A.MI.CO. PROGRAMME IMPLEMENTATION TOOLKIT

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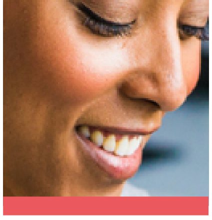
Foreword



International migration is a complex phenomenon at the intersection of several political, economic, social, historical and environmental factors. All these elements need to be taken into consideration in order to understand the interdependence between all societies involved. In this sense, migration is a phenomenon inherent in social change. Since the 1990s, migration and development have dominated the international political agenda, with several high-level multilateral processes focused on discussing the relationship between the two areas. The perception that the link between migration and development is one-sided has increasingly shifted towards admitting that this connection is reciprocal in nature, as reflected by the adoption of the Sustainable Development Goals (SDGs) in 2015.

The 2030 Agenda for Sustainable Development recognizes that migration is a powerful driver of sustainable development for migrants themselves and their communities. It brings significant benefits in the form of skills, labour force empowerment, investment and cultural diversity, and it contributes to the improvement of living standards in communities in migrants' countries of affiliation through the transfer of skills and financial resources. Being aware of the link between migration, inclusion and development, and thanks to constant support from the Italian Government, since 2011, IOM Italy has supported the empowerment of diaspora actors and migrants' associations, also by encouraging their participation in co-development and international cooperation initiatives.

In particular, through the **A.MI.CO. Programme**, IOM has strengthened the role of migrants' associations as natural transnational actors in the field of development cooperation, empowering more than 274 associations with connections to more than 60 countries around the world. Over the years, the A.MI.CO. Programme has provided capacity-building opportunities to associations with a focus on project development and management, supported 22 projects promoted by migrants' associations, and provided tailored coaching, technical assistance and field monitoring. Through this guide, IOM aims to ensure the sustainability and replicability of the successful A.MI.CO. initiatives by building a comprehensive implementation package that will hopefully inspire other institutions, organizations and migrants' communities to take action and support important transnational social change processes.

I hope that this tool will contribute to the increase of social, cultural, civic, political and economic participation of migrants' associations, and to the facilitation of their role as dynamic and effective transnational actors bridging countries and communities.

Laurence Hart
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Chief of Mission for Italy and Malta
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Introduction

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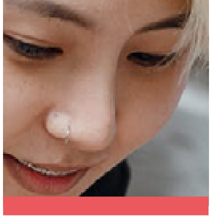

This toolkit has been developed by the Coordination Office for the Mediterranean of the International Organization for Migration thanks to the support of the Italian Ministry of Foreign Affairs and the Italian Agency for International Cooperation. It systematizes IOM's ten-year experience in building capacity and providing technical assistance to migrants' associations in the field of international cooperation.

The aim of this toolkit is to provide useful guidelines to IOM's Missions, UN agencies and associations (CSOs, NGOs) or institutions that wish to replicate and implement the A.MI.CO. Programme.

This guide is divided into three chapters. The first chapter provides guidance on how to organize and plan the A.MI.CO. Training Course, from the definition of learning objectives, identification of the work team, the logistic, and the engagement and selection of participants.

The second chapter is specifically designed for the training facilitator. Firstly, it offers suggestions regarding the methodology and the skills necessary to successfully carry out the training. Secondly, it provides a step-by-step guide on how to carry out participatory activities tailored for each specific training session. Although this guide provides the approximate duration of each session, it is a flexible tool, and the facilitator should feel free to structure the course according to the specific needs of the participants. Each module provides contextual and theoretical elements, as wells as methods, and exercises that the facilitator can use to facilitate the active involvement of participants. In addition to those the toolkit also provides several practical tools, templates, instructions and case studies to use during each training session, available in the A.MI.CO. Programme implementation toolkit list of Annexes.

Finally, the third and last chapter provides a step-by-step implementation guide on the A.MI.CO. Award initiative, a monetary prize aimed at implementing the best project proposals submitted by the associations that attended the A.MI.CO. training course. This chapter starts with the launch of the call for proposals, deals with the evaluation and selection process, and ends with project financing, implementation, and monitoring. The toolkit also provides facilitators with guidance aimed at evaluating the A.MI.CO. Award initiative experience using a peer-to-peer review approach by involving the awarded associations in a "reflection and learning" workshop. In this regard, the toolkit also provides a list of activities and several templates that can be used during each session. Please refer to the list of Annexes.

1. Designing and organizing the A.MI.CO. Training Course

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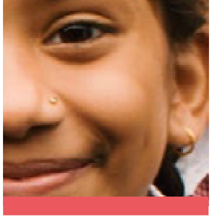

For the training course to be successful it is important that training planners consider the following aspects in advance: the learning objectives, the identification of trainers and content experts, the logistic and the engagement of participants. Learning objectives are pivotal to designing a training course. They should reflect the needs of the target learners and work in harmony with the training methods and design. This chapter summarizes the main learning objectives of the training, while the second chapter will provide specific learning objectives for each session. In addition to that, to ensure a smooth and continuous learning process, the basic arrangements should be thoroughly organized in advance. That said, the organization of the training should start with the selection of the training team and trainers, then proceed with all the logistic aspects and with the engagement and selection of participants, except in cases where the training has been expressly requested by an already defined group of people. Planning such organizational arrangements beforehand is not only necessary, but it can also prevent unexpected events, and lay the groundwork for an effective and successful training course.

1.1. LEARNING OBJECTIVES

The A.MI.CO. Training Course aims to contribute to the increase of the capacity of migrants' associations to:

- Develop co-development project proposals
- Build and maintain partnerships with different stakeholders
- Develop and manage the project budget and apply proper cost monitoring
- Implement, manage and monitor co–development projects
- Increase their ability to communicate the project achievements to third parties
- Strengthen networks between migrants' associations

Below is a list of possible sessions that can be added to the core training:

- Donor liaison, accounting and fundraising techniques
- Calls for proposals, grants and funding opportunities
- Reporting to donors
- Human rights-based approach to programming
- Gender mainstreaming
- Sustainability of project results
- Internal organization management (leadership, internal communication, resource management)

1.2. TRAINERS AND CONTENT EXPERTS

The staff involved during each training course can vary, in number and composition, but it is important to consider the following aspects:

– How many trainers are needed to deliver the entire training?

– Who facilitates each session (internal or external staff)?

– Are you planning to invite external experts for some sessions of the training?

– Have you ensured a permanent logistical support during the entire training?

In addition, it is highly recommended that someone monitors and guarantee the continuity of the entire training: this is useful to keep the course on track and to facilitate the "day-after recap" at the beginning of each session.

Meetings with all the professionals/trainers involved in the training should be held to coordinate sessions in advance. It is also desirable that the different trainers should attend training sessions delivered by others, especially consecutive sessions, so they can have a global view of the training.

Since training in these issues requires not only knowledge and experience in the field of project development and implementation, but also commitment and sensitivity to migrant and development issues, it is recommended that the training team should have at least the following qualification and experience:

– Having knowledge and work experience of the subject of migration and development in general;

– Having experience linked with the design or execution of co–development projects with civil society associations, or better with migrants' associations;

– Having some experience as facilitators of training processes using a participatory methodology (group discussions, case studies, role–play);

– Being sensitive to and knowledgeable about gender approach;

– Being sensitive and committed to migrant associations;

– Having experience with capacity-building in the field of "developing countries".

These requirements can be mentioned in the ToRs or in the call for trainers. It is suggested that a roster of experts should be created in each local/national context, composed of IOM staff, external consultants, or NGO members, who can act as facilitators and teachers with specific expertise. In addition, the possibility of including **simultaneous translation for some trainers/ participants** should be considered.

In this regard, it is important to consider the costs associated with the training team (i.e. travel, general expenses, accommodation and lump sums).

1.3. LOGISTICS

Although a training course mainly consists of content and methodology, the role played by logistics in the correct implementation of the process should not be overlooked.

LOCATION

Choosing the right location for the training is of strategic importance and can impact on the outcome of the course. The following criteria should be considered when choosing the most suitable location: presence of migrants and migrants' associations in the area; interest for and support of the initiative by local authorities; costs of transportation; accessibility and distance; and the availability of a suitable venue for the training.

In Italy, past training courses were held both at national and regional level. The national course was organized in Rome, and it gathered different migrants' associations residing throughout Italy, thus facilitating networking and exchange of good practices among participants, who did not know each other before. The training courses held in local contexts (Italy's main cities) facilitated the creation of networks between associations in the same region, as well as informal groups and potential associations.

THE VENUE

Once the geographical location has been chosen, the venue needs to be selected, while keeping in mind that the physical environment has an important impact on learning. The venue should have adequate lighting, ventilation and enough space to move around and to carry out group activities. Places that are excessively noisy or hard to reach for participants should be avoided. In addition, luxury hotels should not be chosen for the training, not only because of the costs involved, but, above all, because the venue should be consistent with the issues addressed during the course. Moreover, it is important to ensure that the venue is accessible by public transportation, and that there is parking, access for disabled people, and adequate facilities (e.g. clean and accessible toilets, cloakrooms, etc.). Finally, it is important to check whether the necessary equipment is provided at the venue (e.g. whiteboards, flip charts, chairs, tables, sound equipment, etc.), and whether catering is included or needs to be arranged for separately.

TIPS for the classroom layout

- Place the seats in a circle, so as to create an environment that facilitates participation, instead of using a traditional classroom layout for frontal teaching;
- Ensure there are enough seats for all participants and tables for work groups;
- Ensure there is enough space for the facilitator to move among participants and work groups;
- Organize the equipment so that everyone can see and listen.

MOBILITY, BOARD AND LODGING FOR PARTICIPANTS

Depending on the resources and the budget available for the training, participants can be provided with support for travel arrangements, board and lodging.

This kind of support encourages more participation. It is also important to ensure an adequate space where participants can have lunch and coffee breaks together to facilitate networking among them. When organizing coffee breaks and lunches, it is important to consider any specific needs of participants, for example vegan/vegetarian, gluten free, halal or kosher options.

1.4. ENGAGEMENT AND SELECTION OF PARTICIPANTS

TARGET PARTICIPANTS

The training should be designed for a **maximum of 20** and a **minimum of 10 participants**, so that trainees can be divided into small work groups of no more than five or six people. It should also offer opportunities for productive discussion groups.

This training is designed for representatives of associations with a migratory and/or multicultural background.

The course is intended for association members of any type and level (e.g. leaders, project designers, volunteers, or technical and administrative staff, etc.), particularly those actively involved in the design and implementation of co-development projects.

The **profile** of participants can vary, and the content can be adapted to the specific local context, or to a more generic framework.

CALL FOR APPLICANTS

Depending on the specific context, the call for applicants can be issued for incorporated or unincorporated associations, as long as they are interested in promoting development projects in their countries of affiliation.

In order to attract participants, it is important to issue and disseminate the call for applicants through appropriate channels (e.g. social networks, web, email, posters in strategic locations). An example of a call for applicants can be found in Annex I.

Migrants' associations that intend to participate in the A.MI.CO. Training Course are required to submit the following documents:

– The filled–in registration form (Annex II) in a digital version

– A declaration stating that they are available to attend the A.MI.CO. Training Course for its entire duration, if they are admitted (Annex III)

– The charter of the association (if applicable)[1]

– Copy of the entry in the local/national register of associations (if applicable)

Once the call for applicants has been issued and disseminated, and the application deadline has expired, participants can be selected.

Applicant selection criteria depend on the specific context of the training. Some examples of suggested selection criteria can be found in Annex I.

CERTIFICATE OF PARTICIPATION

At the end of the training, a certificate of participation should be given to all participants that attended the entire course (or at least 75% of it). The certificate should contain the following basic information: the title of the training course, the name of the association that attended the training, the name of the organizer, the number of hours, and the place and date of the training. Considering that the members of an association can easily change, it is important to mention the name of the association rather than the name of the participating member on the certificate. Moreover, when launching the A.MI.CO. Award Initiative, having a certificate of participation is a mandatory eligibility criterion.

Such certificates should be printed on good quality paper with logos and they should be duly signed by the appropriate person, usually the head of the organization offering the training.

[1] Please bear in mind that the A.MI.CO. Award initiative, which is open to associations after taking part in the A.MI.CO. Training, only admits registered associations; therefore, any associations wishing to take part in the initiative are required to submit their charter.

2. Facilitator's guide to the A.MI.CO. Training Course

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This chapter provides specific guidance on the preparation necessary for each session of the A.MI.CO Training Course: in the "Training implementation" paragraph (Chapter 2, paragraph 3) are described the contents and activities that should be developed, and the skills that are intended to be acquired by participants. It is structured around an introduction, which provides some opening and ice-breaker activities, five main sessions, which gather the theoretical knowledge and practical tools necessary for the design and implementation of co-development projects, and a list of closure activities.

The five different thematic sessions should be implemented in the suggested sequence, which has been organized in a way that leads associations from the definition of a project idea to its implementation and dissemination. To cover all the core sessions of the course, at least five days' training should be planned, with more than a week between the sessions. In addition, the duration of each session should be adjusted according to the number of participants.

For the implementation of the proposed activities, facilitators should familiarize themselves with the procedures before holding the sessions, while using the methodological orientations described in "Training methodology" (Chapter 2, paragraph 2.1.) as a permanent reference. If the order of the sessions needs to be changed, the activities available in "Session 0 - Training Introduction" should always be carried out first and those in "Session 6 - Closure activities" last. In addition, it is highly suggested that the same case study and logical framework should be used, thus allowing continuity from problem analysis (first session) to the dissemination of project activities (fifth session).

Attached to this toolkit, there is a set of annexes which provide several templates that support each phase of the project design and implementation process.

It is important to emphasize that this guide does not provide a theoretical support framework. On the contrary, it is the duty of the facilitator to delve into each of the topics by using the bibliographic sources provided, referring to other research and reports, and/or seeking advice from specialized organizations.

2.1. TRAINING METHODOLOGY

EDUCATIONAL APPROACH

The A.MI.CO. Training course is based on the **Constructivism**[2] methodological facilitation approach, which focuses on participants' previous knowledge and experience. It is not, therefore, a process of "knowledge transfer" from the teacher to the students, but a process of "knowledge building", where participants play an active role and the person who leads the process is not just a trainer, but also a learning facilitator.

In addition, the A.MI.CO. Training course considers the specific needs of adult participants by referring to the **Andragogy**[3] theory, based on a horizontal and participatory learning approach and on the following assumptions:

– Adults need a powerful **motivation** to learn and rarely learn "for fun": they want to know why they need to learn something new. The motivation that adults have for getting involved in training processes has an immediate impact on their life and work;

– Adults are people with a lot of **experience and knowledge**. They relate new knowledge and information to previously acquired knowledge and experience. They often need to ask a lot of questions in order to make these links;

– Adults expect to be treated as **equals** and like to be able to challenge both the content and the process.

Four different learning styles:

- **Read/Write:** people who learn and remember through written words, such as flip charts, Power Points and by taking notes;
- **Visual:** people who learn and remember best by seeing pictures, colours and diagrams;
- **Auditory:** people who learn and remember what is said to them by hearing, particularly if it is said with variations in voice (volume, tone and rhythm);
- **Kinaesthetic:** people who learn by doing and by physical action, through experience or role playing.

To take full advantage of the training, it is strongly suggested that participants deepen their understanding of the content before and after the training. In this regard, Power Point presentations and some extra-learning material can be shared in advance with participants, as well as specific tools to be used in the future. Please also refer to the diversified **A.MI.CO. E-learning package.**[4]

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[2] Various approaches in pedagogy derive from the constructivist theory. See Richardson V., *Constructivist ˇPedagogy*, in Teachers College Record Volume 105, Number 9, December 2003, pp. 1623–1640: www.researchgate.net/publication/249400122_Constructivist_Pedagogy.

[3] Andragogy, developed by Malcolm Knowles in 1968, is also known as the "Adult Learning Theory".

[4] https://italy.iom.int/en/activities/migration-and-development/e-learning.

FACILITATION METHODOLOGY

An adequate facilitation methodology is needed to ensure the transmission of the training contents as well as the retention of the contents learned. In addition to slide show presentations, facilitating group activities and discussions, the main tools a trainer has are their **voice** and **posture/body language**.

The **verbal element of communication** is all about the words that are chosen, and how they are heard and interpreted. Therefore, the success of verbal communication depends not only on the trainer's speaking ability but also on their listening skills.

TIPS for an effective verbal communication

- **Variety:** To allow concentration, excitement and enthusiasm, vary the tone and volume of your voice, and the speaking speed;
- **Vocabulary:** Use clear language, especially if the language used in the training course is not the participants' native language; avoid using excessively technical language; adapt the vocabulary to the audience; use participants' names, as this connects participants to the presentation;
- **Volume:** The volume should allow all participants to hear comfortably. Pay attention to space, where you are speaking, and whether the participants can hear you.

It is important to remember that effective verbal communication cannot be fully isolated from non-verbal communication: for example, your body language and facial expressions. **Non-verbal communication** plays a significant role in the attention that the participants will give to what you say.

TIPS for an effective non-verbal communication

- **Stand up** during the presentations and move among the participants or the small work groups, except when you do not want to influence the work groups' results. You can use movement to catch participants' attention or to emphasize a point;
- **Face the participants:** make sure the room is set up in a way that you can face the group while you change or write on flip charts or change slides;
- **Keep visual contact:** go over the group with your eyes while you are talking, in order to include everyone;
- **Use open body language:** try not to "shield" your body with hands and arms: leave your body as open as possible. Also leave your hands open. Only point, or make a fist, for extra emphasis.

During the course, it is also very important to look for a balance between time spent for presentations, group activities and participants' interaction: allow enough time for each of these activities and make sure there is also a balance between lectures and practical activities.

TIPS to ensure and maintain participants' concentration

- **Ask open questions** (what, why, how, when) to encourage participants' reflection;
- **Listen carefully** to participants' answers/contributions and do not forget to thank them!;
- **Paraphrase participants'** contributions/answers prior to reply to them;
- **Ask participants** if they would like to make any further comment.

During the training, your presentations or group presentations, **allow time for participants to ask questions** and interact with the ideas, but be **careful to bring the conversation back to the main point if it gets inappropriate or if someone digresses**. People need to ask questions to learn, and most people cannot concentrate for more than about ten minutes.

2.2. BEFORE THE TRAINING

KNOWLEDGE OF THE LOCAL CONTEXT

Since this toolkit is a flexible resource for different settings, it does not reflect the specific local context or target. For this reason, a local assessment should be carried out before starting the training, in order to reflect participants' context. Make sure you know as much as you can about diaspora engagement in the local context, and about co-development priorities in the countries of origin of participants/migrants' associations.

PRE-COURSE ASSESSMENT

It may be useful to assess participants' knowledge about the topics covered and to know their priorities before the training. A pre-course assessment (Annex IV Pre-course assessment) can be carried out, in order to adapt the contents of the training to the specific target. This assessment can be carried out online, by using a questionnaire through an online platform (e.g. survey monkey).

LEARNING MATERIALS

You should prepare, print out and organize in advance all the materials and tools that you need for the training, such as all the necessary copies to hand out to participants, either individually or for group work. Even though the training course focuses on practical and participatory activities and exercises, Power Point presentations should be prepared to introduce and provide a final summary of the content of each session, thus ensuring proper knowledge consolidation.

TIPS to prepare your presentation

- Be concise and clear;
- Make sure to include the most important content of each session;
- Avoid using full paragraphs or excessively long phrases in presentations;
- Avoid reading the slides word for word, and add examples.

2.3. TRAINING IMPLEMENTATION

SESSION 0: TRAINING INTRODUCTION
SESSION 1: DEVELOPING A PROJECT
SESSION 2: BUILDING PARTNERSHIP
SESSION 3: PROJECT BUDGET: COSTS AND FINANCIAL RESOURCES
SESSION 4: MONITORING AND EVALUATION
SESSION 5: COMMUNICATING THE PROJECT
SESSION 6: CLOSURE ACTIVITIES AND TRAINING EVALUATION

TIMETABLE OVERVIEW SAMPLE OF A FIVE-DAY TRAINING SCHEDULE

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
A.0.1. Welcoming participants (20 min.)	**A.1.7.** Identifying external factors and project risks (35 min.)	**A.3.1.** What is a budget? (90 min.)	**A.4.1.** Introduction to monitoring and data collection (80 min.)	**A.5.1.** The role and importance of social communication (15 min.)
A.0.2. Introduction of participants (15 min.)	**A.1.8.** Defining project performance indicators (horizontal logic) (90 min.)	**A.3.2.** Developing the project budget (105 min.)	**A.4.2.** How to use results monitoring tools (105 min.)	**A.5.2.** The visual identity of an association (30 min.)
A.0.3. Statement of expectations (20 min.)	**A.1.9.** Planning activities: the work plan (45 min.)	**A.3.3.** Building accounting (45 min.)	**A.4.4.** Introduction to evaluation (70 min.)	**A.5.3.** Effective communication (50 min.)
A.0.4. Work agenda (10 min.)	**A.1.10.** Wrap-up: gallery walk (30 min.)	**A.3.4.** Budget monitoring and reporting (40 min.)	**A.4.5.** Wrap-up: the carousel (45 min.)	**A.5.4.** Storytelling to make a difference (40 min.)
A.0.5. Group agreements (10 min.)	**A.2.1.** Introduction to partnership (30 min.)	**A.3.5.** Wrap-up: peeling the onion (30 min.)		**A.5.5.** Disseminating projects through social media (60 min.)
A.1.1 Introduction to Sustainable Development (15 min.)	**A.2.2.** Identifying potential partners (60 min.)			**A.5.6.** Communication (60 min.)
A.1.2. World café on Migration and Development (40 min.)	**A.2.3.** Partnership coordination: roles and responsibilities (60 min.)			**A.5.7.** Wrap-up: the Interview (15 min.)
A.1.3. Introduction to project development (45 min.)	**A.2.4.** Wrap-up: grab that spoon! (30 min.)			**A.6.1.** Individual evaluation (10 min.)
A.1.4. Analysing problems (50 min.)				**A.6.2.** Alternative activity to A.6.1.: Participatory evaluation (40 min.)
A.1.5. The solution tree (50 min.)				**A.6.3.** Post-assessment test (exit quiz) (15 min.)
A.1.6. The project logical framework (vertical logic) (80 min.)				**A.6.4.** General training evaluation (10 min.)

SESSION 0 TRAINING INTRODUCTION

SESSION OVERVIEW

Suggested duration: 1h 15min.
Classroom materials: flip chart/notice boards/posters, A4 paper sheets, pens, markers, scotch, set of cards

The training introduction includes activities to be carried out at the beginning of the training course. It provides some icebreaker activities to facilitate participants' introductions, to find out their expectations, and to establish group agreements.

SESSION HANDOUTS

Annex V - Methods and tools for the creation of work groups
Annex VI - Work Agenda (to be created for each individual course)

SUGGESTED ACTIVITIES

ACTIVITIES	DURATION
A.0.1. Welcoming participants	20 min.
A.0.2. Introduction of participants	15 min.
A.0.3. Statement of expectations: graffiti technique and feedback	20 min.
A.0.4. Work agenda	10 min.
A.0.5. Group agreements	10 min.

A.0.1. Welcoming participants (20 min.)

Type of activity: opening remarks
Objective(s): to introduce the training course and welcome participants
Classroom materials: N/A

Procedure:

1. Welcome participants and briefly introduce yourself and the training course;

2. Introduce guests and give them the floor for the opening remarks. Depending on the context, this activity can be informal or formal, and it may include higher level representatives of governments, local authorities and/or donors supporting the course;

3. Close the activity by thanking guests and providing a brief overview of the institution organizing the course and the objectives to be achieved during the training course.

A.0.2. Presentation of participants (15 min.)

Type of activity: Icebreaker

Objective(s): to facilitate the personal introduction of the participants through activities that encourage them to know each other and facilitate future teamwork

Handouts: methods and tools for the creation of work groups (Annex V)

Classroom materials: N/A

Procedure:

1. Tell participants to form pairs or small groups (Annex V), preferably with people who do not know each other;

2. Give each pair a maximum of three minutes to exchange personal information with each other (i.e. name, workplace, favourite activity, something they like, and information about the association they are members of) (5 min.);

3. Ask participants to briefly introduce their pair in plenary (10 min.).

A.0.3. Statement of expectations: graffiti technique and feedback (20 min.)

Type of activity: "Graffiti" technique

Objective(s): to identify participants' expectations about the training; to clarify the training characteristics and its learning outcomes.

Classroom materials: cards, markers, notice boards/flip charts/posters

Procedure:

1. For each participant, prepare two cards or sheets of paper with the following unfinished phrases (one sentence per poster):

   – I hope this course will provide me with ...
   – This course will work out if ...

2. Participants write down their thoughts on the cards by completing the sentences (5 min.);

3. Collect the cards, read them out, and summarize the content while gathering similar expectations on different posters/notice boards/flip charts. It is important to write participants' expectations on posters/notice boards/flip charts, so that they can be used during the closure and training evaluation activities (10 min.);

4. Briefly remind participants of the competencies/learning objectives expected to be achieved in the training, as well as the methodology and characteristics of the course that will be evaluated and certified at the end (5 min.).

A.0.4. Work agenda (10 min.)

Type of activity: presentation
Objective(s): to present the training agenda
Handouts: work agenda (Annex VI)

Procedure:

1. The first day of the training, introduce the overall programme, while taking into consideration participants' expectations emerged during the activity A.0.3. (3 min.);

2. Subsequently, at the beginning of each training day, present the daily training schedule and agenda by including both the topics that will be addressed and the logistics (5 min.);

3. Clear up any doubt about the content and the work schedule (2 min.).

A.0.5. Group agreements (10 min.)

Type of activity: brainstorming
Objective(s): to collectively work towards and negotiate group agreements to create an open and respectful working environment where participants can work together creatively by feeling safe in sharing their own ideas and opinions
Materials: board, markers

Procedure:

1. Ask participants what they believe is necessary to make sure the training is successful. Collect each participant's contribution and ask them if they agree with other opinions. (5 min.);

2. Make a list of the agreed–on opinions on a board and leave it in the main training hall, in such way that it is visible to all participants throughout the entire course (5 min.);

   Some examples of group agreements that can be suggested:

   – Everyone must be on time and prepared for the training;
   – Computers and mobile phones must be turned off during the training to minimize interruptions; they can only be used during breaks;
   – Respect each other's opinions and ideas even if you do not agree with them;
   – Everyone shall be provided with the opportunity to contribute;
   – Anything discussed during the workshop shall remain confidential.

SESSION 1 DEVELOPING A PROJECT

SESSION OVERVIEW

Suggested duration: 8 hours

Classroom materials: flip chart/whiteboard, A4 paper sheets, pens, charts, markers, scotch tape, set of cards, notice boards

i. Learning objectives

Session 1 aims to introduce participants to the theme of migration and development, and to accompany them in the first phase of the project design, from the identification to the formulation of the project.

By the end of this module/session, participants will be able to:

– Recognize the main characteristics of a development project within the Migration and Development framework;
– Identify goals and turn an idea for change into a development project;
– Apply the logical framework approach to the design of a development project;
– Plan project activities;
– Elaborate a risk analysis by identifying external factors and risks.

ii. Checklist content

1. The concept of Sustainable Development:

   a. Brief historical introduction;
   b. Definition and defining principles: the Sustainable Development Goals (SDGs) and the 2030 Agenda;
   c. The three dimensions of sustainable development: the economic, social and environmental dimension.

2. The link between Migration and Development:

   a. The impact of migration on local development;
   b. Migrants' contributions to the development of their countries of reference;
   c. The legal context and the formal recognition of migrants' associations as transnational actors of development cooperation.

3. The characteristics of a development project:

   a. The desire for change as a starting point;
   b. The project's life cycle.

4. The identification stage:

   a. Context and situation analysis: the problem tree and the solution tree;
   b. Identification of objectives, outcomes, expected outputs/results of the project.

5. The project formulation and the logical framework approach:

   a. The SMART indicators: characteristics, what they measure (impact, outcome and implementation), sources of verification and assumptions;

6. Planning activities: the work plan;

7. Factors for success and external risks of a project: identifying external factors and risks (risk analysis).

SESSION HANDOUTS

Annex VI - Case study
Annex VIII - Problem Tree example
Annex IX - Solution Tree example
Annex X - Logical Framework Tool
Annex XI - Logical Framework Example
Annex XII - Guide to the Development of SMART Indicators
Annex XIII - Workplan Tool

SUGGESTED ACTIVITIES

ACTIVITIES	DURATION
A.1.1. Introduction to Sustainable Development	15 min.
A.1.2. World café on Migration and Development	40 min.
A.1.3. Introduction to project development	45 min.
A.1.4. Analysing problems	50 min.
A.1.5. The solution tree	50 min.
A.1.6. The project logical framework (vertical logic)	80 min.
A.1.7. Identifying external factors and project risks	35 min.
A.1.8. Defining project performance indicators (horizontal logic)	90 min.
A.1.9. Planning activities: the work plan	45 min.
A.1.10. Wrap-up: gallery walk	30 min.

A.1.1. Introduction to Sustainable Development (15 min.)

Type of activity: brainstorming and presentation
Objective(s): to deepen understanding of sustainable development
Materials: board, markers
Handouts: PPT presentation

Procedure:

1. Ask the audience the following questions (5 min.):
   - What does sustainable development mean?
   - What is the 2030 Agenda?
2. Take notes of the main answers on a board;
3. Give feedback by including a PPT aimed at introducing the concept of sustainable development and the 2030 Agenda (10 min.).

A.1.2. World café on Migration and Development (40 min.)

Type of activity: world café. The world café is a dynamic and engaging way to start a group discussion[5]
Objective(s): to reflect on the contribution of the diaspora; to recognize the roles of migrants in the context of local development, both in countries of origin and in countries of residence
Materials: posters, markers
Setting: three café-style tables with chairs, or three different areas in the room
Handouts: PPT presentation, methods and tools for the creation of work groups (Annex V)

Procedure:

1. Identify three spokespersons, who should write down what is being said and facilitate the discussion, and assign one table to each of them. Each table will focus on one of the following questions (5 min.):
   - GR.1: How can migrants positively contribute to the development of their countries of residence?
   - GR.2: How can migrants positively contribute to the development of their countries of reference abroad?
   - GR.3: What is the added value of involving migrants' associations in development cooperation projects?

5 ITC-ILO: https://blogdev.itcilo.org/facilitation-method-world-cafe/.

2. Divide participants in three groups (one for each question; refer to Annex V); each group will sit around one of the three tables and have 5 minutes to discuss the proposed question. Set up three rounds of discussion. The spokespersons remain the same, while the groups move from one table to the next (15 min.);

3. Once each group has been around all the tables, the spokespersons present the results of the discussions (10 min.);

4. Give feedback on the results of the activity by including a PPT to sum up the conclusions (10 min.).

A.1.3. Introduction to project development (45 min.)

Type of activity: fast idea-generating method (1-2-4-ALL)[6]
Objective(s): to get acquainted with the project's life cycle in the identification stage
Materials: flip chart/whiteboard, A4 paper sheets and pens
Handouts: PPT presentation

Procedure:

1. Ask participants to reflect on their own on the first steps to take when designing a project (5 min.);

2. Divide participants in pairs and ask them to continue the discussion together (5 min.);

3. Merge two pairs and ask them to share their findings, highlight similarities and differences, and to select the first 3 steps to take when designing a project (10 min.);

4. Ask each group to share their findings in plenary and write them on a flip chart/whiteboard. (10 min.);

5. Summarize participants' ideas and complement them if necessary (5 min.);

6. Close the activity with a PPT on the concept of a project's life cycle (10 min.).

[6] *Source*: ITC-ILO Compass, and IOM/ILO, *JMDI Training Tool*, https://compass.itcilo.org/methodology/1-2-4-all/ Consulted on September 2019.

A.1.4. Analysing problems (50 min.)

Type of activity: presentation and group work

Objective(s): to know how to identify and to prioritize/hierarchize problems according to a cause-effect relationship

Materials: a set of cards/big post-its, markers, 4 notice boards, scotch

Handouts: PPT presentation, methods and tools for the creation of work groups (Annex V), case study (Annex VII) and the problem tree example (Annex VIII)

Procedure:

1. With the support of a PPT presentation, introduce the "problem tree" and illustrate how to formulate problems by showing an example (Annex VIII) (10 min.);

2. Hand out annexes and session materials to the participants, and divide the participants in four groups (Annex V). Consider the possibility of reading out the case study and the instructions in plenary before starting the exercise (5 min.);

3. Ask participants to create a problem tree following the instructions:

   – Read the case study and brainstorm potential problems, then write them down on a post–it (5 min.);
   – Among them, identify the core problem, the major issue; verify that it is well formulated and write it down on a post–it (5 min.);
   – Establish the final hierarchy of problems and test cause–effect relationships, then post the post–it on the flip chart/notice board (5 min.);
   – Identify a spokesperson for your group to present your problem tree in plenary.

   Each work group should be supervised, so you can clear up any doubt and help with the analysis process, if necessary;

4. Invite one spokesperson of each group to present the problem tree in plenary (15 min.);

5. Make any appropriate observations also using the problem tree example based on the case study (Annex VIII), give feedback (5 min.).

A.1.5. The solution tree (50 min.)

Type of activity: presentation and group work

Objective(s): to understand the process of translating identified problems into positive situations (solutions) by transforming a problem tree into a solution tree

Materials: set of cards, markers and 4 flip charts

Handouts: PPT presentation, a solution tree example (Annex IX), case study (Annex VII)

Procedure:

1. With the support of a PPT presentation, introduce the "solution tree" and illustrate how to formulate solutions by showing an example (Annex IX) (10 min.);

2. Divide participants in the same four groups as in activity 1.2, then provide them with all session materials and make sure they all have the necessary handouts;

3. Ask participants to create a solution tree following the instructions:

   - Read the problems on the problem tree, previously identified within your group (5 min.)
   - Identify the solutions to each problem, by formulating positive solution statements and converting the problem tree's negative statements into positive statements, so that the cause–effect relationships between the problems are changed into means–ends relationships that characterize solutions (10 min.)
   - Read the solution statements again, verify that they are well formulated and prepare to present your solution tree in plenary (5 min.)

   Each work group should be supervised, so you can clear up any doubt and help with the analysis process, if necessary;

4. Invite one spokesperson of each group to present the problem tree in plenary (15 min.);

5. Make any appropriate observations also using the solution tree example based on the case study (Annex IX), give feedback and agree on the final solution tree and target area to be used as a milestone for the next activities (5 min.).

A.1.6. The project logical framework (vertical logic)[7] (80 min.)

Type of activity: group work

Objective(s): how to use the logical framework approach[8]

Materials: 4 flip charts, markers

Handouts: PPT presentation, logical framework (Annex X), logical framework example (Annex XI), case study (Annex VII)

Procedure:

1. With the support of a PPT, introduce the logical framework approach and its aim as a strategic management tool to facilitate project planning, monitoring, evaluation and reporting. Explain the structure of the logical framework, its components, as well as how it relates with the solution tree (30 min.);

2. Divide participants into the same groups as in the previous activities, and hand out the session materials and other handouts. Ask them to develop the vertical logic and fill in the first column of the logical framework by following these instructions:

   – Read the different linked interventions formulated in the solution tree exercise and identify your project strategy (5 min.)
   – Use the logical framework tool to fill in the vertical logic and write it down on a flip chart as follows (15 min.):

     ○ Begin by refining the objective in the top left corner into a single statement;
     ○ Once you are satisfied with the objective statement, move on down to the next item on the left–hand side of the logical framework and refine the outcome;
     ○ After you have refined the outcome, formulate two outputs;
     ○ For each output, formulate a minimum of three activities.

   – Read the statements again and verify they are well formulated by referring to the following instructions: (5 min.):

     ○ Verify the vertical logic of the matrix; the formulation of the outcome, outputs and activities; the numerical referencing of the outcome chain;
     ○ Verify that the way the outcome is formulated clearly describes the expected benefits to the target group, and whether the outputs clearly describe the "services" or "products"to be created as part of the project and within project management control.

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7 Organizations, agencies or donors may use different terminology sets to describe similar logical construction processes. IOM uses the terms objective, outcome, outputs and activities to describe the vertical logic of the Results Matrix. The UNDAF uses impact, outcome, outputs and activities, as does the UNDP. The EU uses overall objective, specific objective, results and activities.

8 Also called results matrix, logframe or results framework.

– Appoint a spokesperson to present the results in plenary;

Supervise the working groups to ensure they do the exercises correctly, while clearing up any doubt;

3. Invite one spokesperson of each group to present the logical framework in plenary in 5 minutes (15 min.);

4. Make any appropriate observations, verify the vertical logic framework, give feedback, and agree on the final logical framework to be used as a milestone for the next activities (10 min.).

A.1.7. Identifying external factors and project risks (35 min.)

Type of activity: presentation and group discussion
Objective(s): to understand the meaning of "external factors" and "risks" and recognize how they are determined and their critical role in assessing the success factors of a project
Materials: pencils
Handouts: PPT presentation, methods and tools for the creation of work groups (Annex V)

Procedure:

1. With the support of a PPT Presentation, introduce the concept of "external factors" and the different types of risks (10 min.);

2. Divide participants in four groups (Annex V) and ask them to identify the risks that could hinder the successful implementation of the project. Then, ask them to formulate three related assumptions and to fill in the related column of the logical framework (10 min.);

3. Invite one spokesperson of each group to present the results of the exercise (10 min.);

4. Make any appropriate observations and give feedback (5 min.).

A.1.8. Defining project performance indicators (horizontal logic) (90 min.)

Type of activity: group work

Objective(s): to know how to define assumptions and indicators, and identify their sources of verification

Materials: 4 flip charts, markers

Handouts: logical framework tool (Annex X), logical framework example (Annex XI), guide to the development of SMART indicators (Annex XII)

Procedure:

1. Present the concept of SMART indicators in plenary (15 min.);

2. Divide participants into the same groups as in the previous activities, and hand out the session materials and other handouts to each. Ask participants to finalize the development of the horizontal logic by following these instructions:

   – Use the logical framework tool to fill in the horizontal logic and write it down on the same flip chart used in activity A.1.6., as follows (45 min.):

     ○ At the objective level: define the indicators, the source of verification for the objective, the baseline measurements, and targets;
     ○ Move on down to the outcome level: add indicators, the source of verification the baseline measurements, and targets;
     ○ At the output level: add indicators, source of verification, baseline measurements, and targets.

   – Read the indicators again, verify that they are well formulated by referring to the guide to the development of SMART indicators (Annex XII) (5 min.);
   – Appoint a spokesperson to present your results in plenary.

3. Invite one spokesperson of each group to present the logical framework in plenary in 5 minutes (15 min.);

4. Make any appropriate observations, give feedback and agree on the final logical framework to be used as a milestone for the next activities (15 min.).

A.1.9. Planning activities: the work plan (45 min.)

Type of activity: presentation and group work
Objective(s): to know how to draw up a work plan
Materials: pens
Handouts: PPT presentation, work plan tool (Annex XIII), case study (Annex VII)
Setting: four separate spaces with tables for group work

Procedure:

1. Start with a PPT presentation on the work plan showing some examples (15 min.);
2. Attach the work plan format (Annex XIII) previously filled in with the list of activities related to the case study (Annex VII) to the wall;
3. Divide the participants into the same three groups as before, then give each a colour and a list of activities. Ask each group to fill in the work plan and to determine when each task is to be undertaken, the sequence, and the person responsible for (15 min.);
4. Make any appropriate observations, verify the work plan and give feedback. The final project work plan should result from the combination of all partial diagrams prepared by the groups (15 min.).

A.1.10. Wrap-up: Gallery walk (30 min.)

Type of activity: wrap-up: who wants to be a Millionaire?
Objective(s): to review the main topics of session 1 "Developing a project"; to clear up any doubt, concerns and potential misunderstandings; to assess whether all of the information has been understood properly
Materials: charts/pieces of paper, markers and scotch tape

Procedure:

1. Prepare charts on pieces of paper with review questions about the main topics of session 1 (one topic per chart/piece of paper). For each topic, provide a list of 4 possible answers, as in the following example:

   – Which are the main phases of the project's life cycle?

      ○ Identification, Formulation, Implementation, Evaluation and Audit
      ○ Design, Monitoring, Implementation, Reporting
      ○ Crowdfunding, Formulation, Implementation, Monitoring
      ○ Audit and Evaluation, Monitoring, Design, Implementation

2. Choose a volunteer to start the activity. Ask them to answer the questions by choosing one of the four options available. The volunteer has only 2 minutes to answer the question; if they fail, the person sitting to their left gets a chance at answering the question. If a player does not know the answer or has any doubts, they can ask for help from all participants as a whole or from one specific person. If the player asks the whole group, participants should raise their hands if they believe the player is providing the right answer. If the player asks one specific person, the latter can provide their own answer. Each player can only fail once and ask for help once (per type, i.e. from the group and from one specific person). If they fail, the person sitting to their left gets a chance at answering (20 min.);

3. Finally, summarize the answers while complementing the information and providing feedback when necessary (10 min.).

SESSION 2 BUILDING PARTNERSHIP

SESSION OVERVIEW

Suggested duration: 3 hours

Classroom materials: flip chart/whiteboard, A4 paper sheets, pens, markers, scotch tape, set of cards, notice boards, scotch, large post-its, printed out statements

i. Learning objectives

Session 2 aims to contribute to the improvement of the ability of associations to build and maintain partnerships with different stakeholders.

By the end of this module/session, participants will be able to:

- Recognize the potential, relevance and added value of working in partnership for local development;
- Explore the different types of collaboration possible between associations and partners involving several levels;
- Map main key stakeholders and identify the roles and responsibilities of the partners to involve in M&D projects;
- Adopt practical instructions on how to organize work between all project partners.

ii. Checklist content

1. The added value of working in partnership:

    a. The potential of diaspora and migrant associations

2. Types of partnership:

    a. Traditional partnership
    b. Co–creation partnership model

3. Identifying partners: how to choose the most suitable partner for your projects;

4. Different partners for different objectives:

    a. Different roles of partners: strategic, local and technical partners
    b. Partnership in the private sector

5. How to work in partnership:

    a. Partnership Management: internal communication, resources, timing, division of responsibilities
    b. Coordination of activities among partners
    c. Partnership agreement.

SESSION HANDOUTS

Annex XIV - Stakeholder score table
Annex XV - RACI-matrix template

SUGGESTED ACTIVITIES

ACTIVITY	DURATION
A.2.1. Introduction to partnership	30 min.
A.2.2. Identifying potential partners	60 min.
A.2.3. Partnership coordination: roles and responsibilities	60 min.
A.2.4. Wrap-up: grab that spoon!	30 min.

A.2.1. Introduction to partnership (30 min.)

Type of activity: take a stand[9] and presentation.
The "take a stand" activity is a method for dealing with controversial issues used to facilitate participants' reflection on their personal beliefs and values, and to encourage them to consider their peers' beliefs, values and perspectives, and to eventually changer their own, if necessary

Objective(s): to explore the concept of partnership and its added value and know the different types of partnership

Materials: flip chart or large post-its, printed out statement

Handouts: PPT presentation

Setting: outdoor or large classroom

Procedure:

1. Divide the space into four areas, each labelled with large signs: i) "strongly agree", ii) "agree", iii) "disagree" and iv) "strongly disagree", making sure there is enough space for participants to gather in groups in each of the four areas. The different areas can be identified by placing flip charts or large post–its in each (with the respective text);

2. Ask the participants to stand in the middle of the room or in a circle. Go around the circle and read out the first statement (below), then ask participants to go to the corner of the room with the sign that matches their attitude towards the statement (strongly agree–agree–disagree–strongly disagree):

   a. Statement 1: "Partnership is generally established only between associations that have the same legal status/nature.";
   b. Statement 2: "A partnership is established between migrants' associations and local NGOs in the countries they bridge and never with the private sector or governments.";

[9] Adapted from ILO, IOM, *JMDI Training Tool*, Geneva, 2015.

c. Statement 3: "A partnership is a cooperation relationship between multiple institutions for the implementation of common projects.";
d. Statement 4: "Partnership is established between actors who share the same values and vision of change".

When all the participants are in the four corners of the room, ask each group to explain their attitude towards the statement. Then, ask participants to go back to the circle/middle of the room, and move on to the next statement (15 min.);

3. With the support of a PPT presentation, deepen the understanding of the added value of partnership and of the types and models of partnership (15 min.).

A.2.2. Identifying potential partners (60 min.)

Type of activity: presentation and group work

Objective(s): to identify the most suitable partner for a project and recognize the different roles of the partners

Materials: markers, flip chart

Handouts: PPT presentation, methods and tools for the creation of work groups (Annex V), partner score table (Annex XIV), case study (Annex VII) and logical framework (previously developed by the groups based on Annex X)

Setting: four separate spaces with tables for group work

Procedure:

1. With the support of a PPT, provide a presentation on how to identify the most suitable partner for a project and recognize the different roles of the partners, including the private sector (15 min.);

2. Divide participants in four groups (Annex V) and ask them to list a maximum of three potential project partners based on the case study and logical framework of session 1 (5 min.);

3. Ask participants to fill in the partner score table (Annex XIV) on a flip chart (15 min.);

4. The spokesperson of each group presents their results in plenary (15 min.);

5. Make any appropriate observations and give feedback (10 min.).

A.2.3. Partnership coordination: roles and responsibilities (60 min.)

Type of activity: case study

Objective(s): to classify and define the different responsibilities of the lead and partner organizations and define the roles and tasks/activities of the different partners

Materials: pens, papers

Handouts: Methods and tools for the creation of work groups (Annex V), case study (Annex VII) RACI-matrix template (Annex XV)

Setting: a room large enough for several groups

Procedure:

1. Provide each participant with a copy of the case study;

2. Divide participants in two groups (Annex V) and ask them to fill in the RACI-matrix template with the information required:

   – Horizontal axis: list of roles (as collectively defined)
   – Vertical axis: list of tasks (as collectively defined)

   Use the post-its to assign a kind of responsibility to each stakeholder previously identified (Annex XV) (20 min.);

3. Participants perform the tasks assigned and identify a spokesperson who shares the results in plenary. Provide any assistance needed by going from one group to the next to check how the discussion is going on (20 min.);

4. Collectively discuss the exercise by inviting the spokesperson of each group to share their answers (10 min.);

5. With the support of a PPT, provide a presentation on how to classify and define the different responsibilities of the lead and partner organizations, and on how to successfully ensure coordination among partners (10 min.).

A.2.4. Wrap-up: grab that spoon! (30 min.)

Type of activity: wrap-up - Grab that spoon![10]
Grab That Spoon is a quick review game with a dash of friendly competition. Learners sit in small groups and take turns to ask each other questions for points

Objective(s): to review the main topics of session 2 "Building partnership"; clear up any doubt, concerns and potential misunderstandings; assess whether all of the information has been understood properly and provide additional information

Materials: one or two sheets of paper (size A4) per participant

Handouts: methods and tools for the creation of work groups (Annex V)

Procedure:

1. Before starting the activity, prepare four or five questions about session 2. Divide participants in three groups (Annex V) and assign them a table and a spoon (or a bell). Read the questions out and ask the groups to think about the answer (5 min.);

2. After each question, the first group who raise the spoon (or ring the bell) can answer the question: the group get one point if the answer is correct, 0 points if the answer is wrong. The game continues until all questions have been answered (15 min.);

3. At the end of the activity, each group adds up its points. The group with most points wins. Make any appropriate observations and give feedback (10 min.).

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[10] Adapted from ILO, IOM, *JMDI Training Tool*, Geneva, 2015 and Sharon L.Bowman, "The Ten-Minute Trainer: 150 Ways to Teach it Quick and Make it Stick", 2005.

SESSION 3 PROJECT BUDGET: COSTS AND FINANCIAL RESOURCES

SESSION OVERVIEW

Suggested duration: 5 hours

Classroom materials: computers, flip chart/whiteboard, A4 paper sheets, pens, charts/ pieces of paper, markers, scotch tape, set of cards, notice board, scotch, large post-its, small prizes (chocolate, sweets, project T-shirt or merchandising, etc.)

i. Learning objectives

Session 3 aims to contribute to the improvement of the ability of associations to **develop and manage the project budget and apply proper cost monitoring**.

By the end of this module/session, participants will be able to:

– Analyse the characteristics of a budget and understand the budget definition steps
– Define cost distinction, categories and classification
– Draw up a budget proposal using Excel to better quantify project costs
– Identify the resources and costs necessary to achieve project goals
– Monitor and manage the project budget implementation and apply proper cost tracking, using specific tools to manage financial resources
– Implement and set up an organizational process in order to report expenses to donors.

ii. Checklist content

1. The financial cycle of a project: preparing the budget, monitoring the budget, financial reporting, and audit;

2. What is a budget and how to prepare it?

   a. characteristics of a budget: coherent, detailed and correct
   b. drafting the budget

3. Cost quantification, breaking down costs and expenses: estimating costs (costs/expenses and cost categories);

4. Cost categories: direct and indirect costs; fixed and variable costs; machinery and equipment; variable costs and depreciation of an asset;

5. Using Excel to plan a budget:

   a. Drawing up a budget
   b. Input tables: how to label the columns in the input tables

6. The data flow;

7. Collecting and storing accounting documents;

8. Budget monitoring and reporting.

SESSION HANDOUTS

Annex XVI - Project Budget Form
Annex XVII - Budget example

SUGGESTED ACTIVITIES

ACTIVITY	DURATION
A.3.1. What is a budget?	90 min.
A.3.2. Developing the project budget	105 min.
A.3.3. Budget accounting	45 min.
A.3.4. Budget monitoring and financial reporting	40 min.
A.3.5. Wrap-up: peeling the onion	30 min.

A.3.1. What is a budget? (90 min.)

Type of activity: brainwriting[11] and presentation
Brainwriting is a non-verbal idea-generating methodology. Like brainstorming, brainwriting allows a group to collectively produce ideas silently

Objective(s): to understand the characteristics of a budget and explore the financial cycle of a project

Materials: large post-its, sheets of flip-chart paper, markers, whiteboard

Handouts: PPT presentation

Procedure:

1. Copy the four questions below on a whiteboard or large piece of paper (for example, put together two or more sheets of flip–chart paper and attach them to the wall):

    i. "What is a budget?"
    ii. "What is the aim of a budget?"
    iii. "Who prepares it?"
    iv. "What are the main steps involved in preparing it?"

2. Participants reflect on the above questions and write down one answer on each post–it (30 min.);

[11] Source: ITC ILO compass. http://compass.itcilo.org/methodology/brainwriting Consulted on September 2019

3. Once the time for individual reflection has run out, the post–its are placed in the respective section on the whiteboard. Summarize the answers and complement them using a PPT presentation (60 min.).

A.3.2. Developing the project budget (105 min.)

Type of activity: presentation and group work

Objective(s): to prepare and draw up a project budget using the appropriate budget template and an Excel file

Materials: 1 computer with Microsoft Excel per group

Handouts: PPT presentation, methods and tools for the creation of work groups (Annex V), case study (Annex VII), project budget form (Annex XVI), project budget example (Annex XVII), logical framework (Annex X)

Setting: four separate spaces with tables for group work

Procedure:

1. Make a PPT presentation to introduce the structure of a project budget, using the budget form in Excel (Annex XVI) (30 min.);

2. Participants are divided in four groups (Annex V), each of which has the case study (Annex VII), the project budget sample (Annex XVII) and one computer. Each group prepares a project budget based on the case study and the main activities previously identified with the logical framework. Using Excel and the project budget template, each group defines at least two lines for each cost group (personnel, office, operations) (40 min.);[12]

3. Each spokesperson presents the budget in plenary (15 min.);

4. Make any appropriate observations, give feedback and present the complete budget of the case study (20 min.).

[12] If using a computer is not possible, please consider using printed out project budget templates and explaining the formula in plenary.

A.3.3. Budget accounting (45 min.)

Type of activity: presentation
Objective(s): collecting and storing accounting documents
Materials: sample invoices
Handouts: PPT Presentation

Procedure:

1. Prepare several invoices for different expenditure categories;
2. In plenary, go through the invoices and fill in the excel spreadsheet with the participants' suggestions (30 min.);
3. Make any appropriate observations and use a PPT presentation to introduce the collection and storing of accounting documents (15 min.).

A.3.4. Budget monitoring and reporting (40 min.)

Type of activity: presentation and plenary exercise
Objective(s): to be able to monitor the project budget for internal monitoring purposes and know the importance of regular budget monitoring when reporting to financial donors
Handouts: PPT Presentation

Procedure:

1. Introduce participants to budget monitoring:
   - Participants share their experience with budget monitoring by answering the following questions: Do you usually deal with budget monitoring? Why is it important to monitor a budget? What is easy and what is more difficult? Can you give us an example of a financial report? What are the characteristics of a good financial report? (10 min.)
2. Make a PPT presentation on "Budget Monitoring and reporting" (30 min.).

A.3.5. Wrap-up: peeling the onion (30 min.)

Type of activity: wrap-up: Peeling the onion[13]

This activity is a playful, interactive and efficient way to review the different topics discussed during the session

Objective(s): to review the main topics of session 3 "Project budget"; clear up any doubts and concerns, and to clarify questions and concerns; assess whether all of the information has been understood properly and add complementary information

Materials: one or two sheets of (A4) paper for each participant, pens, flip chart, one small prize (chocolate, sweets, project T-shirt or merchandising, etc.)

Handouts: PPT presentation

Procedure:

1. Show the contents of session 3 "Project budget: costs and financial resources" (e.g. with a PPT) (5 min);

2. Working individually, participants review the content of the session. Each participant writes their questions down on different sheets of paper (10 min);

3. Collect all the sheets of paper and crumple them into an onion. Ask participants to make a circle and give the onion to one of them. The participant unwraps the first layer of the onion, reads the question out and tries to give an answer. If they do not know the answer, someone else can suggest one. Make sure to correct or complement the answers as needed, The participant that gives the right answer gets one point. Write down the scores on a flip chart to keep track of which participant has the highest score. Repeat the previous steps until the onion has been completely peeled. The participant with the highest score wins. They get the prize! (15 min).

[13] Adapted from ILO, IOM, *JMDI Training Tool*, Geneva, 2015.

SESSION 4 MONITORING AND EVALUATION

SESSION OVERVIEW

Suggested duration: 5 hours

Classroom materials: computers, flip chart/whiteboard, A4 paper sheets, pens, charts/pieces of paper, markers, scotch tape, set of cards, notice board, scotch, large post-its, small prizes (chocolate, sweets, project T-shirt or merchandising, etc.)

i. Learning objectives

Session 4 aims to contribute to the improvement of the ability of associations to monitor and evaluate co-development projects.

By the end of this module/session, participants will be able to:

– Adopt the logical framework approach for implementation, M&E phases;
– Set up appropriate execution and monitoring mechanisms to oversee activities;
– Use a monitoring framework tool to collect and analyse data;
– Identify the main steps and tools for evaluating processes focused on six criteria: relevance, effectiveness and efficiency, sustainability, impact and coherence.

ii. Checklist content

1. Introduction to monitoring with results–based management approach:

    a. Monitoring activity progress (indicators control panel)
    b. Monitoring outputs and outcomes (indicators control panel)
    c. Monitoring risks (risk management and mitigation plan)

2. Monitoring framework tools to collect and analyse data;

3. Closing the project:

    a. Administrative activities for project closure (storing the main project documents)
    b. Reporting to donors

4. Introduction to the evaluation process:

    a. Evaluation as an opportunity for growth;
    b. What it is, when it is performed (final, ex post, mid–term, ex ante), what its purpose is, who performs it;
    c. the five criteria for the evaluation of development projects: relevance, social impact, effectiveness, efficiency and sustainability.

SESSION HANDOUTS

Annex XVIII - Monitoring Activity Progress
Annex XIX - Results Monitoring Framework
Annex XX - Exercise in Evaluation Criteria

SUGGESTED ACTIVITIES

ACTIVITY	DURATION
A.4.1. Introduction to monitoring and data collection	80 min.
A.4.2. How to use Results Monitoring Tools	105 min.
A.4.3. Introduction to evaluation	70 min.
A.4.4. Wrap-up: the carousel	45 min.

A.4.1. Introduction to monitoring and data collection (75 min.)

Type of activity: presentation and group analysis

Objective(s): to know what monitoring means and how to organize and carry out data collection

Materials: pens

Handouts: PPT presentation, methods and tools for the creation of work groups (Annex V)

Procedure:

1. Divide participants in three groups (Annex V) and give them 5 minutes to write down the definition of "Monitoring" on a flip chart. Once time has run out, ask each group to take over the definition of the group to its right and to integrate it. Then repeat until each group has contributed to the definition provided by the other two groups (20 min.);

2. Provide feedback and use a PPT presentation to introduce project monitoring (20 min.);

3. Ask each group to refer to the project logical framework developed in session 1 and describe how to collect specific sources from which the status of each of the indicators can be ascertained (20 min.);

4. Provide feedbacks and use a PPT to introduce data collection (20 min.).

A.4.2. How to use Results Monitoring Tools (105 min.)

Type of activity: presentation and group analysis
Objective(s): to know how to use the main tools for monitoring project outcomes and activities
Materials: pens
Handouts: PPT presentation, methods and tools for the creation of work groups (Annex V) Monitoring activity progress (Annex XVIII), logical framework (Annex X, Annex XI) and Results Monitoring Framework (Annex XIX)

Procedure:

1. Present the tools for monitoring activities and results: "Monitoring activity progress" and "Results monitoring framework" with a PPT presentation (45 min.);

2. Divide participants in four groups (Annex V) and ask them to complete the results monitoring framework (Annex XIX) based on the same case study. Move from one group to the next to give suggestions and check what they are doing. After the groups have filled in the table, provide feedback on the different results (30 min.);

3. At the end of the exercise, each spokesperson presents the monitoring framework in plenary (20 min.);

4. Wrap up and give feedback (10 min.).

A.4.3. Project reporting (45 min.)

Type of activity: presentation
Objective(s): to know the main actions necessary for project closure
Handouts: PPT Presentation

Procedure:

1. Encourage peer–to–peer exchange of experiences by asking: what kind of documents do you usually store? What administrative actions do you take for project closure? How do you report to donors? (15 min.)

2. Debrief with a PPT presentation (30 min.).

A.4.4. Introduction to evaluation (70 min.)

Type of activity: presentation and simulation
Objective(s): to know how to interpret and apply evaluation criteria in project evaluation
Handouts: PPT presentation, exercise in evaluation criteria (Annex XX)

Procedure:

1. Introduce the topic of evaluation by asking the following suggested questions to promote a participatory definition of concepts: What is project evaluation? When is it performed? What is its purpose? Who performs it? (15 min.);

2. Make a PPT presentation on the six criteria for the evaluation of development projects (20 min.);

3. Divide participants in pairs and ask them to complete the evaluation criteria exercise choose one pair and ask them to report their results in plenary (20 min.);

4. Provide feedback and ask other participants to comment and/or provide the right answers when needed (15 min.).

A.4.5. Wrap-up - the carousel (45 min.)

Type of activity: wrap-up: the carousel[14]
The carousel is an activity where small groups move from one workstation to another, so that each group has the opportunity to discuss different topics
Objective(s): to review the main topics of session 4 "Implementing the project"; clear up doubts and concerns, and to clarify questions and concerns. To assess whether all of the information has been understood properly and add complementary information
Materials: three flip charts, markers (three different colours)
Handouts: methods and tools for the creation of work groups (Annex V)
Setting: a large room with three different areas

Procedure:

1. Place three flip charts in three different areas in the room, making sure there is enough space between the workstations;

2. Write the following questions on the three flip charts:

   a. Flip chart 1: Monitoring involves periodically and constantly checking how your project is progressing. What should you check? (Project Monitoring)

[14] Adapted from ILO, IOM, *JMDI Training Tool*, Geneva, 2015

   b. Flip chart 2: What are the main data collection tools? (Data collection)
   c. Flip chart 3: What are the six criteria for the evaluation of development projects? (Project Evaluation)

3. Divide participants into three groups (Annex V) and provide each with markers of a given colour (for example, Group A gets red, Group B green, and Group C blue). Each group moves to the next workstation to answer the question by adding to the previous contribution (30 min.);

4. Read the answers written on each flip chart, correct any mistakes, and complement with additional information (15 min.).

SESSION 5 COMMUNICATING THE PROJECT

SESSION OVERVIEW

Suggested duration: 4 h 30min.

Classroom materials: computers, flip chart/whiteboard, A4 paper sheets, pens, charts/pieces of paper, markers, glue stick or scotch tape, set of cards, notice boards, scotch, large post-its, sticky notes, an object to act as a microphone, camera or mobile, an internet connection

i. Learning objectives

Session 5 aims to contribute to the improvement of the ability of migrants' associations to communicate project activities to third parties.

By the end of this module/session, participants will be able to:

- Understand the role and importance of social communication;
- Increase the social impact of associations through communication;
- Spread the word about the project to local authorities, beneficiaries and main stakeholders;
- Use techniques and tools to set up a basic communication strategy;
- Draw up a realistic and sustainable action plan for communication;
- Plan, implement and set up communication activities within M&D projects;
- Give visibility to the activities and initiatives of the project on the media;
- Choose the most appropriate channel to tell the audience about the activities of the project: main social networks and media;
- Carry out key actions for effective storytelling.

ii. Checklist content

1. The role and importance of social communication:
   a. Communicating to make a difference
   b. Multiplying opportunities
2. Communication strategy and action plan for communication: objective, target, expected outputs, tools and channels;
3. Main channels/tools for communicating project activities (guidelines and suggestions):
   a. Social networks: Facebook, Twitter, Instagram
   b. Website, blog, newsletter
   c. Events
   d. Press releases, press department, media
   e. Visual identity (logo, graphic, photos)
4. Communication as storytelling and communication of stories.

SESSION HANDOUTS

Annex XXI - Ten rules for effective storytelling
Annex XXII - Communication and visibility plan template

SUGGESTED ACTIVITIES

ACTIVITY	DURATION
A.5.1. The role and importance of social communication	15 min.
A.5.2. The visual identity of an association	30 min.
A.5.3. Effective communication	50 min.
A.5.4. Storytelling to make a difference	40 min.
A.5.5. Disseminating projects through social media	60 min.
A.5.6. Communication and visibility plan	60 min.
A.5.7. Wrap-up: the interview	15 min.

A.5.1. The role and importance of social communication (15 min.)

Type of activity: brainstorming
Objective(s): to understand the role and importance of social communication and its value for migrants' associations
Materials: cards, pens, markers, whiteboard/flip chart, glue stick or scotch
Handouts: PPT presentation

Procedure:

1. In plenary, ask participants what they think "social communication" means. (5 min.);

2. Introduce the topic of social communication through a PPT presentation. Include the following: getting to know social communication, creating interaction, direct and personal contact with stakeholders, increasing reputation (self-representation), communicating the content, support, taking a stand, "advertising", attracting beneficiaries or donors (10 min.).

A.5.2. The visual identity of an association (30 min.)

Type of activity: group discussion
Objective(s): to understand the importance of having a coherent visual identity both for the association and for a specific project
Materials: notice boards, markers, colours, pens, A4 sheets, computers, internet connection
Handouts: PPT presentation

Procedure:

1. Prepare a PPT presentation with the logos of the different associations attending the training;

2. Through a PPT, present the different logos and ask a couple of participants to share with the rest of the group why they chose that specific logo for their association (10 min.);

3. Read out the mission or the vision of the associations as stated on their web sites and ask the participants if they think they can see a relation between the logo and the mission of the associations. (5 min.);

4. With the support of a PPT, present the main elements of the importance of having a clear identity, and how this importance should be reflected in a coherent visual identity – both for the association and for a specific project. Show successful examples, if possible promoted by migrants' associations. (15 min.).

A.5.3. Effective communication (50 min.)

Type of activity: individual pitch
Objective(s): to be able to communicate the project and/or the association in a clear and concise way
Materials: flip chart, coloured markers, smartphone
Handouts: PPT presentation
Setting: a room large enough for several groups

Procedure:

1. Use a PPT to introduce the main characteristics of nowadays communication, while focusing on the audience's limited attention and on the importance of producing brief, clear and appealing content (10 min.);

2. Ask participants to gather ideas about either a specific project or their own association, and to prepare a 1–minute pitch (5 min.);

3. Ask each participant to present their pitch in plenary (30 min.);

4. Provide feedback in plenary (5 min.).

A.5.4. Storytelling: how to make a difference (40 min.)

Type of activity: presentation[15]
Objective(s): to practice storytelling for spreading association's activities and giving voice to people
Materials: notice boards, markers, colours, pens, A4 sheets, computers
Handouts: PPT presentation, methods and tools for the creation of work groups (Annex V), ten rules for effective storytelling (Annex XXI), case study (Annex VII)
Setting: a hall large enough for all participants

Procedure:

1. Through a PPT presentation, introduce the main concepts of storytelling. The PPT should include successful examples of storytelling, preferably realized by civil society organizations and/or migrants' associations (15 min.);

2. Divide participants in two groups (Annex V) and ask them to brainstorm storytelling ideas for the case study (Annex VII) by using the "ten rules for effective storytelling" annex (Annex XXI) (15 min.);

3. Invite each group to present its work in plenary, and provide feedback (10 min.).

[15] *Source*: ITC-ILO Compass, and IOM/ILO, *JMDI Training Tool*, https://compass.itcilo.org/methodology/storytelling/ Consulted on September 2019.

A.5.5. Disseminating projects through social media (60 min.)

Type of activity: presentation, group work

Objective(s): to be able to choose the right social media to disseminate project results and be able to apply the main rules of social media communication

Materials: flip chart, markers, laptop

Handouts: PPT presentation, methods and tools for the creation of work groups (Annex V)

Setting: four separate spaces with tables for group work

Procedures:

1. Use a PPT presentation to introduce the most common social media channels and the main characteristic of social media communication. The presentation should include examples of successful use of social media by civil society organizations and/or migrants' associations (20 min.);

2. Divide participants in four groups (Annex V) and give each a good example and a bad example of social media posts. When choosing such posts, take in consideration the following topics:

   – posts with a story–telling approach aimed at raising funds for a project
   – posts aimed at informing people about a specific issue tackled by a project
   – posts aimed at informing people about the final event of a project
   – posts that are part of a specific communication campaign
   – posts aimed at sharing the results of a project.

3. Ask groups to analyse the strengths and weaknesses of the posts and to collect their ideas on a flip chart (15 min.);

4. Invite each group to present their work in plenary (15 min.);

5. Give feedback (10 min.).

A.5.6. Communication and visibility plan (60 min.)

Type of activity: presentation and group discussion

Objective(s): to be able to effectively give visibility to the project's results

Materials: flip chart, markers, laptop

Handouts: PPT presentation methods and tools for the creation of work groups (Annex V), communication and visibility plan (Annex XXII)

Setting: four separate spaces with tables for group work

Procedures:

1. Ask participants to share their experience with communication and visibility plans: have you ever designed a communication plan? How did you prepare it? How is a communication plan structured? What is the difference between a communication strategy and an action plan for communication? (10 min.);

2. Use a PPT presentation to introduce the topic "Communication strategy and action plan for communication: objective, target, expected outputs, tools and channels" (15 min.);

3. Divide participants in four groups (Annex V) and let each set up a communication and visibility action plan (Annex XXII) (20 min.);

4. Each spokesperson shares the plan in plenary and give feedback (15 min.).

A.5.7. Wrap-up: the interview (15 min.)

Type of activity: wrap-up: the interview[16]
The interview technique is especially useful to assess whether all of the information has been understood properly. Should that not be the case, it is important to take time to clarify any misunderstandings

Objective(s): to review the main topics of session 5 "Communicating the project"; To clear up any doubt, concerns and potential misunderstandings; To assess whether all of the information has been understood properly; To provide additional information

Materials: an object to act as a microphone (e.g. a marker with some paper wrapped around it)

Setting: a room large enough for several groups

Handouts: PPT Presentation

Procedure:

1. Take a few moments to select the most important topics addressed in session 5, the most complex ones, or the ones requiring deeper reflection or further discussion;

2. Walk around the classroom while pretending that you are a journalist conducting interviews, and ask your questions to different participants:

   – Why is social communication important and what is its purpose? What are the main channels and tools for communicating project activities? What are the steps necessary to set up a communication strategy/action plan? What is storytelling? Make a list of some actions for effective storytelling.

3. When a participant gives an incomplete or incorrect answer, ask another one to complete or correct the answer. This activity is over when all questions have been discussed (15 min.).

16 Adapted from ILO, IOM, *JMDI Training Tool*, Geneva, 2015.

SESSION 6 CLOSURE ACTIVITIES AND TRAINING EVALUATION

SESSION OVERVIEW

Suggested duration: 30 minutes/1 hour

Classroom materials: A4 paper sheets, pens, yarn

In the last day of the training, it is important to ask participants to share their opinions on the training course, individually or in group, depending on the time you have. In the last session, you can also hand out the post-assessment test (exit quiz); alternatively, you can use online tools to send the test to participants at a later time.

SESSION HANDOUTS

Annex XXIII - Post-assessment test
Annex XXIV - Participants' generic evaluation questionnaire
Annex XXV - Training evaluation questionnaire after 3 months

SUGGESTED ACTIVITIES

ACTIVITY	DURATION
A.6.1. Individual evaluation	10 min.
A.6.2. Participatory evaluation (Alternative activity to A.6.1.)	40 min.
A.6.3. Post-assessment test (exit quiz)	15 min.
A.6.4. General training evaluation	10 min.

A.6.1. Individual evaluation (10 min.)

Objective(s): to know participants' opinions on the strengths of the course and aspects that can be improved

Materials: cardboard sheets of different colours

Procedure:

1. Participants complete the following sentences each on one post–it:

   "I enjoyed the course because...";
   "The course can be improved by...".

   They give feedback on aspects to be improved with a constructive approach, while taking into account several aspects of the training: the training team, the contents, the logistics and the methodologies.

2. Collect any feedback useful to improve the next training courses.

A.6.2. Participatory evaluation (Alternative activity to A.6.1.) (40 min.)

Objective(s): to close the training process by promoting commitment to the development and implementation of project proposals with the involvement of diaspora groups; to share positive aspects of the training and suggestions for improvement

Materials: a ball of yarn, posters

Procedure:

1. Participants stand in a circle and the facilitator joins the circle while holding a ball of yarn;

2. Put 5 posters with the names of the sessions on the floor, at the centre of the circle, then go over the overall training content (5 sessions) with the participants (5min.);

3. Participants close their eyes for a few seconds and think of something they can do with the skills they have acquired during the course to develop or implement a project with their association. It has to be a specific personal/professional commitment that they want to make, something they have received from the training course and that will change their everyday life/work within the association. Give the participants some time to think in silence;

4. Once they open their eyes, hold one end of the yarn and toss the ball to one of the participants, who then mentions something they appreciated about the training, makes suggestions for improvement, and shares one professional or personal commitment;

5. Repeat with each participant until a network is created with the yarn (30 min.);

6. Once all the participants are part of the network, point out the importance of the skills acquired for the development and implementation of a project. Emphasize the significant role played by diaspora and migrants' associations as agents of change for their countries of origin and their engagement in co–development projects, and the importance of networking among associations (5 min.).

A.6.3. Post-assessment test (exit quiz) (15 min.)

Objective(s): to assess participants' knowledge of the course contents after its completion, their perceived knowledge, their learning retention, and the percentage increase in their knowledge of the topics covered

Handouts: post-assessment test (Annex XXIII)

Procedure:

1. Hand out an exit quiz to each participant. To correctly compare participants' knowledge at the beginning and the end of the training, you can number each entry and exit quiz and give it to participants together with the rest of the material at the beginning of the course;

2. Exit quizzes should be filled out anonymously after the completion of the entire course.

A.6.4. General training evaluation (10 min.)

Objective(s): gather participants' feedback to identify areas for improvement and measure the overall training effectiveness

Handouts: participants' generic evaluation questionnaire (Annex XXIV); training evaluation questionnaire after 3 months (Annex XXV)

Procedure:

1. Hand out the participants' generic evaluation questionnaire (Annex XXIV) to each participant while specifying that the answers remain anonymous. Ask participants to carefully read the form and fill it out (10 min.);

2. Optional: 3 or 4 months after the last day of the training, send an online training evaluation questionnaire (Annex XXV) to all participants in order to assess the benefits they acquired during the training.

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3. Implementation guide for A.MI.CO. Award

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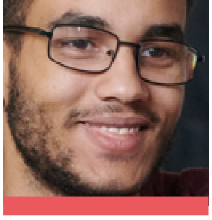

3.1. THE A.MI.CO. AWARD

The A.MI.CO. Award is a monetary prize aimed at supporting the best co-development project ideas submitted by migrants' associations that attended the A.MI.CO. Training course, combined with technical monitoring and assistance.

By introducing a learning-by-doing empowerment component to the overall A.MI.CO. Programme, this initiative aims to improve associations' competences also during the project's implementation phase.

Thanks to IOM Italy's A.MI.CO. Award in past years, several migrants' associations had the opportunity to play the role of transnational development actors by implementing cooperation projects between Italy and the countries they bridge (in many cases, non-EU third countries).

3.2. STEP-BY-STEP IMPLEMENTATION

The following steps need to be accomplished in order to implement the A.MI.CO. Award initiative:

a. Elaboration and launch of a "call for proposals";

b. Evaluation of the project proposals and selection of the best project proposals;

c. Awarding the best project proposals: contracting and financing;

d. Organization of a kick–off meeting to mark the official start of a project;

e. Monitoring and coaching the project implementation.

CALL FOR PROPOSALS

When elaborating a call for proposals for the A.MI.CO. Award, it is necessary to take into account the specific context in which it is launched; in any case, it should include some essential elements:

1. Background information
   - Programme Overview
   - Objectives
2. Project selection
   - Eligible applicants
   - Eligible sectors and mandatory criteria
   - Project duration
   - The number of projects that can be submitted and awarded
   - The selection process
   - Criteria for evaluating project proposals
3. Partnership rules
   - Types of partnership eligible
   - Number of partnerships allowed
4. Funding and financial rules
   - Awarded amount
   - Financial reporting rules
   - Payment rules
5. Application Submission
   - Submission deadline
   - Required documentation
   - Templates and annexes to fill in
   - How to submit a proposal
6. Contact details for enquiries

The "call for proposals" should be published for approximately three months. In addition, a remote presentation, e.g. through a webinar, could be organized in order to explain how to fill in the different forms and clear up any doubts.

A Frequently Asked Questions (FAQs) document should also be created after the launch of the call for proposals based on the main questions asked by applicants, so as to clarify some specific aspects.

See Annex XXVII - Call for proposal, an example

See Annex XXVIII - Project proposal template

See Annex XXIX - Budget proposal form

See Annex XXX - Work plan form

EVALUATION AND SELECTION OF THE PROJECT PROPOSALS

The selection process consists of three main steps. The **first step** involves eligibility screening, i.e. assessing whether a proposal meets the formal requirements and mandatory criteria: submission deadline, mandatory documents, correct templates, types of association, format, and file size limits.

The **second step** is based on the content of project proposals. The best eligible project proposals are selected by an internal or external technical commission. The selection process is based on stringent criteria previously defined by the commission, such as applicants having to demonstrate their ability to apply the skills developed thanks to the A.MI.CO. Training course.

Some suggested evaluation criteria:

– Relevance of the project proposal to the Sustainable Development Goals (SDGs) set by the 2030 Agenda

– Solidity of the project idea and the project proposal

– Quality and consistency of the budget with the project activities

– Partnership composition and consistency with the objectives of the project

– Project sustainability

– The amount and quality of the co–financing by the proposing association and/or partners (if applicable).

After the final step of the evaluation process has been completed, the list of the selected associations can be published online, and each selected association can be informed individually.

AWARDING THE BEST PROJECT PROPOSALS: CONTRACTING AND FINANCING

The award can only be given after signing a specific agreement on the project's implementation, financing and reporting, as well as on the associations' responsibilities towards the donor, namely:

– The association's formal acceptance of the award and acknowledgement of the transfer of the prize money in one instalments;

– The association's formal acceptance of its responsibility for using the prize money for the implementation of the project;

- The association's obligations as regards data protection safeguards;
- Rules and schedules for the submission of the narrative and financial reports;
- Regulations on the project's visibility.

KICK-OFF MEETING

A preliminary meeting should be organized with all the awarded associations, in order to explain to them the main procedures regulating the use of the monetary prize, as well as to provide them with useful tools. The meeting should cover the following topics:

- Presentation of the A.MI.CO. Programme and of each awarded project
- Contracting and financing rules
- Monitoring framework and plan
- Narrative and financial reporting
- Visibility guidelines and rules

A small awarding ceremony should be arranged during which certificates are awarded. According to the context, institutional stakeholders can be invited as well. Encouraging networking between associations is also strongly recommended.

PROJECT MONITORING AND COACHING

With the aim of ensuring the empowerment of the awarded associations also during the implementation phase, it is critical to provide them with continuous technical assistance and support. Therefore, in this framework, the project monitoring is intended both to document the progress and to facilitate the experience-based learning process by ensuring the improvement of specific skills related to project management.

In order to do so, a tutor should be involved to oversee the entire implementation process, in particular by:

- Providing monthly remote technical assistance through telephone calls (see Annex XXXIII);
- Providing useful technical tools and tips (i.e. how to ensure proper institutional communication, how to collect receipts for proper accounting, etc.);
- Reviewing and providing clarification on interim and final reports (both financial and narrative, see Annexes XXXI and XXXII);
- Performing field visits, if necessary, in both countries of reference;
- Organizing individual coaching, upon requests.

See Annex XXXI - Financial report

See Annex XXXII - Narrative Interim/final report

See Annex XXXIII - Phone monitoring tool

3.3. REFLECTION AND LEARNING WORKSHOP

After the closure of each A.MI.CO. Award Project, a final one-day workshop should be organized, aimed at providing an opportunity for reflection and exchange between associations. Based on a peer-to-peer approach, the main objectives of the **"reflection and learning"** workshop are the following:

- To share project experiences and strengthen networking between associations
- To identify the main critical issues faced by associations and to review the lessons learned
- To build on past experiences to collect feedback for future A.MI.CO. Initiatives.

Timetable overview of the reflection and learning workshop

SESSION	ACTIVITY	DURATION
1. Introductory overview of the A.MI.CO. Award projects	A.1.1 Opening session work	30 min.
	A.1.2 Presentation of the projects	45 min.
2. Analysis of project experiences	A.2.1 Sharing project experiences	120 min.
	A.2.2 Reformulating experiences	90 min.
3. Feedback on the A.MI.CO. Programme	A.3.1 Input for future actions	60 min.
	A.3.2 Feedback and conclusions	20 min.

SESSION 1 INTRODUCTORY OVERVIEW OF THE A.MI.CO. AWARD PROJECTS

The first session of the workshop offers participants the opportunity to get an overall overview of the A.MI.CO. Programme, and of A.MI.CO. Award projects awarded in previous years, including new possible opportunities.

A.1.1: Opening session work (30 min.)

Type of activity: presentation
Objective(s): to present the A.MI.CO. Programme and provide information about new initiatives (if applicable)
Materials: world map
Handouts: PPT presentation

Procedure:

1. The workshop starts with a presentation focusing on:

   a. Overview of the A.MI.CO. Programme (Training Course and Award);
   b. Information and data on previous A.MI.CO. Training Course and Award: number of training courses, number of participants, awarded projects and countries represented;
   c. Overview of additional capacity-building opportunities for migrants' associations and future initiatives.

A world map can help participants to visualize the countries where the projects were carried out and the number of associations awarded. If applicable, pictures, short videos or other graphic materials can be added to complement the presentation.

A.1.2: Presentation of the projects (45 min.)

Type of activity: game to get to know each other
Objective(s): to share project activities and results
Materials: world map; baskets with clues about the projects

Procedure:

1. Divide participants into two groups and prepare two baskets, one for each group. Put note cards with clues in the baskets to help participants guess in what countries the projects were carried out;

2. Group A gets a clue about the reference country of a person from Group B; Group A then has to guess who that person is. If the group guesses correctly, the person goes to the centre of the room and introduces themselves by giving the following information:

   a. Name and city of origin
   b. Name of the association and foreign country (or countries) of reference
   c. The country where the project was carried out
   d. A one–minute description of the project

3. After introducing themselves, the person from group B goes back to their group and gets a clue from the basket. Now repeat swapping Group A with Group B.

Some tips:

– It is important to create an informal environment that facilitates interaction between associations, and encourages participants to listen to each other. In fact, to encourage participants to get to know each other, it is also important that everyone has the opportunity to speak and that everyone listen to each other;

– The questions should be written on a flip chart, so that everyone can see them;

– A world map can help participants to visualize the countries where the projects were carried out.

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SESSION 2 ANALYSIS OF PROJECT EXPERIENCES

This session focuses on the analysis of project experiences through a series of self-analysis activities that allow participants to share the difficulties and challenges they met, and to highlight the elements that according to them were successful or represented critical issues and therefore could have been dealt with in a different way. The two activities are aimed at facilitating individual/group reflection and the evaluation of one's own project experiences, while encouraging the identification of good practices to be replicated.

A.2.1: Sharing project experiences (120 min.)

Type of activity: reflection cube, a participatory and critical thinking technique

Objective(s): to systematize and capitalize on what participants have learned from their project management experience by facilitating a dynamic and group reflection process

Materials: paper cube

Setting: participants sitting in a circle

Handouts: a six-side paper cube with questions on it

Procedure:

1. Prepare a cube with six questions on it, one on each side;
2. Ask participants to sit down in a circle, then roll the cube for the first participant. The participant tells their name, reads out the question on the cube and answers it. Then, they roll the cube for the next participant. Each participant has three minutes to answer the question, so that there is enough time for everyone to play twice;
3. At the end of the activity, collect the most interesting and common answers and present them in plenary;

The questions on the six-side paper cube could be the following:

- Side 1 - Tell us one strength of your project
- Side 2 - Tell us one main challenge you faced during the implementation of the project and how you solved it
- Side 3 - What would you change about the project if you could go back?
- Side 4 - How did the migratory/multicultural background of your association influence the implementation of the project?
- Side 5 - Tell us one main result achieved by your project
- Side 6 - Briefly tell a success story related to one of the beneficiaries

A.2.2: Reformulating experiences (90 min.)

Type of activity: "Critical Thinking"

Objective(s): to facilitate thorough reflection on some specific aspects of the associations' experience with the project implementation process and give a clear and coherent picture of and reiterate the lessons learned

Setting: two different rooms/areas, so that both activities can be carried out at the same time.

Materials: flip charts, post-its, paper tape, sheets of paper with smiley faces

Procedure:

1. Divide participants in two groups. The groups work at the same time in two different rooms/areas with one facilitator per group;

2. Use the paper tape to trace a line on the wall of both rooms where the workshop is held. Put three sheets of paper with smiley faces on the line: sad, neutral;

3. The two facilitators ask the following question to the participants:

   Are you satisfied with your role as a coordinator/project manager?

4. Participants go next to the smiley face that matches their level of satisfaction. The facilitators ask them to think of a word that best describes their approach to project management and to write it down on a post–it. In turn, each participant shows the post–it and briefly explains how they feel their management techniques were effective/ineffective, also as regards project partnerships (75 min.);

   The facilitator can encourage participants to share their opinions also using the following questions:

   – What was expected from you as a project coordinator / What did the partner expect from you?
   – What happened during the implementation of the project? What worked out? What didn't?
   – Why did it happen like this? What was supposed to happen? What actually happened?
   – What could have been done to improve the results? What would you do differently next time?

5. In plenary, conduct a debriefing on the key points raised and allow time for comments (15 min.).

SESSION 3 FEEDBACK ON THE A.MI.CO. PROGRAMME

The last session of the workshop aims at collecting the opinions of the associations and their suggestions on what can be changed and improved about the A.MI.CO. Programme in order to meet the needs of the associations as much as possible.

During this session, participants are asked to reflect about the A.MI.CO. initiatives, so as to gather their opinions and feedback on the Programme.

A.3.1: Input for future actions (60 min.)

Type of activity: World-café[17]
This is an innovative method to hold discussions with questions that matter: people sit together around café-style tables. Each table is hosted by a 'facilitator', who introduces a relevant question about the subject. Together with their respective table members, the hosts visualize all the key ideas right on the table (which is covered in flip-chart paper)

Objective(s): to receive feedback from associations on four main issues of the A.MI.CO. initiative

Setting: four café-style tables with chairs or, as an alternative, four different areas in the room

Materials: notice boards, markers, blackboards

Procedure:

1. Identify three spokespersons, who write down what is being said and facilitate the discussion, and assign one table to each of them. Each table focuses on one of the following questions (5 min.):

   GR.1: Calls for proposals, selection process and financing
   GR.2: Training course
   GR.3: Technical support and monitoring process

2. Divide participants in three groups (one for each question); each group sits around one of the three tables assigned to the respective spokesperson and has 10 minutes to discuss the proposed question. Set up three rounds of discussion. The spokespersons remain the same, while the groups move from one table to the next (30 min.);

3. Once each group has been around all the tables, the spokespersons present the results of the discussions. (15 min.);

4. Give feedback on the results of the activity (10 min.).

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17 ITC-ILO: https://blogdev.itcilo.org/facilitation-method-world-cafe/.

A.3.2: Conclusions (20 min.)

Type of activity: self-evaluation

Objective(s): to encourage reflection on how much the association has grown thanks to its participation in the A.MI.CO. initiative

Materials: flip charts

Setting: room divided in two parts, each with the respective caption (see below)

Procedure:

Finally, a dynamic self-evaluation activity is proposed to highlight the skills acquired, the new contacts established and the association network created by participating in A.MI.CO. initiatives.

1. The room is divided in two parts:
    a. On one side, put the image of a semi–full suitcase with the caption "What I arrived with" below it;
    b. On the opposite side, put the image of a closed suitcase with the caption "What I am leaving with" below it.
2. At the centre of the room, put some post–its with keywords written on them, which the participants can choose from and attach to the suitcases. Also provide some markers and additional post–its, so that participants can write their own keywords on them (15 min.);
3. Collect the answers and briefly recap in plenary (5 min.).

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