



**MONITORING & EVALUATION**

# Capacity-Building Guidance

**Guidelines and Tools for  
Getting the Most from  
Your Technical Assistance**

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by Rosalie H. Norem and  
Constance McCorkle



Since 1943, Catholic Relief Services (CRS) has held the privilege of serving the poor and disadvantaged overseas. Without regard to race, creed, or nationality, CRS provides emergency relief in the wake of natural and man-made disasters. Through development projects in fields such as education, peace and justice, agriculture, microfinance, health and HIV/AIDS, CRS works to uphold human dignity and promote better standards of living. CRS also works throughout the United States to expand the knowledge and action of Catholics and others interested in issues of international peace and justice. Our programs and resources respond to the U.S. Bishops' call to live in solidarity—as one human family—across borders, over oceans, and through differences in language, culture and economic condition.

The American Red Cross helps vulnerable people around the world prevent, prepare for, and respond to disasters, complex humanitarian emergencies, and life-threatening health conditions through global initiatives and community-based programs. With a focus on global health, disaster preparedness and response, restoring family links, and the dissemination of international humanitarian law, the American Red Cross provides rapid, effective, and large-scale humanitarian assistance to those in need. To achieve our goals, the American Red Cross works with our partners in the International Red Cross and Red Crescent Movement and other international relief and development agencies to build local capacities, mobilize and empower communities, and establish partnerships. Our largest program is currently the Tsunami Recovery Program, which is improving community health and preventing disease outbreaks, supporting communities as they rebuild their lives and reestablish their livelihoods, and helping affected Red Cross and Red Crescent Societies and their communities develop disaster preparedness capabilities.

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**Authors:** Rosalie H. Norem and Constance McCorkle

**Series Editor:** Guy Sharrock (CRS)

**Readers/Editors:** Cynthia Green, Joe Schultz (CRS), and Dina Towbin

**Graphic Designer:** Jeanne Ivy

**Cover Photograph:** Martin Lueders

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**To access the full series, please visit:** [www.crs.org](http://www.crs.org) or [www.redcross.org](http://www.redcross.org).

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## Preface

Monitoring and evaluation are core responsibilities of American Red Cross and CRS program managers and help ensure quality in our programming. *Capacity-Building Guidance* is one in a series of M&E training and capacity-building modules that the American Red Cross and CRS have agreed to collaborate on under their respective Institutional Capacity Building grants. These modules are designed to respond to field-identified needs for specific guidance and tools that did not appear to be available in existing publications. Although examples in the modules focus on Title II programming, the guidance and tools provided have value beyond the food security realm.

*Capacity-Building Guidance* is intended to help readers get the most from their technical assistance. The module includes components on preparing a scope of work for delivering capacity-building technical assistance, evaluating the services provided, writing a technical assistance delivery report, and providing follow-up assistance.

Please send comments on or suggestions for this edition of *Capacity-Building Guidance* via e-mail to [m&efeedback@crs.org](mailto:m&efeedback@crs.org).

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## Acronyms

|                |  |
|----------------|--|
| <b>CB</b>      | Capacity building                                  |
| <b>CRS</b>     | Catholic Relief Services                           |
| <b>FFP</b>     | Food for Peace                                     |
| <b>HR</b>      | Human resources                                    |
| <b>M&amp;E</b> | Monitoring and evaluation                          |
| <b>NGO</b>     | Nongovernmental organization                       |
| <b>PVO</b>     | Private voluntary organization                     |
| <b>TS</b>      | Technical solutions                                |
| <b>USAID</b>   | United States Agency for International Development |

## Introduction

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This module provides private voluntary organizations (PVOs) with the tools and forms needed to simplify, systematize, plan, manage, evaluate, and report on the delivery of all types of capacity-building technical assistance that involve the transfer or sharing of knowledge and skills.

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**Capacity building can take many forms**, from enhancing an organization's stock of information technology and equipment, to growing its membership and increasing its fundraising activities. Yet, in these and other regards, most common capacity-building activities are training, workshops, and seminars to build staff skills. In addition, capacity building often includes on-the-job training, which has proven to be an even more powerful training mode than those previously mentioned. On-the-job training typically accompanies in-house technical assistance from organizational staff and often figures in external consultancies contracted to deliver capacity-building services.

This module provides private voluntary organizations (PVOs) with the tools and forms needed to simplify, systematize, plan, manage, evaluate, and report on the delivery of all types of capacity-building technical assistance that involve the transfer or sharing of knowledge and skills. The module is designed to serve across all sectors (agriculture, health, and so on); all themes (global solidarity, peace building, and so on); and all functions (monitoring and evaluation [M&E], finance, administration, personnel management, and so on)—whether for training, workshops, on-the-job training, or various forms of learning or sharing technical assistance. In addition, this module is designed to work whether the capacity-building technical assistance is provided by:

- Technical advisors from PVO headquarters or regional officers, country program staff, local partners, or communities;
- Partner staff to their peers of communities; or
- Outside consultants contracted at any of these levels.

### **The package includes components on how to:**

1. Prepare a scope of work (SOW) for the delivery of specific capacity-building technical assistance
2. Evaluate the technical assistance delivered
3. Write a technical assistance delivery report
4. Follow up on the technical assistance provided.<sup>1</sup>

Each component is accompanied by annexes with supporting forms, evaluation sheets, outlines, or models.

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<sup>1</sup> Responsibilities for items 1 and 2 pertain mainly to PVO staff who request or subsequently manage the technical assistance delivery in question. Item 3 is largely the responsibility of the technical assistance provider. Responsibility for item 4 may vary, according to the nature and duration of the tasks and the position and relationship of the technical assistance providers within or outside of the PVO.

## Preparing the Scope of Work

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Before writing a SOW, begin by thinking about how much flexibility is needed in the relationship with the technical assistance provider.

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### Scopes of work and task orders

A SOW represents the core of what is, in a larger form, a contract. When using in-house technical assistance providers,<sup>2</sup> then often only a SOW is needed. If external technical assistance providers are to be used, then a contract will be required, in accord with standard or boilerplate materials about performance, confidentiality, liability, and so on.<sup>3</sup>

Before writing a SOW, begin by thinking about how much flexibility is needed in the relationship with the technical assistance provider.

If the tasks are well defined and the work can be done in-house, then a simple SOW is all that is needed. If assistance is needed over a longer period of time for a series of linked tasks that may not yet be clearly defined, then a more detailed SOW is needed, as follows:

- For in-house technical assistance providers, write a SOW that leaves the *next steps* option open, according to findings and recommendations from the initial technical assistance. SOWs for in-house technical assistance providers should also explain how the technical assistance is related to their job description, to periodic employee assessments, and to the individual's workplan.
- For external technical assistance providers, write a specific SOW within a contract that allows for the possibility of subsequent task orders to follow up on the initial SOW. This will allow several assignments or task orders under one contract.<sup>4</sup>

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2 A technical assistance provider is any entity (organization or individual) from outside the specific office of the requesting PVO or non-governmental organization (NGO), whose services must be negotiated and formalized. In this definition, these providers can include external consulting firms or individual consultants; internal technical advisors from PVO headquarters, or regional officer, chapters, and so on.

3 These are usually posted on PVO Intranet sites under human resources headings.

4 With this approach, include a general purpose in the contract, along with the overall technical assistance provider and contractor responsibilities. The technical assistance provider's daily rate, contractor support, and so on are included in the contract. For details, consult the PVO Web site and contracting unit.



Consider the questions below before writing the SOW. Other questions may come up, based on the specific situation and needs.

- What products or results are needed at the end of the proposed technical assistance? What are the deliverables?
- What expertise is needed to create the products or results?
- Who will manage, host and/or support the technical assistance provider? How much time will that involve?
- How much will on-site staff be involved in creating the products or results?
- How much time is needed to produce each deliverable? If the time allotted is too short, the quality of the outcome will suffer. Consider how long it will take to complete the work including time to brief a technical assistance provider and review background information, organizational culture, and so on.
- What is the budget? Is the budget feasible given the time and other resources needed? Does the budget include necessary equipment and transportation?



**The more specific the answers to these questions**, the more likely that there will be a satisfactory outcome from the proposed technical assistance. A poorly written SOW and inadequate budget often result in frustrations both for the client and for the technical assistance provider. Take the time to clearly articulate on paper the proposed process and the results needed.

### Box 1: Writing a SOW

#### Be specific in writing the SOW.

For example, instead of writing:

Our office has decided that we need help in completing our program plan of staff and partner capacity building for the new USAID grant.

Be more precise and write:

To proceed effectively with staff and partner capacity-building efforts, technical assistance is needed to complete a training needs assessment and to develop a training package for the country program.



## Basic Elements of a SOW

A SOW includes several standard parts. The following sections discuss each part and include examples of specifications needed in a SOW. Please note, however, that all examples are hypothetical.

### Background and Purpose for the Technical Assistance

- What is the situation that led to the need for assistance? This could be a new project, a change in the organization, an evaluation, or the need to build new skills or to update or reinforce old ones. Clearly define the situation to help define the type of capacity building needed.
- What is the overall purpose of the technical assistance requested, i.e., what needs to happen as a result? Think about the broader desired impact, not just specific deliverables. Deliverables are discussed below.

### Technical Assistance Provider Responsibilities

Most organizations have standard boilerplate material about the contractual obligations they expect from their external technical assistance providers.<sup>5</sup> These are often available on the organization's internal Web site or Intranet. These materials are usually included in the contract signed by external technical assistance providers. The contract is a more general document than the SOW. The contract should include expectations about proprietary rights to materials produced, document standards, and guidelines for submitting expenses and invoices.

The SOW should also include the name of the person(s) supervising the technical assistance and reporting expectations. Include the contractor's places of work and how the materials will be reviewed, including a timeline for editing and revisions. Note the number of days for each task in the SOW.

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<sup>5</sup> Boilerplate materials are standardized materials that are for use by everyone in an organization in certain circumstances, such as preparing a SOW. They may be organization-wide or specific to a region or particular office. If these do not exist, the person preparing the SOW will need to write these sections.

| <b>Box 2. Specify Tasks and Deliverables</b>        |   |                |
|---|---|----------------|
| Tasks   | Details and Deliverables  | Number of Days |
| 1. Review Background Materials and Initial Planning | The contractor provides some background materials; and the technical assistance provider locates and reviews supplementary sources, as needed. Some modification of the products and their descriptions may be made as a result of this task if mutually agreed upon by the technical assistance provider and contractor.   | 2              |
| 2. Produce a Needs Assessment Tool                  | Use and adapt existing needs assessment materials to produce a needs assessment questionnaire. An adapted version of this questionnaire can also serve as an assessment tool to use with partner organizations.   | 2              |
| <b>First Deliverables</b>                           | <ul style="list-style-type: none"> <li>▪ Needs assessment tool</li> <li>▪ A form for collating information about opportunities on a community-wide basis</li> </ul>   |                |
| 3. Develop a Needs Assessment Package               | <p>Produce tools for assessing capacity-building needs, including reasons and resources for initiating a partner staff capacity-building program. Use general questions and checklist items that can be adapted to a specific site. Some items may be used to generate ideas about what it takes to monitor and evaluate a program.</p> <p>The tools should be usable with individual managers and for use in small groups to guide discussion.</p> | 4              |
| <b>Second Deliverables</b>                          | <ul style="list-style-type: none"> <li>▪ Needs Assessment Package</li> <li>▪ An overall picture of how many employees are interested in training opportunities, what kind of skills they want to develop, and what kind of time commitment they can make.</li> </ul>  |                |
| 4. Produce Training Modules                         | These modules will provide a basis for designing a custom capacity-building training for a specific partner. The topics will be covered through brief background materials and training exercises and other methods, as appropriate.  | 8              |
| <b>Third Deliverable</b>                            | Training objectives for each topic  |                |

## Contractor Responsibilities<sup>6</sup>

This section provides details on what the technical assistance provider can expect from the contracting organization in terms of technical support, equipment (such as a laptop and printer), background information, work space, payments, travel arrangements, and expenses. Clearly state if the technical assistance provider or the organization is responsible for the final production of a document.



**Even though the basics of this section** are in boilerplate materials for the contract, the manager will need to include specifics in the SOW.

## Special Circumstances

There may be instances when unusual circumstances call for adaptation in a SOW. While most SOWs will not include this section, it is important to be aware of this circumstance.

### Box 3. Building Change into a SOW

**Be as precise as possible.** For example, state:

If the planned field activities cannot be completed due to unanticipated events, then the technical assistance provider's work plan will be modified accordingly to ensure completion of the agreed-upon tasks.



**Any substantive changes in the SOW** should be made in a formal amendment to the SOW, approved at all levels involved. Otherwise, the primary responsibility of the technical assistance provider remains as stated in the original SOW. Make sure all changes are in writing and amended to the SOW.

## Budget

A budget is a critical part of any SOW, whether it is for an external consultant or for a PVO's technical expert. First, the manager must determine whether sufficient funds exist to contract for a specific service. For the PVO manager, this is an essential component of negotiating with other PVO units about cost-shared activities.

<sup>6</sup> Contractor responsibilities are usually available in boilerplate form; check the agency's Intranet site for this information.

Through careful budget preparation, managers can avoid misunderstandings and ill-conceived expectations. A list of budget categories to be discussed and agreed on is displayed below. The same budget categories are needed for external and internal technical assistance providers. The daily rate for an external technical assistance provider is stated in the contract with the PVO and in the Contractor’s Responsibilities section of the SOW. The daily rate should also be included in the budget when in-house technical assistance is sought.

| <b>Box 4. Sample SOW Budget Worksheet</b> |                      |   |             |                |             |                     |             |
|---|----------------------|---|-------------|----------------|-------------|---------------------|-------------|
|   | Total Funds Required | Responsible Party for Funds (Include account code for each budget category) |             |                |             |                     |             |
| Budget Category                           | Amount (USD)         | Contracting Unit  |             | Technical Unit |             | Other Collaborators |             |
|   |                      | %   | Charge Code | %              | Charge Code | %                   | Charge Code |
| Airport and local transportation          |                      |   |             |                |             |                     |             |
| Airfare                                   |                      |   |             |                |             |                     |             |
| Excess baggage                            |                      |   |             |                |             |                     |             |
| Postage/freight                           |                      |   |             |                |             |                     |             |
| Visa costs                                |                      |   |             |                |             |                     |             |
| Immunizations                             |                      |   |             |                |             |                     |             |
| SOS/MEDEX insurance                       |                      |   |             |                |             |                     |             |
| In-country travel                         |                      |   |             |                |             |                     |             |
| Hotel                                     |                      |   |             |                |             |                     |             |
| Meals/per diem                            |                      |   |             |                |             |                     |             |
| Equipment/facilities rental               |                      |   |             |                |             |                     |             |
| Materials                                 |                      |   |             |                |             |                     |             |
| Office and supplies                       |                      |   |             |                |             |                     |             |
| Internet/phone                            |                      |   |             |                |             |                     |             |
| Other                                     |                      |   |             |                |             |                     |             |
| <b>Totals</b>                             |                      |   |             |                |             |                     |             |

## Evaluating Training and Workshops

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Evaluation results highlight what worked and what did not work, but most importantly the evaluation can provide information on how to achieve results more effectively in the future.

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**Evaluation is a critical part of any activity.** Evaluation results highlight what worked and what did not work, but most importantly the evaluation can provide information on how to achieve results more effectively in the future. Therefore, a PVO or NGO will want to build evaluation into any technical assistance that it requests.

### Training and Workshop Evaluations

It is recommended that a simple standardized form be used in the final evaluation of training and workshop events. A sample is provided below. This evaluation form builds on field tests of earlier evaluations in both operational and programmatic training.<sup>7</sup>

A short evaluation form is used for several reasons. First, it is easier for participants to complete a short form. Second, it is important to leave room for the event organizers or facilitators to add in some questions. Sometimes the organizers may need more specific kinds of feedback, such as:

- The utility of different pilot tools, exercises, case studies, and so on
- Whether an innovative practical exercise or a logistically complex and expensive fieldtrip was worthwhile
- How well gender-equity norms were respected and reflected during the event.

Additional questions can be inserted between questions 3 and 4 on the form. However, try to keep the form as short as possible.

Key tips for producing a good evaluation form are to:

- Be sure to leave adequate time for participants to complete the form—a half-hour is recommended—so that they know that their feedback is important.
- Ask people to write clearly and neatly.

After the forms are completed, the workshop organizer should summarize the results or answers and include this information in the workshop or training report.

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<sup>7</sup> If an organization needs additional evaluation information beyond what is stated on this evaluation form, the organization should consider other types of evaluation, such as looking at the impact of training and workshops in more detail.



## Tools & Resources

Sample Final Evaluation Form

Sample Form to Evaluate  
Technical Assistance

# Final Evaluation for Training and Workshops

In the sample form (see box 5), the first and fourth questions provide some information on the participants. This helps assess course relevance for specific job responsibilities. The other questions address how the participant would evaluate the workshop.

### Box 5. Sample Final Evaluation Form

Event:

Date:

Location:

#### Dear participant:

The purpose of this evaluation form is to get your views about the workshop that you have just completed. The information will allow us to determine the extent to which the course objectives were achieved, how each aspect of the course contributed towards the attainment of the objectives, and how we could improve the workshop for future participants. It is very important that we receive your feedback today. Please note that your answers will remain confidential.

1. How were you selected to participate in the workshop? Please check one or more boxes.

- I asked my supervisor.
- This was part of my employee development plan.
- My supervisor asked me to attend.
- Other (Please specify):

2. What did you like most about the training/workshop, e.g., the pre-workshop organization, content, presentation style, quality of facilitation/instruction, handouts, and duration? Other? Please be specific.

3. What would you change about the training/workshop, e.g., the pre-workshop organization, content, presentation style, quality of facilitation/instruction, handouts, duration, other? Please be specific.

4. What parts of your learning will you apply immediately in your own work?

5. Taking into account all the above, please give your overall rating of the technical assistance by circling one number below.

| Excellent | Good | Adequate | Poor | Very Poor |
|-----------|------|----------|------|-----------|
| 5         | 4    | 3        | 2    | 1         |

6. Are there any further comments you would like to make?

**Thank you for taking time to complete this training evaluation!**

## Evaluating Technical Assistance

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This evaluation form is designed to help achieve the delivery of higher quality technical assistance in more responsive and effective ways, and, as needed, to help select the best consultants to do so.

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**A similar standardized form** can be used to evaluate technical assistance. The evaluation form is designed to work not only for on-site technical assistance visits and consultancies, but also for electronic or other forms of technical assistance delivery.

Again, a short evaluation form is recommended for several reasons. First, participants are more likely to complete a short form than a long one. Second, the form is written to be open-ended, so that the evaluators can write as much and as candidly as possible in the case of in-house technical assistance providers.

The task manager should provide follow up to ensure that the forms are completed and returned to the out-of-house technical assistance provider. To better interpret the feedback, respondents are asked to indicate their organizational title and unit in their country program, regional office, or headquarters unit. Let the respondents know that their feedback will remain confidential.

The completed form should be returned to the staff person who delivered the technical assistance or, in the case of a team of technical assistants, to the team leader. If consultants provided the technical assistance, return the form to the staff member who managed the consultancy.

This evaluation form is designed to help achieve the delivery of higher quality technical assistance in more responsive and effective ways, and, as needed, to help select the best consultants to do so.

### Box 6. Sample Form to Evaluate Technical Assistance

**Dear participant:**

The purpose of this evaluation form is to get your views about the technical assistance that you have just received. The information will allow us to achieve the delivery of higher quality technical assistance in more responsive and effective ways and, as needed, to help select the best staff and consultants to do so. It is very important that we receive your feedback. Please note that your answers will remain confidential.

| Background Information  |      |          |      |           |
|---|------|----------|------|-----------|
| 1. The technical assistance was provided by :   |      |          |      |           |
| Staff name:<br>Staff title:<br>Staff unit:  |      |          |      |           |
| Consultant name:<br>Consultant title:<br>Consultant specialty:  |      |          |      |           |
| 2. Recipient country program(s), regional office(s),<br>or headquarters unit(s):  |      |          |      |           |
| 3. Country program or regional office manager for the<br>technical assistance:  |      |          |      |           |
| Name:<br>Title:<br>Contact info: Email: _____ Tel: _____  |      |          |      |           |
| 4. Purpose of technical assistance in brief:  |      |          |      |           |
| 5. Dates of technical assistance: From: _____ To: _____   |      |          |      |           |
| 6. Your title and unit:   |      |          |      |           |
| Title:<br>Unit:   |      |          |      |           |
| <b>Please note that your answers will remain confidential.</b>  |      |          |      |           |
| Evaluation of the technical assistance  |      |          |      |           |
| 1. What did you like most about the technical assistance provided? How<br>was it helpful? Please provide details.                         |      |          |      |           |
| 2. What would you change about the technical assistance?<br>Please be specific.   |      |          |      |           |
| 3. How will the products and/or your learning from the technical<br>assistance help immediately in your own work? Please be specific.     |      |          |      |           |
| 4. Are there any further comments you would like to add about the<br>technical assistance?  |      |          |      |           |
| 5. Taking into account your responses above, please give your overall<br>rating of the technical assistance by circling one number below: |      |          |      |           |
| Excellent   | Good | Adequate | Poor | Very Poor |
| 5   | 4    | 3        | 2    | 1         |
| <b>Thank you for taking the time to complete this technical assistance<br/>evaluation form!</b>   |      |          |      |           |



## Technical Assistance Reports

A trip report is a document that serves several purposes, but its primary use is to provide a record of activities that are completed during a field technical assistance or training visit.

The forms and guidelines in this section are designed to standardize trip reports. The activity manager should provide these forms to PVO technical advisors or outside consultants for their use in writing trip reports and letters of appreciation.

### Writing a Trip Report

A trip report is a document that serves several purposes, but its primary use is to provide a record of activities that are completed during a field technical assistance or training visit. It is helpful to implement a standard format for such reports so this information may be easily compiled according to programs, projects, type of activity, or location.

Perhaps the most important consideration to keep in mind when writing a trip report is to determine which information will be the most useful to the people who will be reading the report. The primary audience is the task manager. Usually brevity is desirable. Several sections are required, as follows.

#### Box 7. Sample Trip Report Format

##### Title Page

1. From (*insert name of technical assistance provider*)
2. Title of report
3. Date and site of visit
4. Report to (*insert name of task manager*)
5. cc (*insert names of other persons as relevant*)
6. Date of report submission

##### Acknowledgements

In this section, technical assistance providers should express appreciation to the PVO staff who hosted their field visits and acknowledge any other staff or individuals who assisted during the trip, helped in the background work for the trip report, or reviewed the report findings.

##### Executive Summary

This is a brief overview of each of the sections of the report, with an emphasis on findings and recommendations. Keep in mind that a person should be able to read the executive summary as a separate document and know why the trip was important and the trip results or findings.



## Tools & Resources

### Sample Trip Report Format

#### Main Section: Sectoral/thematic Focus

The purpose of the trip is included in this section. If changes were made in the purpose, state the changes made and their impact on the work. This section should focus on the program in context of the general background provided in the previous section, emphasizing program strengths.

#### Findings and Recommendations

This section states the findings in terms of problem statements with proposed alternative solutions. It is important to identify program/project strengths as well. Recommendations include technical, partnership, policy, emergency preparation and mitigation, general staffing, training, M&E, donor relationships, fundraising, and so on.

#### Next Steps

Following the findings and recommendations, this section includes details about follow-up plans for the technical assistance. A table format (see below) may be useful. Include specifics on who is responsible for specific follow-up tasks, when each follow-up task should be done, and the reasons for actions.

| Follow-up action         | Who?                      | When?                                      | Comments   |
|--------------------------|---------------------------|--|--|
| Conduct needs assessment | Field office and partners | In next three months                       | To get information necessary for planning training |
| Develop training package | Consultant                | As soon as possible after needs assessment | So capacity building can proceed                   |

**Appendixes** (see below)

### Typical Trip Report Appendixes

- Original SOW
- Trip itinerary
- Contacts
  - List each person the technical assistance provider met with or had telephone or email information exchanges with
  - List names with affiliation, titles, and contact information
  - Organize the contacts by affiliation
- References
- Acronyms
- Additional information/relevant documents to support report

| <b>Box 8. Sample Contact List for a Trip Report</b> |  |
|---|--|
| <b>PVO U.S. Office</b>                              |  |
| Andrew Jordan                                       | Program Technical Director   |
| Rebecca Lester                                      | Development Associate  |
| Frederick Andorski                                  | Program Officer  |
| <b>PVO Africa Office</b>                            |  |
| Joe Andubwe   | Program Design and Technical Support Director  |
| Laura Stewart                                       | Vice President for Africa Operations, Program South Africa CSC Manager, and Internal Co-evaluator for BHR/PVC Final Evaluation of ConServe |
| <b>Partner Organizations</b>                        |  |
| Aristide Jolla                                      | TMS Stewardship Director for the Mexico Region   |
| Foster Franks                                       | Solkwe Ltd., Managing Director   |
| <b>U.S. Government Agencies</b>                     |  |
| Wilbur Prince                                       | USAID/Uganda Environmental Resource Program Manager and SO2 Team Leader  |
| Singe Howard  | USAID/Tanzania Biodiversity Specialist and AAAS Fellow in support of the Mission Environmental Resources Officer                           |
| <b>Officers and Members of Communities Served</b>   |  |
| Ololosokwan Community                               | Approximately 20 men and 6 women   |
| Sinya Community                                     | Approximately 17 men and 3 women   |

## Technical Assistance Follow up

A thank-you letter should be sent on appropriate letterhead immediately upon return from a trip.

**A thank-you letter should be sent** on appropriate letterhead immediately upon return from a trip. Obviously the content will be revised to be appropriate to each situation. In some instances you may want to send letters of appreciation to more than one person, such as a partner contact who was especially helpful or a ministry official who took time to meet with you. In those cases a copy should go to the task manager.

### Box 9. Sample Thank-You Letter

PVO  
1234 Main Street, Suite 201  
Washington, DC 20006 USA  
Tel: 202-555-1111 Fax: 202-555-1113 Email: info@info.edu

August 8, 2008

Mrs. Magdalena Gonzales  
Director  
Women's Health Center  
1234 Terrace Ave.  
Guatemala City, Guatemala

Dear Mrs. Gonzales,

Thank you for your assistance and support during my recent trip to Guatemala City to evaluate the maternal and child activities of the Women's Health Center. It was a privilege to work with you and your colleagues to document the achievements and challenges of the Center and its staff.

I hope that the work we were able to accomplish makes a positive contribution to your program. I especially want to express my appreciation for your staff's presentation of its achievements in 2007. This information was extremely valuable to me as I prepared my evaluation report.

As we discussed, I am including the recommendations in my trip report and sharing the results with my colleagues at headquarters.

Again, please thank your staff and colleagues for their gracious support during my stay.

Sincerely,

Joan Taylor  
Health Advisor

cc: USAID Project Manager

# Annex I

## Writing a SOW

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1. Background

2. Statement of Purpose

3. Consultant Responsibilities

4. Contractor Responsibilities

5. Tasks and Deliverables

6. Budget

Budget narrative should briefly explain any special arrangements or explanations as needed for any budget category. A blank budget category table is provided in [Annex II](#).

## Annex II

# SOW Budget Worksheet

|                                  | Total Funds Required | Responsible Party for Funds<br>(Include account code for each budget category) |             |                |             |                     |             |
|----------------------------------|----------------------|--|-------------|----------------|-------------|---------------------|-------------|
| Budget Category                  | Amount (USD)         | Contracting Unit   |             | Technical Unit |             | Other Collaborators |             |
|                                  |                      | %  | Charge Code | %              | Charge Code | %                   | Charge Code |
| Airport and local transportation |                      |  |             |                |             |                     |             |
| Airfare                          |                      |  |             |                |             |                     |             |
| Excess baggage                   |                      |  |             |                |             |                     |             |
| Postage/freight                  |                      |  |             |                |             |                     |             |
| Visa costs                       |                      |  |             |                |             |                     |             |
| Immunizations                    |                      |  |             |                |             |                     |             |
| SOS/MEDEX insurance              |                      |  |             |                |             |                     |             |
| In-country travel                |                      |  |             |                |             |                     |             |
| Hotel                            |                      |  |             |                |             |                     |             |
| Meals/per diem                   |                      |  |             |                |             |                     |             |
| Equipment/facilities rental      |                      |  |             |                |             |                     |             |
| Materials                        |                      |  |             |                |             |                     |             |
| Office and supplies              |                      |  |             |                |             |                     |             |
| Internet/phone                   |                      |  |             |                |             |                     |             |
| Other                            |                      |  |             |                |             |                     |             |
| <b>Totals</b>                    |                      |  |             |                |             |                     |             |

## Annex III

# Sample Final Evaluation Form

| Event:  | Date(s): | Location: |           |           |          |      |           |   |   |   |   |   |
|---|----------|-----------|-----------|-----------|----------|------|-----------|---|---|---|---|---|
| <p><b>Dear participant:</b><br/>         The purpose of this evaluation form is to get your views about the workshop that you have just completed. The information will allow us to determine the extent to which the course objectives were achieved, how each aspect of the course contributed towards the attainment of the objectives, and how we could improve the workshop for future participants. It is very important that we receive your feedback today. Please note that your answers will remain confidential.</p> |          |           |           |           |          |      |           |   |   |   |   |   |
| <p>1. How were you selected to participate in the workshop? Please check one or more boxes.</p> <p><input type="checkbox"/> I asked my supervisor.</p> <p><input type="checkbox"/> This was part of my employee development plan.</p> <p><input type="checkbox"/> My supervisor asked me to attend.</p> <p><input type="checkbox"/> Other (Please specify):</p>   |          |           |           |           |          |      |           |   |   |   |   |   |
| <p>2. What did you like most about the training/workshop, e.g., the pre-workshop organization, content, presentation style, quality of facilitation/instruction, handouts, and duration? Other? Please be specific.</p>   |          |           |           |           |          |      |           |   |   |   |   |   |
| <p>3. What would you change about the training/workshop, e.g., the pre-workshop organization, content, presentation style, quality of facilitation/instruction, handouts, duration, other? Please be specific.</p>  |          |           |           |           |          |      |           |   |   |   |   |   |
| <p>4. What parts of your learning will you apply immediately in your own work?</p>  |          |           |           |           |          |      |           |   |   |   |   |   |
| <p>5. Taking into account all the above, please give your overall rating of the technical assistance by circling one number below.</p> <table border="1"> <thead> <tr> <th>Excellent</th> <th>Good</th> <th>Adequate</th> <th>Poor</th> <th>Very Poor</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>4</td> <td>3</td> <td>2</td> <td>1</td> </tr> </tbody> </table>   |          |           | Excellent | Good      | Adequate | Poor | Very Poor | 5 | 4 | 3 | 2 | 1 |
| Excellent   | Good     | Adequate  | Poor      | Very Poor |          |      |           |   |   |   |   |   |
| 5   | 4        | 3         | 2         | 1         |          |      |           |   |   |   |   |   |
| <p>6. Are there any further comments you would like to make?</p>  |          |           |           |           |          |      |           |   |   |   |   |   |
| <p><b>Thank you for taking time to complete this training evaluation!</b></p>   |          |           |           |           |          |      |           |   |   |   |   |   |





| <b>Evaluation of the technical assistance</b>  |             |                 |             |                  |
|--|-------------|-----------------|-------------|------------------|
| 1. What did you like most about the technical assistance provided? How was it helpful? Please provide details.                         |             |                 |             |                  |
| 2. What would you change about the technical assistance? Please be specific.   |             |                 |             |                  |
| 3. How will the products and/or your learning from the technical assistance help immediately in your own work? Please be specific.     |             |                 |             |                  |
| 4. Are there any further comments you would like to add about the technical assistance?  |             |                 |             |                  |
| 5. Taking into account your responses above, please give your overall rating of the technical assistance by circling one number below: |             |                 |             |                  |
| <b>Excellent</b>   | <b>Good</b> | <b>Adequate</b> | <b>Poor</b> | <b>Very Poor</b> |
| 5  | 4           | 3               | 2           | 1                |
| <b>Thank you for taking the time to complete this technical assistance evaluation form!</b>  |             |                 |             |                  |

## Annex V

# Sample Trip Report Format

|   |                           |  |  |
|---|---------------------------|--|--|
| <p><b>Title Page</b></p> <ol style="list-style-type: none"> <li>1. From (<i>insert name of technical assistance provider</i>)</li> <li>2. Title of report</li> <li>3. Date and site of visit</li> <li>4. Report to (<i>insert name of task manager</i>)</li> <li>5. cc (<i>insert names of other persons as relevant</i>)</li> <li>6. Date of report submission</li> </ol>                            |                           |  |  |
| <p><b>Acknowledgements</b></p> <p>In this section, technical assistance providers should express appreciation to the PVO staff who hosted their field visits and acknowledge any other staff or individuals who assisted during the trip, helped in the background work for the trip report, or reviewed the report findings.</p>   |                           |  |  |
| <p><b>Executive Summary</b></p> <p>This is a brief overview of each of the sections of the report, with an emphasis on findings and recommendations. Keep in mind that a person should be able to read the executive summary as a separate document and know why the trip was important and the trip results or findings.</p>   |                           |  |  |
| <p><b>Main Section: Sectoral/thematic Focus</b></p> <p>The purpose of the trip is included in this section. If changes were made in the purpose, state the changes made and their impact on the work. This section should focus on the program in context of the general background provided in the previous section, emphasizing program strengths.</p>  |                           |  |  |
| <p><b>Findings and Recommendations</b></p> <p>This section states the findings in terms of problem statements with proposed alternative solutions. It is important to identify program/project strengths as well. Recommendations include technical, partnership, policy, emergency preparation and mitigation, general staffing, training, M&amp;E, donor relationships, fundraising, and so on.</p> |                           |  |  |
| <p><b>Next Steps</b></p> <p>Following the findings and recommendations, this section includes details about follow-up plans for the technical assistance. A table format (see below) may be useful. Include specifics on who is responsible for specific follow-up tasks, when each follow-up task should be done, and the reasons for actions.</p>   |                           |  |  |
| <b>Follow-up action</b>   | <b>Who?</b>               | <b>When?</b>                               | <b>Comments</b>                                    |
| Conduct needs assessment  | Field office and partners | In next three months                       | To get information necessary for planning training |
| Develop training package  | Consultant                | As soon as possible after needs assessment | So capacity building can proceed                   |
| <p><b>Appendixes</b></p> <p>Original SOW<br/>         Trip itinerary<br/>         Contacts<br/>         References<br/>         Acronyms<br/>         Additional information/relevant documents to support report</p>   |                           |  |  |