure, culture and values in place. MfDR demands from organizations that they also reflect on their own way of working to achieve results. In this module you will learn which aspects of organizations have to be shaped differently to work towards results.
<b>Module 9</b> <b>Capacity of individuals</b>	This module will inform you on the personal skills that are needed to manage towards development results. A special focus will be put on leadership and what this entails in the context of MfDR.
<b>Module 10</b> <b>Evaluation and closing</b>	Summary, end-of-course evaluation, closing.

## BECOMING A MASTERFUL OD ADVISER OR CONSULTANT

**YOUR TRAINER/COACH:** Thomas Lewinsky

**COURSE DURATION:** 20 February - 6 July 2012 (20 weeks)

**DEADLINE FOR REGISTRATION:** 6 February 2012

**LANGUAGE:** English

In the context of increasingly competitive and ever changing environments, many organizations recognize that their ability to make swift adjustments is crucial in order to stay relevant and attractive to investors and clients alike. To help organizations analyze the need for change and to execute required adjustments will often demand specific expertise in the form of an Organizational Development (OD) advisor or an external consultant. This course will introduce you to the world of organizational advising and consulting and will equip you with key competencies to help you navigate the fascinating and at times challenging process of helping organizations to increase their performance. You will be taken through the entire advisory process from the initial client intake up to the final implementation of the organizational intervention based on real life cases. Your coach will support your learning process throughout.

### TARGET GROUP

Do you have basic knowledge of organizational development processes and some years of practical experience as an adviser or consultant? Would you like to maximize your ability to connect effectively with your client and to learn how to uncover organizational or political dynamics, which may impact your role as an advisor? This course will help you improve your competencies and analytical advisory skills in designing and guiding organizational advisory processes while remaining client oriented.

### LEARNING OBJECTIVES

By the end of this e-learning course you will:

- ▶ be able to design and structure the advisory process in a logical and efficient manner with a clear and agreed purpose in mind;
- ▶ understand the importance of clarifying your role in relation to the client organization and how to match your skills and know-how to the unique needs of the organization;
- ▶ learn how to use your specialized knowledge, processes, tools and techniques in order to provide useful analyses and recommendations so as to create added value for your client;
- ▶ understand organizational dynamics, politics and power and their influence on an advisory process and how these can be navigated most effectively by the advisor;
- ▶ improve your communication skills to successfully manage your relations with the client so as to stay well connected in order to make a real difference.



*This course will introduce you to the world of organizational advising and consulting and will equip you with key competencies to help you navigate the fascinating and at times challenging process of helping organizations to increase their performance.*

## COURSE OUTLINE

MODULES	DESCRIPTION OF THE MODULES
<b>Module 1</b> <b>Getting started!</b>	You will be getting acquainted with the structure and contents of the e-learning course and its materials and learning how to navigate in the e-learning platform. You will also share with us your profile and your expectations and get to know other course participants. Finally you will get to know your trainer/coach.
<b>Module 2</b> <b>Assessment of advisory styles and preferences</b>	You will be introduced to the world of advising and consulting and you will identify your own advisory style based on a personal assessment. This will assist you in identifying your strengths as well as growth areas, and your ability to adjust when required.
<b>Module 3</b> <b>The client system</b>	You will learn how to uncover the so-called 'client system' within an organization, which is important to know in order to identify potentially divergent internal interests and those people trying to influence you. This results in a client map to help you navigate competing interests more effectively.
<b>Module 4</b> <b>Intake process</b>	Often called 'first contact', this is the stage where you meet your client in order to gather key information about a proposed assignment. How do you give a positive impression while collecting key information? How do you 'close the sale' or secure the assignment? Which tools are available to help?
<b>Module 5</b> <b>Basic Question and criteria for judgment</b>	<i>Basic Question</i> is an effective technique you may use to help you get an overview of the assignment and the key issues at play. It may also help the client to analyze their own problem further to get to the root cause. The <i>Basic Question</i> will be your compass throughout your assignment and will provide you with criteria for judgment.
<b>Module 6</b> <b>Developing a Terms of Reference and contracting</b>	You will learn how to analyze a <i>Terms of Reference</i> (ToR) and what to pay attention to, 'reading between the lines.' You will work with the most common elements of a ToR, practice how to respond to a ToR, and how to distinguish a ToR from contracting.
<b>Module 7</b> <b>What is an objective analysis - facts vs. fiction?</b>	A classic dilemma for the advisor is how to stay 'as objective as possible' during an analysis and which criteria to use. How do you distinguish facts from fiction and which opinions count more than others? You will be presented with tips and skills to become more aware of these dilemmas and how to manage them.
<b>Module 8</b> <b>Organizational assessment and diagnosis: External focus</b>	You will be presented with a number of institutional tools and approaches, including SWOT, which you may apply to help your analysis of the external setting within which the organization operates. The challenge is to know where to get the best and sufficient information without getting distracted neither by the tool nor the information.
<b>Module 9</b> <b>Organizational assessment and diagnosis: Internal focus</b>	You will be introduced to a number of organizational tools and approaches, which you may decide to apply to help in your analysis. The tools will predominantly emphasize internal elements of the organization, helping you to uncover which of these elements may need your attention relevant to the assignment at hand and which can be ignored.
<b>Module 10</b> <b>Presenting your analysis effectively to the client</b>	Many good analyses by the advisor go to waste when the final product is being presented to the client. The reasons may include lack of presentation skills, ineffective relationship building, political interests, faulty timing, and so on. This module will help you to optimize your communication and presentation skills to the client, spot typical advisory traps to avoid, and address the ever-present tension between staying authentic while serving the client.
<b>Module 11</b> <b>Evaluation and closing</b>	Summary, end-of-course evaluation, closing.

## ADVOCACY AND POLICY INFLUENCING

**YOUR TRAINER/COACH:** Jan de Vries

**COURSE DURATION:** 20 February - 6 July 2012 (20 weeks)

**DEADLINE FOR REGISTRATION:** 6 February 2012

**LANGUAGE:** English

Policy influencing is about influencing the policies, practices and behavior of the targeted stakeholders who have most influence on the issue that is important to us. Whether you are more an activist, lobbyist or advocate, you influence the policies and practices of others. In development cooperation and human rights work an increasing number of organizations are undertaking policy influencing, either as the core of their work or as part of projects and programs. Undertaking policy influencing and influencing the practices and behavior of others should be done systematically. It should be carefully planned and implemented in order to have a chance at lasting change. If you want to learn how to influence the policies and practices of other stakeholders in development cooperation and human rights, then join this course. It will equip you with combined strategies, useful insights, practical tools and skills you can apply.

### TARGET GROUP

You have undertaken, are undertaking or will undertake policy influencing activities. You may be a manager or officer of projects/programs with a policy influencing component. You can also be an assigned lobbyist/advocacy officer. You are working in development cooperation and/or human rights. You are working for a non-governmental organization, governmental body, company working on developmental/human rights issues or an international organization.

### LEARNING OBJECTIVES

By the end of this e-learning course you will:

- ▶ learn about all aspects of the *Policy Influencing Cycle* as a way to structure policy influencing;
- ▶ be able to identify relevant policy influencing issues;
- ▶ analyse the policy environment and choose the most effective strategies and tactics for policy influencing with your beneficiaries and stakeholders;
- ▶ learn how to influence decision-makers;
- ▶ prepare policy change goals with different stakeholder groups;
- ▶ formulate a concrete action plan to use in your work.



*Undertaking policy influencing and influencing the practices and behavior of others should be done systematically. It should be carefully planned and implemented in order to have a chance at lasting change.*

## COURSE OUTLINE

MODULES	DESCRIPTION OF THE MODULES
<b>Module 1</b> <b>Getting started!</b>	You will start by getting acquainted with the structure and contents of the e-learning course and its materials and learn how to navigate in the e-learning platform. You will also share with us your expectations and get to know other course participants and the trainer/coach.
<b>Module 2</b> <b>Concepts, definitions and the Policy Influencing Cycle</b>	In this module we will create a common understanding on what policy influencing is. This also means distinguishing different terms commonly used. We will end by introducing the <i>Policy Influencing Cycle</i> , which will also structure the rest of the modules.
<b>Module 3</b> <b>Principles of policy influencing</b>	In changing policies and behavior you become at least partly responsible for the results. This is why we believe organizations undertaking policy influencing should be guided at all times by five principles. These so-called <i>CLASP Principles</i> will be the focus of this module.
<b>Module 4</b> <b>Defining your position</b>	We will start by identifying the issue you want to work on and how you believe changing policies will affect this issue. In order to do this the <i>Theory of Change</i> will be introduced as a model to structure your thinking about how change takes place and what will be the position of your intervention in that sequence of change.
<b>Module 5</b> <b>Analyzing the environment: Stakeholders and beneficiaries (Part 1)</b>	You have defined your position on an issue. Now you need to start analyzing who are stakeholders with regard to the issue and who may, or on the contrary may not be, potentially positive towards your position. You also need to identify specific beneficiaries. We will introduce and work with a variety of stakeholder analysis tools that can be used individually or combined.
<b>Module 6</b> <b>Analyzing the environment: Participation and the policy-making process (Part 2)</b>	In this module we look at beneficiaries. We will see how you organize participation of beneficiaries at different stages of the intervention. In order to structure your thinking about this you will use the <i>Participation Ladder</i> . Secondly, we focus on the dynamics underlying the policy-making process and how this affects your policy influencing intervention.
<b>Module 7</b> <b>Networking and alliance building</b>	In this module we will have a closer look at networks, as working with others is likely to increase the success of the intervention. We will see what a network is, how it can work for you in your policy influencing (using the <i>Pincer Model</i> ) and how it can be analyzed (using the <i>Network Analysis Tool</i> ). We will also work on managing network dynamics, introducing the <i>Circle of Coherence</i> .
<b>Module 8</b> <b>Delivering the message: Policy influencing skills</b>	In this module you will get introduced to <i>Principled Negotiation</i> as a specific negotiation approach. Many interventions will also involve meetings with your targets, that need to be structured in a certain way from the preparation until the follow-up. We will see how you can approach such a meeting and what specific skills you should use.
<b>Module 9</b> <b>Developing the policy influencing action plan</b>	Now, in this last session, you use all of the knowledge and skills you gained and apply it to your own case(s). An action plan format, including all elements focused on in the previous modules (and more!) will be explained and should be filled in. This is geared towards helping you on a practical level in your future work.
<b>Module 10</b> <b>Evaluation and closing</b>	Summary, end-of-course evaluation, closing.

## RESULT-BASED MANAGEMENT (LFA)

**YOUR TRAINER/COACH:** Irma Alpenidze

**COURSE DURATION:** 20 February - 6 July 2012 (20 weeks)

**DEADLINE FOR REGISTRATION:** 6 February 2012

**LANGUAGE:** English

Since effectiveness and accountability are high on the agenda of donors, partner governments and civil society organisations, management for development results, also known as result-based management, has become topical for development practitioners. Among methodologies that assist in participatory planning, monitoring and evaluation of development is the Logical Framework Approach (LFA), which has played a key role in the management of projects and programs for more than three decades. LFA is a participatory methodology for systematic analysis of development problems resulting in a plan for action. This e-learning course will help you to have a closer look at the LFA, build LFA step-by-step and discuss its use for monitoring and evaluation. The overall aim of the course is to equip your organisation in using LFA for planning, monitoring and evaluation.

### TARGET GROUP

You are involved in formulating or appraising project and program proposals or responsible for operational planning, monitoring and/or evaluating interventions in which the Logical Framework plays an important role.

### LEARNING OBJECTIVES

By the end of this e-learning course you will be able to:

- ▶ construct a logical chain of results on different levels (impact, outcome, output) based on situational analysis and design SMART indicators for them;
- ▶ select appropriate external factors in support of your project and know how to use them during implementation of the project/program;
- ▶ appreciate the use of the Logframe for managing results during implementation of projects and programs as well as a framework for mid-term and end evaluations.



*LFA is a participatory methodology for systematic analysis of development problems resulting in plan for action. This e-learning course will help you to have a closer look at the LFA, build Logical Framework step-by-step and discuss its use for monitoring and evaluation.*

## COURSE OUTLINE

MODULES	DESCRIPTION OF THE MODULES
<b>Module 1 Getting started!</b>	You will start by getting acquainted with the structure and contents of the e-learning course and its materials and learn how to navigate in the e-learning platform. You will also share with us your expectations and get to know other course participants and your trainer/coach.
<b>Module 2 Stakeholder analysis</b>	This module will introduce you to the systematic way you analyse and decide on degree of stakeholder participation. You will learn about tools called <i>Importance-Influence Matrix</i> and <i>Participation Ladder</i> . The former will help you with selection of stakeholders for inclusive planning exercises and the latter with choosing approaches for their involvement.
<b>Module 3 Situational analysis through problem analysis</b>	In this module you will learn how to map problems from the perspectives of different stakeholders and find cause-effect relationships between them. You will build a so-called <i>Problem Tree</i> to demonstrate main of these relationships.
<b>Module 4 Results and strategy analysis</b>	Here you will learn how to translate problem analysis into a picture of future desired changes. You will map results, find means-ends relationships between them and select cluster of results that you will want to achieve with your project/programme.
<b>Module 5 Results chains</b>	In this module you will learn how to formulate results on impact, outcome and results levels. You will construct results chains and assess if they are in your spheres of control, influence and interest.
<b>Module 6 Assumptions and context monitoring</b>	This module will introduce the way of deducting the most important external factors that you need for support of your project's feasibility and sustainability. You will know how to use these factors as Assumptions for your project plan and for context monitoring during project implementation.
<b>Module 7 Quantitative and qualitative indicators and their formulation</b>	This module will introduce you to popular tools for project planning and management: Indicators. You will learn about main elements and how to make quantitative and qualitative indicators. In addition, you will learn how to assess the quality of the indicators using SMART and SPICED criteria.
<b>Module 8 Using Logframe for monitoring: Baselines, milestones and targets</b>	Here you will learn how to use indicators for results as monitoring tools. You will make the distinction between baseline (starting situation), milestones (periodical, monitor-able situation) and targets (project-end situation) and fill in results-based matrix.
<b>Module 9 Using Logframe for evaluation</b>	In this module you will learn how to use situational analysis, results and indicators for commissioning or conducting a project's mid- and end-evaluation. You will learn to link them with evaluation criteria such as effectiveness, efficiency, relevance, sustainability and impact-orientation.
<b>Module 10 Evaluation and closing</b>	Summary, end-of-course evaluation, closing.

## WRITING SUCCESSFUL PROJECT PROPOSALS

**YOUR TRAINER/COACH:** Hadewijch Klaassen

**COURSE DURATION:** 3 September 2012 – 25 January 2013 (20 weeks)

**DEADLINE FOR REGISTRATION:** 19 August 2012

**LANGUAGE:** English

Most donor organisations, large and small, channel the major part of their external assistance funding through projects. This means that organisations need to be competent in identifying problems and designing solutions in the form of a project proposal in order to access these funds. This e-learning course will equip you with the skills and tools to write a convincing proposal for your excellent project idea or unique selling point, which will greatly increase your chances of success.

### TARGET GROUP

You are a manager or the member of a team working for organisations such as a consultancy firm, CSO or government institute, and you are responsible for designing project proposals in response to tenders for service or grant contracts. Or, you have worked with projects for some time and would now like to increase your skills in developing winning project proposals.

### LEARNING OBJECTIVES

By the end of this e-learning course you will:

- ▶ understand how to turn clients' needs into a convincing strategy and concrete activities in line with your organization's capabilities;
- ▶ understand the structure of and contents of a tender dossier (request for service proposal) and guidelines for calls for proposals (grants) and know how to analyze them;
- ▶ understand the coordination of the writing process and pros and cons of partnership building;
- ▶ learn how to write a good project proposal and what it takes to complete a successful offer.



*This e-learning course will equip you with skills and tools to write a convincing proposal for your excellent project idea or unique selling point, which will increase your chances manifold.*

## COURSE OUTLINE

MODULES	DESCRIPTION OF THE MODULES
<b>Module 1 Getting started!</b>	You will start by getting acquainted with the structure and contents of the e-learning course and its materials and learn how to navigate in the e-learning platform. Tell us your expectations and get to know other course participants and your trainer/coach.
<b>Module 2 Learning tender and grant terminology and procedures</b>	In this module you will discover the context of project proposal writing and what position your organization is in. A first acquaintance with procedures and terminology used in tendering and grant schemes will be made and you will understand the differences managed by important donors.
<b>Module 3 How and where to find tenders/grant opportunities?</b>	During this module you will become familiar with the places to look for tenders and grant opportunities and how to organize the search for opportunities in your own organization.
<b>Module 4 Analyzing Terms of References or Guidelines</b>	Here you will become familiar with the content of a tender document, including the <i>Terms of Reference</i> and <i>Guidelines</i> , and how to use these for your own proposal.
<b>Module 5 Go/no go decisions and creating consortium or not?</b>	This module guides you through the decisive criteria you will need to use for a substantiated decision on whether to 'go for' an opportunity and whether or not you will need to join forces with partners.
<b>Module 6 Organizing the writing process within your organization</b>	You will discover the reality of your organization regarding proposal writing and thus be able to draw conclusions on management of key moments of the process and of time.
<b>Module 7 Presenting track record and Curricula Vitae</b>	Collecting and presenting evidence of experience of your organization and your staff.
<b>Module 8 Writing process step by step</b>	This module presents you with a series of tips for logical and attractive writing and will help you to practice some tools that can come in handy when structuring your writing.
<b>Module 9 Writing: Just do it!</b>	Here you write your own piece, applicable to your work, using the tools and knowledge you learned during the past modules. The trainer will coach and advise you on your writing.
<b>Module 10 Evaluating proposal</b>	This module deals with the appraisal of proposals, how donors read and assess your proposal and how you can make use of this insight.
<b>Module 11 Evaluation and closing</b>	Summary, end-of-course evaluation, closing.

## LEADERSHIP AND PEOPLE MANAGEMENT

**YOUR TRAINER/COACH:** Jan Kuyper

**COURSE DURATION:** 3 September 2012 – 25 January 2013 (20 weeks)

**DEADLINE FOR REGISTRATION:** 19 August 2012

**LANGUAGE:** English

Successful people managers are able to recognize and mobilize the talents of the people they work with. Your ability to lead and inspire individuals and teams is a crucial factor in reaching the desired personal and organizational goals.

### TARGET GROUP

You are, or you aspire to be, a professional in middle to upper management. As a manager you are responsible for directing, supporting and supervising your staff. You are motivated to reflect on your leadership style and hone your people management skills by exploring new ways of working.

### LEARNING OBJECTIVES

By the end of this e-learning course you will:

- ▶ have gained insight in the key competencies of a people manager;
- ▶ be aware of your personal qualities, challenges and pitfalls in leading and managing individuals as well as teams;
- ▶ have reflected about your personal qualities, pitfalls and challenges and in leading people;
- ▶ have experienced alternative ways of managing performance and how to deal with conflict and resistance.

This course will give you ample opportunity to bring theory into practice through case studies and real life cases. The course will encourage self-reflection through individual and group assignments and through personal feedback from the trainer.



*Your ability to lead and inspire individuals and teams is a crucial factor in reaching the desired personal and organizational goals.*

## COURSE OUTLINE

MODULES	DESCRIPTION OF THE MODULES
<b>Module 1</b> <b>Getting started!</b>	You will start by getting acquainted with the structure and contents of the e-learning course and its materials and learn how to navigate in the e-learning platform. You will also share with us your expectations and get to know other course participants and your trainer/coach.
<b>Module 2</b> <b>Leadership and Management defined</b>	This module will introduce you to the concepts of Leadership and Management. What are the key-characteristics of excellent leaders and manager? How can you learn to become a better leader or a better manager?
<b>Module 3</b> <b>Key-competencies of the manager</b>	You will get acquainted with the different roles of managers and the required competencies. You will reflect on your personal management style and your key areas of personal development.
<b>Module 4</b> <b>Your personal core qualities, challenges and pitfalls</b>	In this module you will analyze your key qualities, pitfalls and personal challenges. This will also enable you to improve your communication with others.
<b>Module 5</b> <b>Situational leadership</b>	In this module you will analyze your preferred style of leading your employees. You will be able to apply different approaches of leading your staff depending on task requirements and the level of competence and motivation of your staff.
<b>Module 6</b> <b>Giving and receiving feedback</b>	You will get acquainted with the technique of giving and receiving feedback as an effective way of enhancing the performance of your staff as well as yourself
<b>Module 7</b> <b>How to handle conflict?</b>	You will analyze your personal style of dealing with conflict and you will practice different approaches to handling conflicts in the workplace.
<b>Module 8</b> <b>How to coach people?</b>	In this module you will get familiar with the concept of coaching. Different coaching methods will be introduced and you will practice coaching conversations in your own work situation.
<b>Module 9</b> <b>How to manage your team?</b>	You will learn what are the key-characteristics of a well-performing team and recognize different team roles. Through practical exercises you will be able to improve your own role in making your team perform better.
<b>Module 10</b> <b>Evaluation and closing</b>	Summary, course overview, end-course evaluation and closing

## ACCESSING EU FUNDING

**YOUR TRAINER/COACH:** Hadewijch Klaassen

**COURSE DURATION:** 3 September 2012 – 25 January 2013 (20 weeks)

**DEADLINE FOR REGISTRATION:** 19 August 2012

**LANGUAGE:** English

The European Commission is one of the most important development donors in the world. Its programs are a potential source of funding for CSOs, but navigating the complex rules and budget lines, and deciding what will work, is often difficult. Some EU funding programs receive a lot of attention from CSOs while others remain unknown and unexploited by organisations which do not duly master the EU funding mechanisms. This e-learning course introduces you to the various EU instruments and funding opportunities in order to increase your efficiency and chances of success. It also focuses on the understanding of the intricacies of EU proposal drafting and the challenge of drafting a successful application under increasingly competitive conditions.

### TARGET GROUP

This e-learning course is aimed primarily at those involved in fundraising activities or proposal writing in a civil society organization. The course can also be of interest for staff members of the National Authorizing Officer or country representative, employees of the diverse national technical ministries and project members in the recipient country as well as the program managers of consultancy firms involved in the management of calls for proposals.

### LEARNING OBJECTIVES

By the end of this e-learning course you will:

- ▶ to identify and understand the relevant funding programs and the related documents;
- ▶ understand the EU requirements and learn to adapt your project to the guidelines of the call for proposals;
- ▶ learn the special rules and techniques that will help you to optimize your application and be successful;
- ▶ acquire techniques to draft an attractive and highly competitive concept note following the newly revised EU format;
- ▶ enhance your skills to draft a sound full proposal using as a basis the Logframe and to develop the accompanying budget;
- ▶ learn how to best structure and present the content of your project proposal.



*This e-learning course introduces you to the various EU instruments and funding opportunities in order to increase your efficiency and chances of success.*

## COURSE OUTLINE

MODULES	DESCRIPTION OF THE MODULES
<b>Module 1 Getting started!</b>	You will get started by getting acquainted with the structure and contents of the e-learning course, its materials and learn how to navigate in the e-learning platform. Tell us your expectations and get to know other course participants and your trainer/coach.
<b>Module 2 EU funding for CSOs and how to use the PADOR system?</b>	This module introduces you to the context of EU funding for CSOs. You will get to know the EU project cycle and the selection and award criteria EU uses during funding procedures. This is the first step to make sure your applications will meet fertile soil.
<b>Module 3 Identifying funding opportunities for your organization</b>	Here you will get to know the existing opportunities of EU funding for CSOs. You will discover which funding schemes are most appropriate for your organization according to interest, region and EU budget lines and what is needed to access them.
<b>Module 4 Understanding call for proposals guidelines</b>	EU has a specific way of outlining the Guidelines. This module will take you through the structure and logic of EU Guidelines and its requirements. You will discover how to make use of them to your own advantage.
<b>Module 5 Drafting a successful concept note</b>	Here you will acquire techniques to draft an attractive and highly competitive concept note following the newly revised EU format. The module will take you through the Relevance and the Design of the Action and teach you tips and tricks to come to the best result.
<b>Module 6 Preparing successful full proposals</b>	During this module you will enhance your skills to draft a sound full proposal. Full proposal application asks for a different attention than the concept note phase. The module will show you how to achieve the right attention for the right elements.
<b>Module 7 Drafting the logframe and the budget</b>	In both concept note and full proposal logframe and budget are important elements asked for. A logical, clear logframe will persuade your Reader. Same goes for a budget matching the content. Through teaching, practice and coaching you will learn how to draft a convincing logframe and a complementary budget.
<b>Module 8 Evaluation and closing</b>	Summary, course overview, end-course evaluation and closing

## GENDER MAINSTREAMING IN PROJECTS AND PROGRAMS

**YOUR TRAINER/COACH:** Hadewijch Klaassen

**COURSE DURATION:** 3 September 2012 – 25 January 2013 (20 weeks)

**DEADLINE FOR REGISTRATION:** 15 August 2012

**LANGUAGE:** English

Assuring that equal numbers of men and women are participating is a measure taken, but what else needs to be done to redress imbalance in the respective positions of men and women? This e-learning course offers the possibility to practice and explore tools and issues regarding gender inclusion at each stage of program management. A focus is put on the participant as an agent of change in his/her organization. Attention is therefore put on the issue of gender at the individual, program and organizational levels. The participant will end this course with a personal action plan for mainstreaming gender in his/her programs and organization.

### TARGET GROUP

This course is aimed at project staff, advisers, desk officers and consultants involved in facilitating integration of non-discriminatory behavior and gender equality. Remember that focus is put on you as an agent of change in your own organization. For this particular course familiarity with project cycle management is beneficial.

### LEARNING OBJECTIVES

At the end of this course you will:

- ▶ be familiar with the basic concepts of gender, project and program management;
- ▶ be able to ensure that gender is mainstreamed in the project cycle, in identification, formulation, planning, implementation, monitoring and evaluation;
- ▶ be able to use an Appreciative Inquiry Approach at relevant stages of the project;
- ▶ be able to develop a theory of change;
- ▶ be able to design projects and programs, as well as to monitor and evaluate them from a perspective of gender equality;
- ▶ be able to assess your organization on strengths and weaknesses for mainstreaming gender;
- ▶ be able to develop a personal action plan for mainstreaming gender in project and programs implemented by or through your organization.



*This e-learning course offers the possibility to practice and explore tools and issues regarding gender inclusion at each stage of program management.*

## COURSE OUTLINE

MODULES	DESCRIPTION OF THE MODULES
<b>Module 1 Getting started!</b>	You will get started by getting acquainted with the structure and contents of the e-learning course, its materials and learn how to navigate in the e-learning platform. Tell us your expectations and get to know other course participants and your trainer/coach.
<b>Module 2 Understanding need for gender mainstreaming</b>	During this module we will work on the differentiation of Practical needs and Strategic interests in gender and development. We will define the key concepts in gender and development for this course and we will have a look at social changes.
<b>Module 3 Gender-based identification and situational analyses</b>	This module will help you to identify gender roles and reflect on possible consequences and bottlenecks for development of men and women. You will prepare engendered situational analyses.
<b>Module 4 Life cycle of an intervention</b>	Here you will discover the importance of gendermainstreaming in the intervention cycle, taking into account main actors and activities concerned in each phase of the cycle.
<b>Module 5 Identification phase</b>	This module helps you to analyze policies and their effects on gender relations, as well as other factors influencing gender.
<b>Module 6 Formulation of gender-mainstreamed interventions</b>	Methodologies like appreciative inquiry and theory of change will be introduced in this module as useful for the development of gender mainstreaming and prevention of discrimination in projects and programs.
<b>Module 7 Organizational gender assessment</b>	Methodologies such as <i>Appreciative Inquiry</i> and <i>Theory of Change</i> will be introduced in this module as useful for the development of gender mainstreaming and prevention of discrimination in projects and programs.
<b>Module 8 Gender sensitive monitoring and evaluation</b>	During this module you will learn to interpret the gender quality of a monitoring system and to identify different data collection tools for gender sensitive monitoring.
<b>Module 9 Evaluation and closing</b>	Summary, course overview, end-course evaluation and closing

## PROGRESS EVALUATION AND OUTCOME MONITORING

**YOUR TRAINER/COACH:** Irma Alpenidze

**COURSE DURATION:** 3 September 2012 – 25 January 2013 (20 weeks)

**DEADLINE FOR REGISTRATION:** 19 August 2012

**LANGUAGE:** English

There is an ever-increasing acknowledgment of the complexity of development work. Development intervention is influenced by a range of interacting factors and work is done in constantly changing social contexts which may and do lead to unpredictable outcomes. This trend puts practitioners in need of more appropriate approaches and methods for complexity management that are useful for enhancing real-time learning and responsive work. Outcome mapping and most significant change are among the methodologies that intrinsically build on interdependence, non-linearity and co-evolution of project/program elements and help us to adequately plan and capture the changes as they occur.

### TARGET GROUP

If you are involved in formulating, managing or monitoring development projects then this course is right for you. You want to expand your knowledge and skills in how to prepare, supervise, use or participate in evaluations. You work as a desk officer, program manager or task manager for a national or local government, an international donor agency or a non-governmental organisation. You might also be a consultant with some working experience in evaluations who is now looking to expand your knowledge and skills.

### LEARNING OBJECTIVES

By the end of this e-learning course you will be able to:

- ▶ learn how to monitor and evaluate projects, programmes and organizations;
- ▶ learn how to collect and analyze evaluation data by using qualitative tools such as *Outcome Mapping* and *Most Significant Change*;
- ▶ design, organize and manage evaluations;
- ▶ link evaluation results to learning and further development.



*Outcome Mapping and Most Significant Change are among the methodologies that intrinsically build on interdependence, nonlinearity and coevolution of project/ programme elements and help us adequately plan and capture the changes as they occur.*

## COURSE OUTLINE

MODULES	DESCRIPTION OF THE MODULES
<b>Module 1 Getting started!</b>	You will start by getting acquainted with the structure and contents of the e-learning course and its materials and learn how to navigate in the e-learning platform. You will also share with us your expectations and get to know other course participants and your trainer/coach.
<b>Module 2 Introduction to M&amp;E, contemporary discourse and practice</b>	This module will introduce you to the definitions of monitoring and evaluation and their implications to your work. You will learn about the differences and similarities of monitoring and evaluation, their main purposes, steps of building an M&E system and conducting an evaluation.
<b>Module 3 Users of M&amp;E system</b>	In this module you will learn how to map the management structure of the program/project and find stakeholders within and beyond your influence. You will learn to distinguish between strategic and boundary partners.
<b>Module 4 Mapping and describing outcomes</b>	Here you will learn how to use <i>Outcome Challenge</i> as a tool that will help you to describe program/project outcomes in terms of behavioural changes. <i>Outcome Challenge</i> will serve as a starting point for monitoring the degree of such changes.
<b>Module 5 Monitoring outcomes with progress markers</b>	In this module you will learn how to keep a finger on the pulse of changes at outcome level. You will apply tool called <i>Progress Markers</i> that will help you monitor the depth and degree of your partners' behavioural changes.
<b>Module 6 Terms of Reference and Evaluation criteria</b>	This module will introduce the elements of <i>Terms of Reference</i> and define main criteria for evaluation. You will learn how to distinguish between effectiveness, efficiency, relevance, sustainability and impact-orientation and ask the specific questions that help evaluators in focusing their study.
<b>Module 7 Evaluating progress with story telling</b>	This module will introduce you to the <i>Most Significant Change</i> method. This method builds on using stories to supplement quantitative indicators for progress evaluation. You will learn how to define <i>Domains of Change</i> and collect stories using interviews. <i>Domains of Change</i> are areas about changes in which you want to collect stories.
<b>Module 8 From findings to recommendations</b>	Here you will learn how to distinguish between findings, opinions and recommendations. You will make links between the M&E data, analysis and advice for different users of evaluation studies.
<b>Module 9 Using evaluation for organisational learning</b>	This module will help to link evaluation results to learning and further development. You will know how to differentiate between single-, double- and triple-learning in organisations and decide which recommendations need management response from different users of the M&E system.
<b>Module 9 Evaluation and closing</b>	Summary, course overview, end-course evaluation and closing



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