

Project Proposal Writing through Problem-Based Learning for NGO Officers

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Table of Contents

Acknowledgements.....	i
Table of Contents.....	ii
Abstract.....	vi
Project Proposal Writing through Problem-Based Learning for NGO Officers.....	1
Literature Review.....	2
Theoretical Background of Problem-Based Learning.....	3
Theory underlying Problem-Based Learning.....	3
Definitions of Problem-Based Learning.....	5
Success Criteria for the Implementation of PBL.....	7
Role of teachers.....	7
Role of learners.....	8
Role of problems.....	9
Role of group work.....	11
Kagan Structures.....	11
Forming groups.....	13
Solving Ill-structured Problems.....	14
Scaffolding.....	15
The use of question prompts.....	16
The stages of ill-structured problem-solving process.....	17
The problem representation process.....	17
The solution development process.....	18
The argument construction process.....	19
The monitoring and evaluating process.....	19
Application of PBL to Foreign/Second Language Instruction.....	22
The benefit of adopting PBL o second language learning.....	23
A framework for second language instruction based on PBL.....	25
Preliminary preparation.....	27
Information gathering and analyzing.....	27
Reporting and assessing.....	28
English language four skills development in PBL.....	29
Listening skills development in PBL.....	30
Speaking development in PBL.....	31
Reading development in PBL.....	33

Writing development in PBL.....	34
Vocabulary development in PBL.....	35
Challenges of applying PBL to second language learning.....	36
Sustainable Development as Content for PBL.....	37
Sustainable Development Goals: The 2030 Agenda for Sustainable Development.....	38
The United Nations Education for Sustainable Development (ESD).....	38
Sustainable Urban Development at the Georgia Institute of Technology.....	42
ESD through English language education.....	42
Project Proposal Writing as a Framework for PBL.....	44
Project proposal writing process.....	45
An example project proposal: The United Nations Development Account.....	47
Discourse text requirements.....	47
Assessment.....	48
Professional Skillset at Workplace.....	50
Summary.....	51
Statement of Problem.....	52
Purpose of the Project.....	53
Significance of the Project.....	53
Needs Analysis.....	54
Participants.....	55
Instrumentation.....	55
Semi-structured interviews.....	55
Interview questions with respect to language instructional methods and English language skills.....	55
Interview questions on analytical skills.....	56
Interview questions regarding content for PBL.....	56
Interview questions relating to project proposal writing.....	57
Discourse document analyses.....	57
Informed Consent.....	57
Limitations and Delimitations.....	58
Procedures.....	58

Individual interviews.....	58
Discourse document analysis.....	59
Data Analysis.....	59
Interview questions.....	60
Discourse document analysis.....	60
Results.....	60
Results of the Interviews with the Experts in the International Development Field.....	61
English language skills of listening, speaking, reading, and writing.....	61
Analytical skills.....	64
Project proposal writing.....	65
The United Nations Sustainable Development Goals (SDGs).....	66
The Results of the Interviews with Faculty Members.....	68
English skills essential for working in international development field.....	68
Instruction methods for English language acquisition and problem-solving.....	68
Scaffolding and group work.....	69
Project proposal writing.....	70
Content for PBL-based curriculum.....	70
Analysis.....	74
Integrating English Skills and Analytical Skills.....	74
Instruction Methods and Scaffolding.....	77
Project Proposal Writing and Contents/Problems.....	80
Document Analysis.....	82
The main elements.....	83
Writing style.....	83
Terminology.....	84
Criteria.....	85
Curriculum Design.....	96
Course Description.....	96
Goals and Objectives.....	97
Educational Implications.....	98

For Other Academic Disciplines.....	99
For Students with Lower Language Proficiency and Less Knowledge of Sustainable Development.....	100
For NGO Officers Other than Japanese.....	101
Conclusion.....	101
References.....	105
Appendix A: Checklist – Questions to ask while planning.....	118
Appendix B: Transforming Our World: The 2030 Agenda for Sustainable Development.....	120
Appendix C: Project document template – 11th Tranche of the Development Account.....	122
Appendix D: Interview questions – University Faculty Members.....	130
Appendix E: Interview questions – NGO Experts.....	131
Appendix F: Informed consent for research participants (Interviews of faculty members).....	132
Appendix G: Informed consent for research participants (Interviews of NGO experts).....	134
Appendix H: Main elements of the Development Accounts.....	136
Appendix I: Resource categories of the Development Accounts.....	138
Appendix J: Assessment – Identifying problems and underlying issues.....	140
Appendix K: Assessment – Developing objective.....	141
Appendix L: Assessment – Analyzing stakeholders.....	142
Appendix M: Assessment – Formulating the indicators of achievement.....	143
Appendix N: Assessment – Developing activities.....	144
Appendix O: Assessment – Identifying financial and human resources.....	145
Appendix P: Assessment – Simulation	146
Appendix Q: Course Syllabus.....	147
Appendix R: Lesson Plans.....	154
Figure 1: Developing a Project in a Language Classroom.....	26
Table 1: Types of Question Prompts Specific Question Functions and Examples for Supporting Different Processes of Ill-structured Problem-solving.....	21
Table 2: Approaches to Promote ESD and Corresponding PBL Characteristics.....	41
Table 3: Project Proposal Writing Process.....	46
Table 4: University Faculty Members Interview Results.....	71

Abstract

There is a connection between the educational methods used by teachers and the learning achievements attained by students. In search of effective educational methodologies, a number of instructional methods have evolved in the history of education. One of those methods, Problem-Based Learning (PBL), is considered effective for a wide range of academic learning. This paper presents the application of PBL to second language learning and curriculum development through project proposal writing. The curriculum integrates PBL as an instructional method, sustainable development as content, and project proposal writing as an instructional framework, responding to the needs of comprehensive development of English competence, problem-solving skills, and content knowledge of the target group of learners, NGO officers. Currently, there is no readily available course on a regular basis in Japan that offers the combination of English language learning, sustainable development, and project proposal writing through PBL. As part of a needs analysis, semi-structured interviews were conducted with university faculty members and NGO experts to determine what they considered an effective combination of instructional methodology, content, and framework for aligning English and content learning. Furthermore, in the needs analysis, actual project documents were analyzed to identify elements required for project proposals. Results indicated several essential factors that should be integrated into the curriculum. The four skills of English should be transferrable to the work of NGO officers, analytical and English skills should be integrated, sustainable development is a meaningful content for the curriculum, and project proposal writing is a viable educational framework. The criteria of the course, its goals and objectives, and its lesson plans were generated based on the findings in the literature review and the results of the needs analysis. Accordingly, a PBL-based curriculum was developed for NGO officers.

Project Proposal Writing through Problem-Based Learning for NGO Officers

Socrates used questioning to activate learners' latent knowledge, and Confucius emphasized the significance of engaging students in learning (Graaff & Kolmos, 2003). In search of effective educational methodologies, a number of instructional methods have evolved in the history of education. Problem-Based Learning (PBL) has developed as an innovative method that addresses the application of real-world issues to classroom learning (Graaff & Kolmos, 2003). PBL promotes the active involvement of students in learning (Moss & Van Duzer, 1998), as well as enables the acquisition of content knowledge, language proficiency, and problem-solving skills in an integrated manner (Beckett & Slater, 2005). Recent globalization has brought about the need for acquiring a commonly used language for global communication, and currently English serves as a predominant language for global communication in academic, economic, and political activities worldwide (Caswell, 2016). Sustainable development is one of the prevailing global issues and encompasses a wide range of problems that should be solved for the wellbeing of humanity (Sachs, 2012). Sustainable development also presents opportunities for learners to develop their academic skills, such as critical-thinking and problem-solving skills (Thomas, 2009). Project proposal writing can be an instructional framework to create synergy between language and content learning as it requires learners to deploy their content knowledge, language proficiency, and problem-solving skills. Until now, little effort has been undertaken to incorporate PBL, sustainable development, and project proposal writing in an integrated manner to design a curriculum for English language education. This Teaching and Learning Project aims to design a student-centered language curriculum based on PBL as a learning method, English as the target language, sustainable development as the content, and project proposal writing as an instructional framework.

Literature Review

PBL originated in the medical education at McMaster's University in Ontario, Canada as an alternative method to the then-trend of specialization in the medical field. The students engage in a self-directed learning process of analyzing a patient's problem, identifying their lack of the knowledge and information needed to solve the problem, and determining their learning-goals. They simulate the problem-solving procedures of a practicing physician and collaboratively work as a medical team to solve the problem. In this process, the students' learning turns out to be more practical and meaningful to them (Barrows & Tamblyn, 1980). In the application of PBL, a noteworthy shift occurs. The application of knowledge and skills in practice is recognized as more significant than storing information and facts by rote learning (Graaff & Kolmos, 2003). Following its successful implementation in the medical field, PBL has also established a prominent position in the educational approach used in the fields of economics, education, engineering, law, psychology, and architecture worldwide (Jonassen & Hung, 2008). PBL, thus, presents a promising possibility and opportunity that it can serve as an effective learning method for language education and for integrating language, content, and problem-solving skills.

This literature review examines how PBL can be applied effectively by addressing the theory and definitions underlying PBL and identifying the success criteria for the effective implementation of PBL. Next, it presents the application of PBL to English language education by utilizing practical implementation steps and examples, introduces contents appropriate for PBL by exploring prevailing sustainable development issues on a global scale, such as the United Nations Sustainable Development Goals, and explains project proposal writing by presenting discourse and language requirements as well as a project development process. Finally, it presents assessment approaches that are specific to PBL.

Theoretical Background of Problem-Based Learning

There is a connection between the educational methods used by instructors and the learning achievements attained by students (Graaff & Kolmos, 2003). PBL has evolved out of the belief that students learn effectively through the process of solving problems and obtaining solutions. Graaff and Kolmos (2003) claim that the teaching method and the depth and complexity of learning are inter-related as the student is expected to achieve a level of complex comprehension through the problem-based process that would be impossible to attain in conventional classes. Barrows and Tamblyn (1980) also assert that learning occurs when individuals solve a number of problems that they experience every day in the real world in addition to the learning that takes place in formal education settings. In this section, the theoretical basis underlying PBL and the definition of PBL are examined.

Theory underlying Problem-Based Learning. The primary theory underlying PBL is the social constructivist theory of learning advocated by Vygotsky (Simpson, 2011). The basic idea of constructivism is that “problem solving is at the heart of learning, thinking, and development. As people solve problems and discover the consequences of their actions - through reflecting on past and immediate experiences- they construct their own understanding” (Lamon, 2012, p. 1). The social constructivist theory of learning asserts that learning occurs through social interaction in the learner’s zone of proximal development (ZPD) addressed by Vygotsky, and thus places an importance on the role of social interactions.

ZPD is defined as "the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance or in collaboration with more capable peers" (Vygotsky, 1978, p. 86). ZPD refers to a situation where learners can perform at a higher level as a result of the support

provided by an interlocutor, and places an emphasis on how learners co-construct knowledge based on their interaction with interlocutors (Lightbown & Spada, 2013). Vygotsky studied the difference between the child's reasoning when the child was working independently and the child's reasoning when the child was working with a more competent individual. Vygotsky's findings suggest that children were able to perform at higher levels in learning environments that involved guided interactions that allow children to modify their conceptions through communication and interaction. He points out that the child gradually internalizes external and social activities, including communication, with more competent others. When students are assisted by more skilled or knowledgeable persons, such as teachers and peers, students can advance in terms of their ZPD (Atherton, 2005, as cited in Simpson, 2011). For example, students who learn a second language with their instructors who have a higher language proficiency or students who work together with their peers are most likely to reach a higher level of performance from the support and assistance that they receive (Ohta, 1995).

The assistance that is provided to students in achieving levels of learning that they cannot achieve by themselves is called scaffolding (Simpson, 2011). The concept of scaffolding is the essential component of the social constructivist theory. Scaffolding is defined as "the temporary assistance that teachers provide for their students in order to assist them to complete a task or develop new understanding, so that they will later be able to complete similar tasks alone" (Hammond & Gibbons, 2001, p. 3). Vygotsky points out that the upper limit in ZPD cannot be achieved without social interactive support from peers and teachers (Simpson, 2011). The concepts of scaffolding and social interaction are incorporated into the role of teachers as a facilitator as well as into collaborative group work and student-student interactions as an integral part of PBL (Simpson, 2011). In PBL, teachers interact with students by providing scaffolding, such as assisting students in gathering data and information as well as in solving problems. In addition, students are encouraged to collaborate

with each other in solving problems as well as sharing information, knowledge, and insight (Stoller, 2002). The roles of teachers and group work in PBL will be discussed in detail under the section “Success Criteria for the Implementation of PBL.”

The main theory underlying PBL addresses the learning achievements derived from the social interactions in which learners engage. Students can gain higher learning achievements in their ZPD with the support of scaffolding provided by teachers and peers. PBL, therefore, places significant importance on creating an interactive learning environment and providing scaffolding in order to guide students to maximum learning achievements in their ZPD through problem-solving.

Definitions of Problem-Based Learning. There are multiple definitions of PBL, including Project-Based Learning and Problem-Based Learning. Project-Based Learning and Problem-Based Learning are both rooted in John Dewey’s Project-Based pedagogy in the 1990’s that places an importance on curiosity in learning, learning and doing, as well as the problem-solving process (Roschelle, 1999). Dewey advocates the philosophy that students should be at the center of learning and teachers “should act as a facilitator of the learning process, guiding the student as he/she progressively develops as an independent learner” (Fernandes, 2014, p. 221).

In line with the philosophy of Dewey, Project-Based Learning is an inquiry-based instructional method and focuses on learning through the process of developing and completing projects. Project-Based Learning is defined as “a systematic teaching method that engages students in learning knowledge and skills through an extended inquiry process structured around complex, authentic (real-life) questions and carefully designed products and tasks” (Buck Institute for Education, as cited in English & Kitsantas, 2013, p. 130). Project-Based Learning engages students in learning through activities in which they learn collaboratively in a self-directed manner around authentic tasks and culminate in realistic projects (Bell, 2010). The project development process is organized into

identifying a theme for the project, determining the outcome of the project, structuring the project, gathering and synthesizing information, and presenting the final product of the project (Alan & Stoller, 2005). The project development process, thus, enables students to accumulate knowledge and develop skills applicable to the real world in a collaborative learning environment with their peers and teachers.

Similarly derived from the Project-Based pedagogy, Problem-Based Learning is defined as a learning method based on principle of using problems as a starting point for acquiring new knowledge (Barrows, 1996). It focuses on learning through solving problems and developing solutions to the problems. Problem-Based Learning is an instructional method in which students learn through problem-solving that focuses on a complex problem that might yield multiple solutions (Hmelo-Silver, 2004). The problem-solving process is organized into selecting or defining a problem, analyzing the problem, synthesizing the findings, and generating solutions (Farley, Erickson, & Daly, 2005). The problem-solving process allows students to optimize their learning achievements through interaction with their teachers and peers. While there are some differences between Project-Based Learning and Problem-Based Learning, there exist significant similarities between them (Kolodner, Camp, Crismond, Fasse, Gray, Holbrook, & Ryan, 2003). Both methods utilize authentic project or problems that are valued in the real world, employ student-centered collaborative and interactive learning, promote learning through processes, and develop a culminating output, such as a project outcome or a solution to a problem (English & Kitsantas, 2013). Therefore, Project-Based Learning and Problem-Based Learning are analogous to each other, and thus they are “collectively referred to as PBL” (English and Kitsantas, 2013, p. 129). Given the similarities between Project-Based Learning and Problem-Based Learning, the two learning methods are not distinguished in this project and refer to these methodologies collectively as PBL.

Success Criteria for the Implementation of PBL

The underlying theory and definition of PBL are reflected in the success criteria that should be incorporated into PBL-based curricula. The underlying theory places significant importance on the provision of scaffolding and the creation of an interactive learning environment. These two factors are mainly reflected in the criteria of the role of teachers and the role of group work. Furthermore, the similarities, namely the use of authentic problems or projects as well as student-centered approach, are integrated primarily into the criteria of the role of the problem and the role of students.

Role of teachers. In PBL, teachers serve as a facilitator. Dixon-Krauss (1996) asserts that from a Vygotskian perspective, the role of teachers is to facilitate the learning activities of students by providing scaffolding. Savery and Duffy (1995) also assert that the concept of ZPD and scaffolding as described by Vygotsky is an accurate presentation of the learning exchange and interaction between students and teachers, and learning occurs through and during the interactions between the teacher and the students. Teachers should decenter their role as a knowledge source by acting as a facilitator (Barrows, 1992; Duffy & Cunningham, 1997, as cited in Abdullah, 1998). For example, a teacher assumes the role of guiding students by creating opportunities for interaction and learning exchanges primarily through challenging students' knowledge, thinking, rationales, and logic through asking questions, such as "*What do you think that means?*" and "*What are the implications of that?*" Barrows (1992) suggests that the teacher should refrain from expressing their own opinions and influencing students' opinions in order to encourage students to reach their own solutions. One of the PBL concepts that differentiate PBL from other task-based methods is that teachers facilitate learners' learning processes rather than provide the instructions of content and solutions to problems.

The facilitating role, therefore, is critical for the successful implementation of PBL. Barrows (1992) explains the importance of the facilitator's role in PBL:

The ability of the tutor to use facilitory teaching skills during the small group learning process is the major determinant of the quality and the success of any educational method aimed at 1) developing students' thinking or reasoning skills (problem-solving, metacognition, critical thinking) as they learn, and 2) helping them to become independent, self-directed learners (learning to learn, learning management). Tutoring is a teaching skill central to problem-based, self-directed learning. (p.12)

The degree to which a teacher can effectively facilitate students' learning in PBL is one criterion that determines the success of learning in a PBL course.

Role of learners. In PBL, students are active participants in their learning (Hmelo-Silver, 2004). PBL is a student-centered learning method with minimum instruction provided by the teacher, and the majority of learning activities are conducted in groups of students (English & Kitsantas, 2013). In PBL, students firstly define an ill-structured problem. Ill-structured problems are authentic in nature, contain multiple alternative solutions to the problem, and require additional sets of information to solve the problem (Hmelo-Silver, 2004). After defining an ill-structured problem, students identify and obtain the information, knowledge, and skills that they need in order to solve the problem; apply them to solving the problem and developing solutions; and assess their learning achievement and the effectiveness of the strategies they employed in solving the problem. Through this process, students acquire the essential knowledge and skills for solving ill-structured problems. They include how to deal with uncertain and incomplete information, how to accumulate content knowledge, how to communicate effectively through oral and written communications, how to work with stakeholders who are involved in the defined ill-structured problem and influential for solving it, and how to solve complex ill-structured problems (Caetano, Quadrado, Cardoso, &

Felgueiras, 2015; Watson, 2001). As a result, students can develop “flexible knowledge, effective problem-solving skills, self-directed learning skills, effective collaboration skills, and intrinsic motivation” (Hmelo-Silver, 2004, p. 235). The degree to which students actively participate in their learning, achieve knowledge and skills through the problem-solving process, and become independent learners is one criterion to determine their success in PBL.

Role of problems. The role of problems is to serve as a tool or guide for students to achieve the content knowledge and skills required for solving problems and reaching solutions (Barrows, 1996). A problem is defined as “a situation in which you are trying to reach some goal, and must find a means for getting there” (Chi & Glaser, 1985, p. 229). The characteristics of ill-structured problems are (Othman & Shah, 2013):

- (1) contain multiple solution paths;
- (2) change as new information is obtained;
- (3) contain content that is authentic to the discipline;
- (4) generate interest and controversy and cause the learner to ask questions;
- (5) prevent students from knowing that they have made the “right” decision;
- (6) require more information for understanding the problem than is initially available;
- (7) be open-ended and complex enough to require collaboration and thinking beyond recall. (p. 127)

An example of an ill-structured problem that can be used in a PBL class is illustrated below.

You are tasked with shepherding Education programs through the budgetary process, seeking to maximize the amount of resources available to spend on education. You must negotiate with members of your group to convince them that education is a priority deserving funding increases. You are also to show them places in the budget from which you think this money to fund your proposal should come. To prepare your case, you should familiarize yourself with the current status of education in the United States as well as the federal government's efforts

to strengthen the education of America's children, including but not limited to the following educational areas: education for those with special needs, job training, and school modernization. Within your individual memo and for the presentation, you should be prepared to discuss what could be done with additional funding towards improving education. You should also be able to discuss what would happen if federal funding for education was to decrease. (Williamson & Gregory, 2010, p. 294)

With regard to the first characteristic of the ill-structured problem, this sample problem contains multiple alternative solutions, depending on the funding situation, such as an increase or a decrease in funding. In addition, the focus of problem-solving presents at least four alternative paths, namely education for those with special needs, job training, school modernization, or any combination of them. Referring to the second characteristic, a change in the direction of the solution path might be required once a new decision on funding takes place. As for the third characteristic, education issues are authentic to multiple academic disciplines, such as education, medicine, political science, sustainable development, and the like. With respect to the fourth characteristic, the complexity of the problem caused by various stakeholders, such as national and local governments, international communities, educators, parents, and students, as well as by the issues of financial resource requirements, would create controversies and uncertainties that cause students to seek additional information, ask questions, share information and knowledge, and negotiate to understand the problem better and to develop effective solutions to the extent possible, as referred to by the sixth and seventh characteristics. In PBL, problem scenarios emphasize the process of developing or finding solutions rather than learning solutions per se. In addition, regarding the fifth characteristics, the complex aspect of the problem requires students to think of the possibility of a number of alternative solutions rather than to single out the “correct” solution.

Ill-structured problems, due to their complexity, provide efficient learning opportunities for students to think of alternative solutions and rationalized arguments to justify the solutions they reached (Hmelo-Silver & Barrows, 2006). The complexity of ill-structured problems also necessitates students to collaborate and interact to exchange information, knowledge, and skills to reach solutions.

Role of group work. Group work is defined as “group members working together to accomplish shared goals” (Gillies, 2007, p. 246). According to Kagan (1989), collaborative work is a teaching arrangement in which is a small heterogeneous group of students working together in order to achieve a shared goal. Group work, thus, provides students and teachers with a learning environment where students exercise the role of learners in solving ill-structured problems in a collaborative manner, and teachers fulfill the role of a facilitator by providing scaffolding in helping students solve ill-structured problems. Working in groups, therefore, students learn to exchange and share information necessary to solve ill-structured problems by raising and answering questions with each other, sharing research findings, and discussing and negotiating solutions. They also learn to formulate and evaluate possible solutions in a collaborative manner throughout problem-solving processes (Boothe & Vaughn, Hill, & Hill, 2011). Group work, thus, facilitates learning through creating interaction and communication in line with the theory underlying PBL, namely Vygotsky’s Zone of Proximal Development (ZPD).

Kagan Structures. Kagan Structures can be utilized for establishing cooperative learning in order to ensure the most advantageous environment for PBL. Kagan Structures are “instructional strategies designed to promote cooperation and communication in the classroom, boost students' confidence and retain their interest in classroom interaction” (Kagan, 2009, p. 1) and are developed for the purpose of increasing students’ engagement in learning activities and cooperation. Kagan

Structures address the four basic principles of cooperative learning, namely positive interdependence, individual accountability, equal participation, and simultaneous interaction (Kagan, 2009).

Firstly, positive interdependence consists of two dimensions, namely positiveness and interdependence. Positiveness indicates a positive relation of individual student's outcome with the collective outcome of students, and interdependence refers to the situation where students help each other and produce results. Teachers create learning environments where a student's positive achievement benefits other students. Positive interdependence, thus, takes place when gains obtained by individuals and by teams are positively linked through mutual support. Where positive interdependence exists, students can work for mutually positive outcomes.

Secondly, individual accountability refers to three components, namely individual, public, and performance, and all of them have to be fulfilled to attain individual accountability. Teachers create activities that involve every student in a class to make an individual as well as public performances or presentations with the class. Individual accountability, therefore, occurs when each student in a group is accountable for completing the task for which he or she is responsible, contributes to the group work, and performs activities publicly. Individual accountability ensures the engagement of all students in the class.

Thirdly, equal participation promotes the equality of participation among students. Teachers can structure activities in which each student participates and contributes equally. Such activities can involve students who otherwise might not become actively engaged. Equal participation, thus, occurs when each student of the group is entrusted with an equal share of responsibility. Equal participation ensures the equalized engagement of all students in the class.

Fourthly, simultaneous interaction focuses on each student's amount of engagement in two main forms, namely interaction and simultaneous interaction. Interaction takes place when students

are engaged in pair work or individual writing whereas simultaneous interaction occurs when activities are designed to enable multiple students to engage and interact at a time. Simultaneous interactions, thus, increases active engagement and the level of participation per student.

With Kagan Structures in place, no student is left out or behind, and the active engagement of each student is optimized. The four principles of Kagan Structures are essential for ensuring successful and equitable group work and, thus, should be taken into consideration when implementing effective group activities in PBL.

Forming groups. In forming groups, it is critical to assess whether students would perform better in self-selected groups, instructor-formed groups, or randomly selected groups. There exist three views, namely instructor-formed heterogeneous groups (Boothe et al., 2011), self-selected groups based on students' interests (Haines, 1989), and randomly selected groups (Bernard & Lundgren-Cayrol, 2001). According to Boothe et al. (2011), the students with high language proficiency and problem-solving capability are likely to contribute to the outcomes of group work; however, they might dominate group activities, leaving little room for other reticent students to contribute. As a consequence, the reticent students might perceive group work as overly challenging for them to engage in. Therefore, "groups need to be heterogeneous, balanced, and composed of members with high and low abilities, diverse ethnic backgrounds, genders, and language abilities" (Boothe et al., 2011, p. 2). Accordingly, when there are significant gaps in language proficiency and problem-solving capability among the students, the instructor-formed heterogeneous groups would be more effective.

On the other hand, students are frequently requested to self-select into groups in class. The advantages of self-selected groups include that students tend to be more comfortable and motivated when they are allowed to self-select group members (Brookfield & Preskill, 1999), and self-selected groups would be more effective for short-term tasks as they are most likely to know each other

already and start working immediately without requiring time to know each other (Bacon, Steward, & Silver, 1999, as cited in Oakley, Felder, Brent, & Elhaijj, 2004). Furthermore, in the case of students at the post-graduate level, the groups can be formulated among the students with similar academic interests and backgrounds so that they function efficiently in sharing knowledge and information as well as in achieving outcomes (Davidson & Worsham, 1992). Arguments against self-selection include the lack of balance and diversity in groups in terms of academic ability and resources (Oakley et al., 2004), and as a consequence groupthink and generating alternatives might be negatively affected in self-selected groups because of their potential lack of diversity (Davidson & Worsham, 1992). Lastly, the research that Bernard and Lundgren-Cayrol (2001) conducted suggests that the students in the group randomly assigned perform and function better in collaborative activities than the students in the self-selected groups when the low facilitators' intervention is provided.

PBL aims at learning through solving ill-structured problems. The success criteria, namely the role of problems, the roles of teachers and students, and the role of problems collectively and mutually inclusive, serve to create maximum possible interactions and communication where students can gain optimal learning achievements in accordance with the primary theory underlying PBL, which is social constructivism as advocated by Vygotsky (Simpson, 2011). These criteria, therefore, play a decisive role in whether or not a PBL-based curriculum is successful for helping students optimize their learning achievements.

Solving Ill-structured Problems

The theory underlining PBL and the success criteria suggest that learning occurs when students solve complex and authentic problems in a collaborative learning environment where students are

involved in interactions and communication supported by scaffolding. This section, therefore, addresses PBL implementation with a focus on problem-solving procedures and scaffolding provisions.

Problem-solving is defined as “a process of understanding the discrepancy between current and goal states of a problem, generating and testing hypotheses for the causes of the problem, devising solutions to the problem, and executing the solution to satisfy the goal state of the problem” (Hung, Jonassen, & Liu, 2008, p. 1). In PBL, solving complex real-world problems is a critical component of learning. Thomas (2009) points out that “abstract concepts are made more meaningful through their use in solving or improving a current problem relevant to the student and/or society” (p.256). Students, however, often lack the ability to solve complex, real-world problems, and thus engaging in ill-structured problem-solving is a challenge as well as a learning opportunity for students. In this regard, Feltovich, Spiro, Coulson, and Feltovich (1996, as cited in Ge & Land, 2003) point out two deficiencies in learning ill-structured problems, namely knowledge transfer and misconception. Students might face increasing difficulties in transferring or applying their existing knowledge to solving new problems because of the degree of complexity of ill-structured problems. Furthermore, students encounter challenges to comprehend ill-structured problems and might misconceive them in proportion to the complexity of ill-structured problems. Scaffolding, thus, should be provided to students during problem-solving processes (Ge & Land, 2004). The ill-structured problem-solving process with corresponding scaffolding can be used in PBL (Ge & Land, 2003), and teachers should exercise their central role of providing students with sufficient scaffolding.

Scaffolding. The concept of scaffolding is fundamental to the social constructivist theory of learning. Vygotsky suggests that optimal learning results when scaffolding is provided and students are able to operate within their ZPD (MacDonald, Daugherty, & Stroupe, 2008). In the context of education, instructional procedures can be utilized as scaffolding to empower students to solve

problems, perform tasks, and accomplish goals that would be beyond their unassisted achievements as well as attain a higher ZPD (Ge & Land, 2004). Such instructional procedures can be tools, such as procedural prompts (Bereiter & Scardamalia, 1985); techniques, such as explanation, questioning, and modeling (Rosenshine & Meister, 1992, as cited in Ge & Land, 2003), reciprocal teaching (Palincsar & Brown, 1984); and guided cooperative questioning (King, 1994).

Reciprocal teaching is a reading technique for promoting the reading comprehension of students. In reciprocal teaching, an instructional activity in the form of dialogues between students and teachers can be conducted to construct the meaning of text. A reciprocal teaching can provide students with four reading strategies in order to support comprehension, namely “questioning, clarifying, summarizing, and predicting” (Mcleod, 2007, p.5). The purpose of reciprocal teaching is to facilitate group efforts between students and teachers as well as among students in the activities in assigning meaning to the text. It is considered a successful method to improve listening as well as comprehension (Brown & Palincsar, 1989).

In guided cooperative questioning, students are asked a set of thought-provoking questions, such as "*What are the strengths and weaknesses of...?*," "*What would happen if...?*," and "*Why is...important?*" to formulate their own questions on their study materials (King, 1994, p. 340). Subsequently, the students ask their questions and answer each other's questions in small groups or pairs. According to King (1994), the students who engage in guided cooperative questioning outperform the students who simply discuss the material and the students who engage in unguided cooperative questioning with respect to the comprehension of the material.

The use of question prompts. The use of question prompts in scaffolding confirms that interactive communication between teachers and students with the use of questions and follow-up questions is an essential way of scaffolding students in order to enhance students' understanding of themes (Simpson, 2011). When students engage in interactive communication with the help of

question prompts, they are reinforced to learn and achieve more within their ZPD. Question prompts include elaboration prompts and reflection prompts (Simpson, 2011). Elaboration prompts are designed to elicit explanations from students and have them articulate their thoughts. Elaboration prompts include “*What is a new example of...?*” and “*How does... affect...?*” Reflection prompts stimulate reflection that students do not consider unless they are asked (Davis & Linn, 2000, as cited in Ge & Land, 2003). Reflection questions, such as “*What is our plan?*” and “*Have our goals changed?*,” help students to self-monitor their problem-solving processes (King, 1991, as cited in Ge & Land, 2003).

For the successful implementation of PBL, the effective problem-solving skills, and scaffolding, such as the use of question prompts, can play an essential role to help students facilitate problem-solving procedures.

The stages of ill-structured problem-solving process. According to Ge and Land (2004), scaffolding should be provided for each stage of ill-structured problem-solving process, namely the problem representation process, the solution development process, the argument construction process, and the monitoring and evaluation process.

The problem representation process. The problem representation process involves defining problems, and thus, requires the examination and development of the understanding of the problem (Chi & Glaser, 1985). The key to solving an ill-structured problem lies in developing solutions to eliminate its causes by enumerating and identifying causes contributing to the problem (Chi & Glaser, 1985). Students, therefore, examine the initial state of the problem and identify the primary causes contributing to the problem (Ge & Land, 2003). When students do not possess sufficient information required to understand and interpret the problem as well as to identify the primary causes, students are required to recall their prior knowledge to fill in the missing information and

knowledge. At the same time, they need to search for new information and knowledge required to understand the problem and its contributing causes.

During this process of problem-solving, asking elaboration questions is effective for providing students with scaffolding (Ge & Land, 2003). Elaboration questions help students activate their prior knowledge, expand and clarify their explanations from their prior knowledge, and elaborate on their thoughts and understanding of the problem (King, 1992, as cited in Ge & Land, 2003). An elaboration question, such as “*What are the constraints or risks?*” can lead students to recognize the substantive aspects of the problem and help them isolate major causes contributing to the problem (Ge & Land, 2003). Elaboration questions also include “*What information is missing?*” and “*Why is it ...? Please explain.*”

The solution development process. Once the problem and its causes are represented, solutions can be found or developed through eliminating the causes contributing to the problem and establishing procedures for implementing solutions (Ge & Land, 2003). The solution development process, thus, involves finding the means to eliminate the causes and developing procedures for implementing the means to solve the problem (Chi & Glaser, 1985). While developing solutions, students are required to find facts and evidence that support their solutions because the ill-structured problem presents various alternative solutions (Sinnott, 1989, as cited in Ge & Land, 2004). In addition, peer-interactions guide students to cooperatively generate effective solutions from various alternative solutions suggested by multiple students with different perspectives, knowledge, and backgrounds (Webb & Palincsar, 1996, as cited in Ge & Land, 2004).

Questions serve to direct students’ attention to recalling their prior experiences and existing knowledge and help them to identify or develop solutions that would eliminate the causes and generate strategies to implement solutions (King & Rosenshine, 1993, as cited in Ge & Land, 2004). Jonassen (1997) points out that questions can prompt students to recall the solutions applied to

similar previous problems that might be applicable to solving the present problem. Questions, such as “*Are there alternative solutions?*” and “*What is your reason for selecting that solution?*” would encourage students to consider a wider range of alternatives solutions for identifying and developing effective solutions (Ge & Land, 2003).

The argument construction process. The argument construction process involves both the problem presentation and solution development processes (Ge & Land, 2004). Ill-structured problems are characterized by complexity, require additional information that is not initially available for interpreting the problem, and present the possibility of multiple solutions. Therefore, constructing viable, rational, and defensible arguments is an integral part of determining the best course of action, assessing the rationales and feasibility of alternative solutions, and supporting the selected solutions (Jonassen, 1997). Ge and Land (2003) point out that students often do not initiate constructing arguments to rationalize their proposed solutions unless they are prompted. Therefore, questions that elicit explanations and rationales would lead students to construct and demonstrate rationales and justifications during the argument construction process (Chi & Glaser, 1989, as cited in Ge & Land, 2003), as well as to construct arguments on how, why, and when to employ solutions or alternative solutions (Lin & Lehman, 1999). In addition, peer-interactions would generate a learning environment where students could challenge and argue with each other in order to test out the validity and viability of their suggested solutions (King, 1994).

Elaboration questions, such as “*Can you explain why you selected that solution?*” and “*Why did you decide to focus on that goal?*”, would be effective in assisting students to generate viable arguments.

The monitoring and evaluation process. The monitoring and evaluating process in ill-structured problem-solving guides students to monitor the selection of solutions, assess alternative solutions, and justify the selection of solutions (Sinnott, 1989, as cited in Ge and Land, 2004).

Students can utilize question prompts as a checklist to re-evaluate the validity of their representation of the problem, the viability of the solutions, and the effectiveness of their arguments (Ge & Land, 2003). This process, thus, plays a critical role in solving ill-structured problems. Without facilitation, students might not necessarily monitor and evaluate their problem-solving due to the lack of knowledge and skills of how to monitor and evaluate (Ge & Land, 2004). Question prompts, therefore, help student monitor and evaluate their problem-solving processes.

Effective question prompts for this process include “*What are the pros and cons of this solution?*”, “*Are there alternative solutions?*”, “*Have I thought about alternative solutions?*”, “*Have I taken into account the perspectives of different stakeholders?*”, and “*Have I identified all the constraints?*” (Ge & Land, 2004).

According to Ge and Land (2004), various types of questions should be asked in order to solicit relevant responses from students at each problem-solving stage. Ge and Land (2004) suggest specific types and question prompts for scaffolding at different stages in the ill-structured problem solving process, as shown in Table 1.

Table 1

Types of Question Prompts Specific Question Functions and Examples for Supporting Different Processes of Ill-structured Problem-solving

<i>Problem Solving Process</i>	<i>Type of Question Prompt and Specific Function</i>	<i>Examples</i>
Problem representation	Elaboration prompts: • Elaborating thoughts	<ul style="list-style-type: none"> • What information is missing? • How are interrelated to each other? • What do you think are the primary factors of this problem?
	• Eliciting explanations	<ul style="list-style-type: none"> • Why is it ...? Please explain. • What does... mean?
Generating or selecting solutions	Elaborating prompts: • Elaborating thoughts	<ul style="list-style-type: none"> • What should the system do? • What consequences are likely to occur if...
	• Eliciting explanations	<ul style="list-style-type: none"> • Explain how you proposed system works. • How is this approach compared with the other one?
Making justifications	Elaboration prompts: • Inducing reasoning	<ul style="list-style-type: none"> • If you..., can you explain why you took that approach? • What is your chain of reasoning for selecting that solution?
	• Prompting for justification	<ul style="list-style-type: none"> • Do you have evidence to support your solution? • How do you justify your decision?
Monitoring and evaluating	Reflection prompts: • Monitoring and evaluating	<ul style="list-style-type: none"> • What are the pros and cons of the solution? • Have I thought about alternative solutions? • Have I identified all the constraints? • Have I taken into account the perspectives of different stakeholders? • Am I on the right track? • What would be the side effects?

Note. From “A conceptual framework for scaffolding ill-structured problem- solving processes using question prompts and peer interactions,” by G. E. Xun and S. M. Land, 2004.

PBL is characterized by learning through solving ill-structured problems in ZPD in accordance with the social constructivism advocated by Vygotsky (Simpson, 2011). The concept of ZPD emphasizes the necessity of utilizing effective scaffolding in order to facilitate students’

learning achievements, by optimizing interactions and communications among students and teachers. Solving ill-structured problems involve the four processes of problem representation, solution development, argument construction process, and monitoring and evaluation. Question prompts, such as elaboration prompts and reflective prompts, serve as an essential scaffolding to help students solve ill-structured problems and develop the best possible solutions throughout the problem-solving process, leading them to higher levels of learning achievement.

Application of Problem-Based Learning (PBL) to Foreign/Second Language Instruction

Vygotsky's social constructivism advocates that learning is integrally linked to communicative interactions with others (Board, 2013), and the constructivist view asserts that language learners should develop their understanding of the language use by engaging in language activities in real life and not by learning the lists of rules (Abdullah, 1998). Dewey argues that schools should incorporate real-world problems into the curriculum (Board, 2013). Hutchinson (1987, as cited in Rousova, 2008, p.20) asserts that "languages are learnt most effectively when we use them to solve problems. Problems make us think and we learn by thinking". Stoller (2002) suggests that PBL should be viewed as:

a versatile vehicle for fully integrated language and content learning, making it a viable option for language educators working in a variety of instructional settings, including general English, English for academic purposes (EAP), English for specific purposes (ESP), and English for occupational/vocational/professional purposes. (p. 109)

Furthermore, "language skills become a means to content learning, and should be regarded as tools that should be practiced in tandem with – and in equal significance to – conceptual content learning" (Wright, 2015, as cited in Rillero, Koerner, Jimenez-Silva, Merritt, & Farr, 2017, p. 5). As these

authors have asserted, PBL presents a potential for creating meaningful opportunities for teaching/learning language skills and content knowledge as well as reflecting language skills in content learning. Moreover, Larsson (2001) suggests the possibility of collaborating with other academic subject faculties and creating a “joint venture” course, aligning language and academic subjects. This approach would enable students to apply the target language that they are learning to their academic subjects. This section, thus, addresses the benefits of adopting PBL to second language instruction, the challenges in its application, and a framework for second language instruction based on PBL.

The benefits of adopting PBL to second language instruction. PBL is an instructional method that can actualize the integration of language and content learning. The benefits of adopting PBL in the second language instruction are multifaceted. One benefit of adopting PBL is that by focusing on real-world issues, the interactions in the target language in classrooms turn out to be more authentic and meaningful than interactions produced during activities, such as assigned role plays or the repetition of dialogues. According to Belcher (1999), the access to the second language is “most effectively provided by exposure to authentic texts, examples of genuinely communicative language use, rather than materials created solely for pedagogical purposes (such as the traditional language drills, fill-in-the-blank exercises, and invented dialogues still found in many language textbooks)” (p. 254). By designing a language course centering on real-world problems, the language course reflects learning the language as used in the real world (Larsson, 2001). By posing real-world problems to students, therefore, teachers can bridge the gap between the language used in the real world and the language taught at school, as well as facilitate the content learning in the target language (Board, 2013). Such learning motivates and encourages students to “go beyond the minimum standards of involvement” (Díaz-Rico, 2004, p. 1) and is “much more effective than teaching the language exclusively as a foreign language” (Larsson, 2001, p. 3).

Another benefit is that PBL allows students to learn the target language by using it (Mathews-Aydinli, 2007). PBL places language learning in real-world problem-solving. Throughout the problem-solving process, students need to use the target language in order to undertake various communicative activities, such as to gather and communicate information, express opinions, present findings, negotiate, document discussions and decisions, and reach solutions. While conducting these activities, students learn rules of grammar, conventions of social language use, and more vocabulary as well as they learn to listen, speak, read, and write effectively (Abdullah, 1998). “They construct an understanding of language as it is used in real-world contexts” (Abdulah, 1998, p. 3).

Yet another benefit in applying PBL to second language instruction is that students can improve their proficiency of the target language through a number of interactions and communications that take place while solving problems (Mathews-Aydinli, 2007). The complexity of ill-structured problems necessitates students to collaborate and interact to exchange information, knowledge, and skills to develop solutions. Thus, the process of solving ill-structured problems require students to act, communicate and interact with each other (Larsson, 2001). To further increase the effectiveness of these interactions, senior students who have a better command of the language can provide scaffolding, as a peer tutor, to help other students improve their language proficiency (Larsson, 2001).

Finally, culminating outputs in PBL, such as project proposals, can be used as evidence of success and accomplishment of language and content learning (Beckett, 2002). Solving the real-world problem provides students with opportunities to learn the content knowledge required for solving problems and developing solutions that can be valued in the real world (Barrows, 1996). Developing culminating outputs, thus, requires students to deploy the language skills and content knowledge that they have acquired in the PBL-based course.

Second language instruction based on PBL provides students with opportunities to learn meaningful and authentic language used in the real world, to learn the target language by using it in the process of problem-solving, to access a number of interactions and communications that facilitate language acquisition, and to use the culminating outputs as the evidence of their language improvement.

A framework for second language instruction based on PBL. Stoller (2002) has developed a model with a 10-step sequence for the implementation of the PBL approach, Project Work, for language teaching. “Project Work is problem-based by definition” (Graaff & Kolmos, 2003, p. 659). The model provides a structure for designing meaningful projects that promote content learning and language instruction necessary for content learning (Stoller, 2002). The language instruction helps students accomplish their projects successfully in the target language because of its close relevance and immediate applicability to the projects. The main features of Project Work include a focus on content learning in a student-centered, cooperative approach rather than a competitive approach with the use of small group activities; the integration of language skills in processing and synthesizing information; the production of a culminate output to assess the achievement of students’ cognitive ability and language skills (Stoller, 2002). The 10 steps are shown in Figure 1.

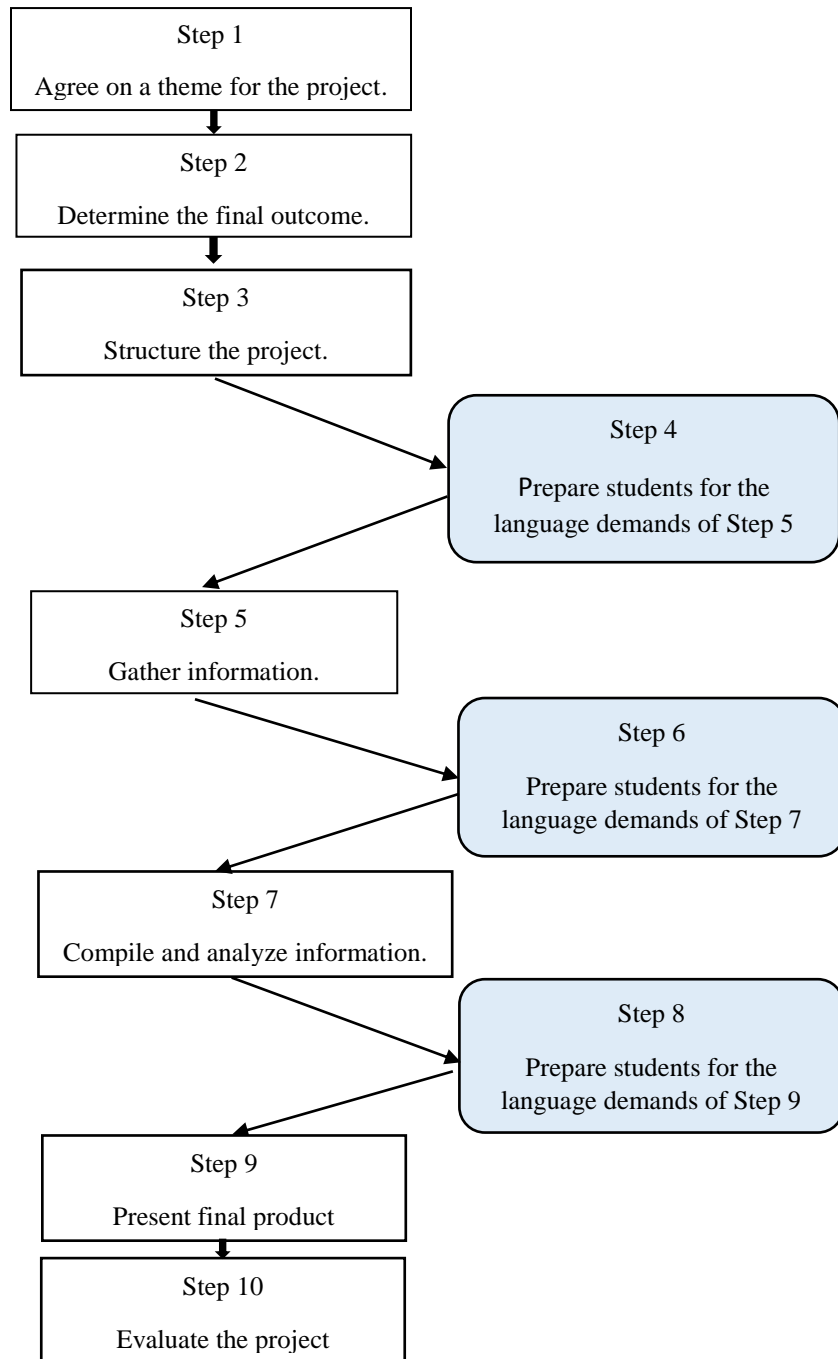


Figure 1. Developing a Project in a Language Classroom. The flow of project development process incorporated language demand sessions. Adapted from “Project work: A means to promote language and content” by F. Stoller, 2002, *Methodology in language teaching: An anthology of current practice*, p. 110.

The 10-steps in Stoller's model can be categorized into three major stages: preliminary preparation, information gathering and analyzing, and reporting and assessing.

Preliminary preparation. Before launching the project, the teacher should consider preparatory questions, as listed in Appendix A, to optimize the outcome of the project (Alan & Stoller, 2005). In Step 1 of Stoller's model, students select a project theme and build a sense of ownership in the project from the inception of the project. The theme can be any issue relevant to local issues related to their own school, community, or country, or it can be a global issue of their interest, such as international terrorism, environment, health, or education. Lead-in activities can be introduced to arouse students' interests, such as showing films, presenting mock activities, or inviting guest speakers. In Step 2, the students determine the form of a culminating product and guest participants. The form of the culminating product may include a debate, an oral presentation, and/or a written report. The guest participants can be external participants, such as experts in a specific field related to the project, professors, or community representatives who can participate in and contribute to the development and implementation of the project. In Step 3, the students and the teacher structure the body of the project, having completed the beginning and ending of the project. This process involves designing activities required to complete the culminating product, and these activities integrate both independent and collaborative work. The students form small groups for undertaking collaborative work, and they determine what role each student assumes in the process of accomplishing the activities, such as a coordinator, a presenter, and a rapporteur and each group member's job responsibilities, such as collecting specific information, interviewing experts and the like. These decisions and assignments often depend on the nature of the project the students are engaged in.

Information gathering and analyzing. In Step 4, the teacher provides students with instructional activities for information gathering activities in order to respond to the language

demand for information gathering in Step 5. If the students gather information through interviews, the teacher arranges instructional activities for conducting interviews, such as role-plays, asking questions, and requesting clarifications. In the case that the students conduct a library research to collect information and materials, the teacher might review the library research procedures and organize data collection activities. In Step 5, the students gather information and data as determined and practiced in Step 4. The students might arrange interviews with the professors who could provide useful information for the project or they might search for and contact organizations that would help them with their project. For information gathering, they might visit a library to find out articles, books, and newspapers. In this step, the teacher might provide additional information and materials, such as audiovisuals, in order to provide effective scaffolding. In Step 6, the students learn language skills required to compile and analyze the data and information collected in Step 5. The teacher might introduce graphic representations, such as charts and grids that might highlight the critical information or relationships among data and information. In Step 7, they compile and analyze the information and data, and they decide what to retain and what to discard with the use of organizing tools, such as graphic organizers. They evaluate the data and information and keep the relevant and critical data and information for completing the project.

Reporting and assessing. Upon the completion of steps one through seven, in Step 8, the students engage in language-improvement activities, such as skills development for an oral presentation to prepare for the presentation of the project in Step 9. In Step 9, the students present their final product in line with the form of the culminating product that the students determined in Step 2. If guests are invited, they can participate in the activities envisaged in this step. Debates and presentations can be recorded or videotaped so that the students can review or assess their performances at a later stage. Finally, in Step 10, the students reflect on the content knowledge and the language proficiency acquired through the project as well as share suggestions for improving the

project. They might reflect on the language they acquired through the project development process, the content they learned regarding the theme, the steps they followed to accomplish the activities contained in the project, and the effectiveness of their culminating output. The students might be requested to reflect on how they might proceed differently or address any suggestions they wish to incorporate into future projects. Through the reflective activities, the students are provided with opportunities to recognize what they have learned, and the teacher could benefit from the suggestions and insights provided by the students for future classroom projects.

Stroller's model follows the project development process and presents a framework for second language instruction. The model establishes the link between language learning and the language needs of the students in their real lives, including their community and global issues of their interest. The model can bridge the gap between the language used in the real world and the language taught at school by posing real-world matters to students. It also allows the students to produce tangible output that can serve as the evidence of their accomplishment of language and content learning (Beckett, 2002).

English language four skills development in PBL. PBL encompasses an integrated approach to four core English skills: listening, speaking, reading and writing (Foss, Carney, McDonald, & Rooks, 2008; Rillero et al., 2017). In PBL learning environments, students engage in “discussion, debate, and controversy, and in which intellectual curiosity is the driving force for student learning” (Allen et al., as cited in Boothe et al., 2011), and students are given opportunities to learn to think critically, become constructors of knowledge with active interactions, and develop solutions for real-life problems (Jaleniauskieno, 2016). PBL curricula provide students with opportunities to practice listening, writing, and speaking skills, including negotiation and presentation skills (Harkness 2004, as cited in Williamson & Gregory, 2010; Moss & Van Duzer, 1998). MacDonald et al. (2008) suggest a working definition of an integrated curriculum as

an integrated curriculum is a cognitive learning approach in which the four primary language skills (speaking, listening, reading, and writing) are interwoven through thematic content, facilitated through learning strategies, and synthesized in a culminating activity in which students must respond in written and/or spoken form to information gained from multiple sources (i.e. a reading and/or listening), using critical thinking skills to compare and contrast, show cause and effect, or otherwise confirm some relationship between the differing sources of information. (p. 75)

In the PBL setting, four language skills can be utilized in an integrated way since students are provided with opportunities to apply the four language skills in situations authentic to them, and language instruction turns out to be effective because of the immediate relevance and applicability of the four skills to real-life problem-solving. Furthermore, the language lessons for specific language skills, such as discussion, negotiation, formal speaking, and the like, can be incorporated in the curricula, as suggested in the afore-mentioned Stroller's PBL model.

Listening comprehension skills development in PBL. One language skill that can be developed through PBL is listening comprehension. Listening is an active process where listeners strive to comprehend vocabulary and grammar rules, retain contents, and interpret contents within the immediate and the larger sociocultural contexts (Vandergrift, 1999). A significant proportion of listening in real life, as in PBL, is interactive. Except eavesdropping, media input, and speeches, listening efforts are directed mainly towards a two-way process of listening and speaking in groups and face-to-face conversations (Brown, 2004). According to Vandergrift (2002), interactional listening is two-way and highly contextualized, engaging in interaction with speakers. Interactive listening involves comprehension and production (Saha & Talukdar, 2008). In PBL, the majority of listening is interactive in nature as PBL utilizes problem-solving activities in real-life and collaborative group settings that engage students in a great deal of interactive communications, such

as discussions, negotiations, as well as question and answers. These interactive activities conducted in PBL provide students with many opportunities to practice and improve their interactive listening competence.

Speaking skills development in PBL. Speaking is another language skill that can be developed in PBL. Boothe et al. (2011) point out that PBL engages students in controversy, debate, and discussion. In PBL, students are provided with numerous opportunities to develop their debate, discussion, negotiation skills as well as skills using formal speaking. Students can develop their discussion skills through the problem-solving process. Discussions provide opportunities for students to develop their communicative competence, as well as reasoning and thinking skills (Goh & Burns, 2012). Moreover, discussion activities encourage “creative language production” (p. 173) that enhances their students’ capacity to speak, particularly in small groups and in pairs (Humphries, Burns, & Tanaka, 2015). Prompts or scenarios that are taken from real-life situations offer motivating contexts for learners to use language to communicate (Goh & Burns, 2012). These prompts include “*How can English language help you advance in your career?*” and “*Which country is the best place to study English?*” Furthermore, through discussions, students can develop specific speaking techniques, namely initiating, maintaining, and ending conversations; taking turns; directing conversations; clarifying meanings; and changing topics (Goh & Burns, 2012). Students, thus, can enhance their discussion skills through the process of problem-solving and small group activities.

Also through PBL, students can develop their skills to negotiate meaning. Negotiation of meaning can be learned and developed through group activities (Gaskaree, Mashhady & Dousti, 2010). Collaborative group work is one of the PBL’s characteristics. Negotiation of meaning is a process in which speakers try to understand each other clearly. The process of negotiating meaning

leads students to improve their control of language form and meaning, resulting in more awareness of the target language forms to be acquired, the effective modifications of original outputs, and the development of metalinguistic knowledge (Swain, 1995). The negotiated interaction required in PBL activities provide students with many opportunities to “ be actively involved in clarification, confirmation, comprehension checks, requests, repairing, reacting, turn taking” (Kumaravadivelu, 1994, as cited in Gaskaree et al., 2010). To help the student develop negotiation skills, Nation (2009) suggests training activities, such as providing feedback to the speaker, managing turn-taking, observing conversations using checklists, transcribing learners’ own speech and critiquing their own speech. The skills to negotiate meaning, therefore, can be developed through group activities embedded in PBL.

Another aspect of speaking that can be developed through PBL is the ability to make formal speaking. In PBL, the forms of culminating outputs include opportunities for formal speaking in which students present the contents they have come to understand as well as the knowledge and skills they have applied to develop projects or solve problems and the projects and solutions they have developed. Students can be held accountable to learn and comprehend contents and to improve their speaking styles through the preparation for formal speaking. Examples of formal speaking include presentations, gallery walks, academic poster presentations, theatrical monologues and skits, debates, and poetry slams.

There are five key features in formal speaking (Brown, 1981, as cited in Nation & Newton, 1997). The first feature is that formal speaking is transactional. The purpose of transactional speaking is to communicate information, decisions, outcomes, and the like, to the audience. For example, students endeavor to communicate clearly the projects and solutions they have developed to the audience in a formal speech or presentation. The second feature of formal speaking is that it takes a long turn and requires speaking in an organized and comprehensible way. The length of a

formal talk or a presentation should be for several minutes. The teaching of this aspect focuses on learning the way of organizing a long turn to make their talks effective in achieving their intended goals. The third feature involves speaking from notes and the use of academic vocabulary. For example, students are encouraged to use concisely written notes to remind them of major points of their talk, rather than to write out and read the talk. The fourth feature is the use of a careful style in deliberation. Students are given opportunities to speak carefully on topics that they understand well and receive feedback on the aspects they need to monitor for improvement. For example, students in a group prepare a story and present it part by part over several days. Each group presents a different story, and the other groups comment on each part of the story whether it is interesting and presented well. Because the students experience formal speaking as a speaker and a listener, they develop the understanding of how to prepare for formal speaking effectively. Lastly, the fifth feature is that it requires skills as that are not a part of natural or typical language use, such as long turns and the use of notes. Students generally benefit from being taught how to prepare for and conduct formal speaking. Therefore, PBL provides students with ample opportunities to develop speaking competence, including discussion, the negotiation of meaning, and formal speaking.

Reading comprehension skills in PBL. Reading comprehension can also be developed through PBL. Reading is defined as

a complex conscious and unconscious mental process in which the reader uses a variety of strategies to reconstruct the meaning that the author is assumed to have intended, based on data from the text and the reader's prior knowledge. (Mikulecky, 2008, p. 5)

Effective reading is critical for acquiring the second language because reading is the foundation of instructions in all aspects of language learning, such as using textbooks, writing, editing, and revising, acquiring grammar, and developing vocabulary (Mikulecky, 2008). Reading, thus, is an essential component of a PBL curriculum as the curriculum involves reading activities, such as

gathering data and information from various articles and documents required for project-developing and problem-solving.

Mikulecky (2008) suggested that students can employ strategies to improve their reading skills that include talking and discussing how they make sense out of their reading, using top-down processing to link what they know about what they are reading, and enhancing bottom-up processing through learning the most useful vocabulary and strategies for guessing meaning from contexts. PBL provides students with ample and immediate opportunities to apply, recycle, and reinforce the reading skills as the project development and problem-solving processes require intensive data and information gathering from written texts, such as academic articles, professional papers, documents issued by international and regional organizations. In this sense, reading logs can be utilized as a tool to improve reading and analytical skills (Gaskaree et al., 2010). Reading log is a journal in which a student records his or her reading activity, such as what and when he or she has read as well as thoughts or reaction to what he or she has read and the implications of what was read. It can be utilized to summarize what a student read. A reading log integrates reading, writing, and speaking skills in a way that students read and analyze an article and reaction to the article, and then discuss their reactions and questions in pairs and groups. The use of reading logs can be expanded and applied to PBL. For example, students read and analyze articles relevant to the problems they attempt to solve; summarize and document the key points of the article and the potential implications of the articles on the problems as well as their comments and questions to the article; and share the key points, implications, comments, and questions in brainstorming, discussions, or presentations. Through the use of reading logs in PBL, students can develop their reading skills coupled with critical thinking and discussion skills, by provoking students' thinking process.

Writing skills development in PBL. Writing skills can be developed through PBL instruction. Writing is the process of composition in which “written products are... the results of

thinking, drafting, and revising procedures that require specialized skills, skills that not every speaker develops naturally” (Brown & Lee, 2014, p. 391). In particular, writing in PBL requires writing accuracy that focuses on the accurate use of discourse structure, sentence-level grammar, punctuation, spelling, and vocabulary through the composition process of drafting, evaluating, and revising. In PBL, as described in Stoller’s model, students determine the theme for the project/problem and final outcome; structure the project; gather, compile, analyze, and organize information; and present a final product. At each step, students may draft a report; evaluate it based on peer- and teacher-reviews; revise it; compile each report into one project document; and evaluate and revise the project document as necessary. Such writing processes require writing process skills and the accurate use of discourse structures. In the case of the project proposal document to be submitted to funding organizations, the project proposal document should be written in compliance with the discourse structures imposed by the funding organizations. Therefore, writing skills can be built through the project document writing process in developing projects and solving problems.

Vocabulary development in PBL. In addition to the four skills, vocabulary can be developed through PBL. Vocabulary is the foundation of language and content learning, and it is defined as a set of familiar words of a person’s language and serves as a fundamental tool to communicate and to acquire knowledge (Nation, 2008). Hyland and Tse (2007) suggests learners acquire technical vocabulary to enhance their vocabulary in specialized areas. A specialized vocabulary is defined as “the words that are common in a clearly defined area of use of the language” (Nation, 2008, p. 125). In PBL, students select a specific theme or problem that contains specialized vocabulary frequently used for the theme or the problem. For example, the theme of sustainable development contains specialized words, such as *sustainability*, *equitable*, *well-being*, and so forth. Students can acquire this technical vocabulary through the process of project-developing or problem-solving in PBL.

Thus, the vocabulary specific to the projects or problems can be developed through and utilized in PBL.

PBL provides students with ample opportunities to develop the four skills of English and vocabulary and immediate opportunities to apply them through the process of problem-solving. This process presents meaningful opportunities for students to recycle and reinforce the English skills they have acquired continuously and frequently.

Challenges of applying PBL to second language learning. In foreign and second language education, there is no approach, method, procedure or technique that ensures the greatest learning achievement (Jaleniauskiene, 2016). PBL has increasingly been used in a wide range of academic disciplines; however, the application of PBL is less frequent in the field of social science and humanities. Hung et al. (2008) point out that the majority of research on PBL has been and is expected to be in the medical education field. PBL application to second language teaching is under-researched (Larsson, 2001) and slow in its examination (Anthony, 2010). The PBL for learning English for Specific Purposes (ESP) is still “a road not taken” (Anthony & Kadir, 2012, as cited in Jaleniauskiene, 2016). Therefore, “the lack of previous research in this field makes it very hard to know to what extent is known positive effects of PBL in, for example, a biology classroom will also be visible in a language classroom” (Larsson, 2001, p. 3). Adopting PBL “requires a substantial commitment to innovation that many teachers and professors are unwilling to take” (Jonassen, 2011, p. 180, as cited in Jaleniauskiene, 2016).

As PBL has not been applied intensively in the field of social science and humanities, including language education, the expected positive effects of the application of PBL in language education are potential. The benefit of applying PBL to second language learning, however, can be that in the process of solving ill-structured problems or developing projects, students can learn and use the target language and improve their communicative competence in the target language.

Sustainable Development as Content for PBL

“Content is subject matter other than language itself” (Graves, 2000, p. 47) and problems are addressed to foster content learning in PBL (Hmelo-Silver, 2004). According to Thomas (2009), sustainable development can be utilized as an ill-structured problem for the content in PBL.

The report of the World Commission on Environment and Development defines sustainable development as

development that meets the needs of the present without compromising the ability of future generations to meet their own needs the goals of economic and social development must be defined in terms of sustainability in all countries - developed or developing, market-oriented or centrally planned. (United Nations, 1987)

Sustainable development is one of the global issues that transcends national boundaries and cannot be solved by any single country acting in isolation. Sachs (2012) points out that there is an imperative necessity to create an awareness of sustainable development because “human activity is pushing crucial global ecosystem functions past a dangerous threshold, beyond which the earth might well encounter abrupt, highly non-linear, and potentially devastating outcomes for human wellbeing and life generally” (p. 2,207). Education for sustainable development, thus, has started covering a wide sphere of fields (Zygmunt, 2016). In relation to the implementation of PBL-based curricula, sustainable development can serve as a meaningful problem area because it is complex and open-ended, involving a vast array of elements and stakeholders (Thomas, 2009) as well as it requires an integrative multidisciplinary problem-solving approach rather than a single solution (Steinemann, 2003). These characteristics of sustainable development fit a PBL method to learning. This section is dedicated to reviewing the sustainable development issues and examining the applicability of sustainable development issues as the content for a PBL-based curriculum.

Sustainable Development Goals: The 2030 Agenda for Sustainable Development. In 2015, 17 Sustainable Development Goals (SDGs) were endorsed by a United Nations resolution (See Appendix B for the 17 SDGs). In recognition of the significance of the 2030 Agenda, the United Nations states that “millions have already engaged with, and will own, this Agenda. It is an Agenda of the people, by the people, and for the people - and this, we believe, will ensure its success” (United Nations, 2015, p. 12).

The United Nations Education for Sustainable Development (ESD). In order to achieve these SDGs, education has been perceived as a vital tool in creating the awareness of sustainable development and in providing opportunities to acquire knowledge on sustainable development. UNESCO, as a leading international organization, has been advocating Education for Sustainable Development (ESD) since 1992. The President’s Council on Sustainable Development advocated that “ESD is a lifelong learning process that leads to an informed and involved citizenry having the creative problem-solving skills, scientific and social literacy, and commitment to engage in responsible individual and cooperative actions (President’s Council on Sustainable Development, 1993, p. 1). The overall goal of ESD is that:

all people enjoy the benefits of a high quality education, and principles, values and actions, which are required for sustainable development, are taken into all educational and learning processes, and transformation of actions is provided so that a sustainable future will be realized in environmental, economic and social aspects (United Nations Decade of Education for Sustainable Development, Liaison Committee among Ministries and Agencies, 2006).

ESD urges the integration of sustainable development into the educational process to enhance public awareness of sustainable development. Thomas (2009) suggests that integrating education associated with sustainability requires learners to develop skills, such as interdisciplinary thinking,

holistic thinking, problem solving, and working collaboratively that are the principles encompassed in PBL. Therefore, identifying the commonalities between sustainable development education and PBL as well as addressing the applicability of sustainable development issues as the content for PBL are important for the successful development of a PBL-based curriculum.

There exist some commonalities between the ESD approaches and PBL with implications for a PBL-based curriculum (See Table 2). Firstly, ESD approaches advocate that sustainable development issues can be incorporated into the whole curriculum, not as a separate subject. Similarly, PBL can be applied across academic disciplines (Larsson, 2001), including architecture, engineering, nursing, social work, teacher education, business, and law (Jonassen & Hung, 2008). The PBL-based curriculum, therefore, can use sustainable development as content. Secondly, ESD approaches promote the shared values and principles underpinning sustainable development, and PBL introduces authentic problems valued in the real world to classroom learning environments. What students have learned and acquired in the classroom can be valued in and applicable to real world situations. Thus, the PBL-based curriculum may explicitly incorporate sustainable development issues. Thirdly, ESD approaches help learners develop skills and the confidence to deal with challenges presented by sustainable development, and PBL promotes the learning constructed around problems and focuses on learning through developing solutions to problems (Hung et al., 2008). Accordingly, the PBL-based curriculum can be designed around problem-solving. Fourthly, ESD approaches encourage a multi-method approach, utilizing various pedagogies and promoting the use of words, art, drama, debate, and experience while PBL allows the use of a wide range of problems across academic disciplines, such as decision-making problems, policy-analysis problems, and diagnosis types of problems (Jonassen & Hung, 2008) as well as the final output of the PBL-based curriculum can be in the form of debate, presentation, and project. The PBL-based curriculum, therefore, can be student-centered coupled with scaffolds by instructors and culminating outputs can

be in any forms, including debate and drama. Fifthly, ESD approaches promote a participatory learning approach where teachers and learners work together. Similarly, PBL addresses the student-centered collaborative learning in the form of groups and in pairs with teachers being a facilitator to help learners become independent learners. Accordingly, student-centered method can be utilized for the PBL-based curriculum. Sixthly, learning experiences are supposed to be integrated in the day-to-day lives of people under the ESD approach. PBL also addresses the learning achievements of students, which are applicable and transferrable to real world situations through the attempts to solve authentic problems (Copland, 2001). The language and content learned in the PBL-based curriculum are applicable to the real world issues. Lastly, ESD approaches address local and global sustainable development issues as well as the use of the language commonly shared by learners. Comparably, PBL encourages learners to learn issues relevant to their lives and of their interest (Stoller, 2002) through their target languages. PBL-based curriculum uses contents related to students' interest and helps students interact with environments, including language education. The seven approaches that ESD promotes (UNESCO, 2006, p. 17) coupled with corresponding PBL characteristics and PBL curriculum implications are shown in Table 2.

Table 2*Approaches to Promote ESD and Corresponding PBL Characteristics*

ESD Approaches (UNESCO, 2006)		PBL features	Implication to the curriculum
Inter-disciplinary and holistic	Learning for sustainable development embedded in the whole curriculum, not as a separate subject.	PBL can be applied to any academic disciplines (Larsson, 2001).	Curriculum can use sustainable development as content.
Values-driven	It is critical that the assumed norms – the shared values and principles underpinning sustainable development – are made explicit so that that can be examined, debated, tested and applied.	PBL introduces authentic problems valued in real world to class learning environment (Thomas, 2009).	Curriculum may explicitly incorporate sustainable development issues.
Critical thinking and problem solving	Leading to confidence in addressing the dilemmas and challenges of sustainable development.	In PBL, learning is constructed around problems. (Hung et al., 2008).	Curriculum can be designed around problem-solving.
Multi-method	Word, art, drama, debate, experience, ... different pedagogies which model the processes. Teaching that is geared simply to passing on knowledge should be recast into an approach in which teachers and learners work together to acquire knowledge and play a role in shaping the environment of their educational institutions.	Final output can be report, oral presentation (Stoller, 2002). Teachers use facilitory teaching skills to develop student reasoning skills and help them become independent learners (Barrows, 1992).	Curriculum can be student-centered coupled with scaffolds by instructors. Culminating outputs can be in any forms, including debate, drama, etc.
Participatory decision-making	Learners participate in decisions on how they are to learn.	PBL is a student-centered method (Hmelo-Silver, 2004)	Student-centered method will be utilized.
Applicability	The learning experiences offered are integrated in day to day personal and professional life.	Problems should be authentic to engage learners actively (Copland, 2001).	Language and content should be applicable to the real world issues.
Locally relevant	Addressing local as well as global issues, and using the language(s) which learners most commonly use. Concepts of sustainable development must be carefully expressed in other languages – languages and cultures say things differently, and each language has creative ways of expressing new concepts	Students can use issues relevant to their own schools, regions, countries as well as global issues of their interest, including international terrorism, environmental issue, and education (Stoller, 2002).	Curriculum should use contents of students' interest and help student interact with environments; and include language education.

Integrating education related to sustainable development into the PBL-based curriculum, thus, can facilitate content and language learning.

Sustainable Urban Development at the Georgia Institute of Technology. The Georgia Institute of Technology's Sustainable Urban Development course in its graduate program in the College of Design and School of City and Regional Planning is an example of an educational program focused on sustainable development and based on PBL. In their coursework, the students develop a project in order to change a certain aspect of their campus to make it more sustainable, and the project development process serves as the foundation of the coursework. The students assume ownership of the problem-solving process and project development. They initially identify a sustainability problem closely related to their campus life, investigate and analyze potential solutions, negotiate and work with stakeholders, and develop a project proposal for the purpose of solving the problem. The students also determine the measurable benefits for Georgia Tech., such as the cost- and time-saving aspects of their sustainability project. Throughout the course, group discussions provide the main platform for sharing information and discussing strategies for achieving success, overcoming challenges, and rationalizing implementation processes. The culminating outputs of the course are a report of lessons learned and project proposals.

ESD through English language education. English language education could also play a major role in sustainable development education. Sustainable development is one of the pressing global issues, and thus, sustainability-related problems should be addressed on a global scale (Zygmunt, 2016). Language users are players or participants in discussions and negotiations over sustainability issues on an international stage, and inevitably they require a commonly shared language for communication, which is English. “That is why language education, especially foreign language education becomes a corner stone of education for sustainable development viewed in a holistic way (Skye, 2015, as cited in Zygmunt, 2016). According to UNESCO, language education

programs can offer opportunities for establishing an orientation towards sustainability on a global scale (Bacha, 2006; Petkute, 2012). Furthermore, Petkute (2012) suggests that foreign language competence can broaden students' perspectives towards sustainable development from a local focus to a global scale.

Allen (2002) asserts that “as English continues to play a key role in all sectors of society, it could be argued that neglecting ESD in English language education curricula is counter-part to inter-generational tyranny” (p. 11). This role, however, is still at its early stage and currently limited, and thus, there exists much potential for further capacity building in ESD in English in Japan (Allen, 2002). Bacha (2006) also points out that few English language programs have introduced ESD explicitly in their curricula. For example, Iwate University initiated a project called “Galaxy of Learning” in 2005 and incorporated sustainable development-related elements into in all curricula lectured at the university so that students could acquire knowledge and attitude that might contribute to the attainment of sustainable development. It also aimed at linking education within the university as well as with other universities and educational institutes. English language education has already been playing a role in disseminating and promoting ESD through the introduction of ESD in all curricula provided for undergraduate students (Allen, 2002). Thus, there exist possibilities to increase the status of ESD in English language education at the university-level in Japan to help the students raise their awareness to pursue more sustainable way of living (Allen, 2002).

Sustainable development issues can serve as authentic ill-structured problems for the PBL-based curriculum, and there is much potential for integrating sustainable development issues into English language programs as a subject or content of learning in higher education in Japan. The next section discusses the framework that can link content learning and language learning based on PBL.

Project Proposal Writing as a Framework for PBL

Integrating content and language learning is critical for the successful implementation of a PBL-based curriculum. The main outcome of a PBL-based course focusing on sustainable development can be a project proposal, and the project proposal development process can be utilized as an integrating framework. A project proposal is a detailed description of a series of activities aimed at solving a certain problem. It presents the rationales and justifications of the project, activities and an implementation time schedule as well as resource requirements to implement the project. The project proposal writing process can function as a framework for integrating language and content learning as well as for developing culminating outputs. Regarding the development and necessity of culminating activities and outputs, MacDonald et al. (2008) state that:

even though texts are thematic and may include four language skills, they do still fall short of integration because they lack the culminating activity, that is the need for students to respond in spoken and/or written form to multiple sources of information that have been gained through different skills (listening, reading), utilizing critical thinking to compare and contrast, show cause and effect, or otherwise confirm some relationship between the differing forms of information (p. 76)

Throughout the entire process of developing a project proposal, students are able to demonstrate their ability to deploy what they already knew and what they have learned through the curriculum in terms of English communicative competence, problem-solving skills, and content knowledge. The project proposal writing process, thus, contributes to developing their content knowledge, English proficiency, and problem-solving skills as well as to reinforcing and synergizing the use of their already acquired knowledge and skills.

Project proposal writing process. The content and formatting requirements of project proposals vary depending upon sponsoring or funding organizations. A project proposal contains a detailed explanation of the justification of the proposal, activities and timeline; methodology; and financial, human, and other resources requirements. A project proposal, in principle, can be developed, following the sequence, shown in Table 3. The first step is identifying the problem to be solved, goals, expected results, and target groups, followed by determining the content of the project, including the main issues to be dealt with and activities to be undertaken to achieve the expected results. The next step involves scheduling the activities, determining related resource requirements and allocations as well as identifying locations associated with activities. Partner organizations are analyzed in terms of their capacities and expected contributions to the project implementation, such as financial and human resources. Based on the analysis, partner organizations are selected. The last step involves determining monitoring methods of the project's progress and success as well as follow-up activities.

Table 3*Project Proposal Writing Process*

Step	Element	Considerations
1	Goals, expected results, and target groups	<ul style="list-style-type: none"> ▪ Background of the project ▪ Defined goal and objectives ▪ Expected short- and long-term results ▪ Beneficiaries of the project ▪ Problems to be solved by the project
2	Content of the project	<ul style="list-style-type: none"> ▪ Theme and main issues to be dealt with ▪ Methods selected to realize the goal and objectives ▪ Activities to be implemented
3	Project locations and time schedule of activities	<ul style="list-style-type: none"> ▪ Location of different activities ▪ Duration of the project ▪ Schedule of individual activities ▪ Overall project schedule
4	Resources	<ul style="list-style-type: none"> ▪ Human resources ▪ Financial resources ▪ Infrastructure
5	Cost/income sources	<ul style="list-style-type: none"> ▪ Total proposed budget of the project ▪ Detailed budget by activities and cost types ▪ Rate and form of own contribution ▪ Potential donors and sources of income
6	Description of the implementing and partner organizations	<ul style="list-style-type: none"> ▪ Description of the implementing and partner organizations ▪ Analysis of their capacities
7	Monitoring, evaluation, and follow-up	<ul style="list-style-type: none"> ▪ Success criteria of the project ▪ Methods and timing of monitoring and evaluation ▪ Follow-up activities

Note: Adapted from “Developing Skills of NGOS – Project Proposal Writing” by B. Nebiu (2000). The Regional Environmental Center for Central and Eastern Europe.

An example project proposal: The United Nations Development Account (DA). The United Nations Development Account is an example of an authentic project proposals. DA is a mechanism for enhancing the capacity of developing member countries of the United Nations with the specific goal of advancing the implementation of internationally agreed upon development goals of the United Nations, including SDGs. DA also aims to facilitate the exchange of good practices and the transfer of knowledge and skills through the collaboration with various partner organizations. Towards achieving these goals, operational activities are conceptualized, developed, and implemented by the United Nations system organizations, including the United Nations Regional Commissions and United Nations Conference on Trade and Development (UNCTAD). The DA project consists of the following contents: executive summary; background; analysis; project strategy; monitoring and evaluation; management, partnership, and coordination agreements; and annexes regarding work plan and budget (See Appendix C for project document template). The DA format and guidelines can be adopted, with necessary modifications, to the curriculum for writing project proposals on sustainable development issues.

Discourse text requirements. The United Nations system organizations provide long-standing editorial manuals, such as the United Nations Editorial Manuals, United Nations Development Program Editorial Style Manual, and the like, which are applied to the official documents issued by the United Nations system organizations. These manuals stipulate rules and conventional practices of the United Nations system with respect to abbreviations and acronyms, articles, capitalization, dates, document formatting, grammar, names, numbers, punctuation, quotations, spelling, sensitive language, and time. The Asian Development Bank (ADB) has also issued a Handbook of Style and Usage. It defines what ADB considers clear writing, and stipulates, among others, abbreviations, adjectives, articles, computer terms, copyright, cross-references, currencies, dates, footnotes, gender references, health terms, place names, non-English terms,

numbers, punctuation, quotations, references, reported speech and text, spelling, tables, time of day, and measures. A PBL course focusing on sustainable development with proposal project writing as its main culminating outcome, can offer opportunities for students to learn the rules and practices of formal writing that are advocated by such organizations as the United Nations and ADB, and to apply them to writing their project proposals.

The main purpose of project proposals is to develop solutions to specific problems, and the project proposal writing process, in general, follows sequential problem-solving activities - the selection of problem, objectives, stakeholders, expected results, activities, resource requirements, and monitoring. Project proposal writing, therefore, can be utilized as a framework for a PBL-based curriculum, and the flow of the curriculum can follow the sequence involved in the project proposal writing process. In applying the terminology and writing conventions recommended by funding organizations, such as the United Nations, to their project proposals, students learn how to follow guidelines and conventions issued by leading organizations.

Assessment

Assessment is critical not only for students to reflect upon their own learning experiences and achievements but also for teachers to evaluate students' achievements and improve the course, reflecting on the assessment results. PBL advocates the view that the goals of a PBL curriculum and what is assessed must be aligned (Newman, 2005), and assessment should focus on comparing learning goals and achievements with performance (Major & Palmer, 2001). Assessment in PBL strives to be authentic and utilize various forms of assessment, including formative and summative assessments as well as self-, peer-, and teacher- or audience-assessments in accordance with the

student-centered, process-oriented, problem-solving, and collaborative characteristics of PBL throughout the PBL process (Hung et al., 2008; Kalabzova, 2015; Simpson, 2011).

Formative assessment aims at providing feedback on the learning and performance throughout the problem-solving and project proposal development processes whereas summative assessment can be utilized to evaluate the overall achievements at the end of the curriculum (Simpson, 2011). The outcome of each draft project proposals on selecting a problem, analyzing stakeholders, determining objectives and expected accomplishments, developing indicators of achievements, identifying activities required to solve a problem, and identifying resource requirements, can be utilized for formative assessment. This type of assessment provides insights into how well students are learning and acquiring knowledge and skills. The final outputs culminated from a PBL-based course, such as simulations and project proposals, can be used for summative assessment.

Considering the student-center orientation of PBL, students are responsible for their own work, and they also assess their peers' performances for improvement (Wilson, 2001, as cited in Simpson, 2011). Self-assessment and peer-assessment are an integral part of the learning process. Self-assessment requires students to establish their own learning objectives and identify the methods for assessment, enabling them to become responsible for their own learning process and attaining their objectives. Peer-assessment requires students and their peers to assess assignments often based on the benchmark teachers created. Students exchange comments on what they have done well and what they could improve. Peer- and self-assessments facilitate self-awareness and reflection skills for lifelong learning (Wilson, 2001, as cited in Simpson, 2011).

External audiences, such as experts, can be involved in the assessment process (Major & Palmer, 2001). Culminating outputs, such as presentations, written projects, and simulations, can be evaluated by invited external experts with expertise in their respective fields. In all forms of

assessment, the use of rubrics can help students and teachers ensure consistent objective as well as reliable interpretations of performances and achievements (Grant, 2002).

Assessments should be designed to align the achievements of students and the goals of the curriculum. The various forms of performance-based assessment, including formative and summative assessments, as well as self-, peer-, and teacher- or audience-assessments, are employed to fit the student-centered, process-oriented, problem-solving, and collaborative characteristics of PBL.

Professional Skillset at Workplaces

The acquisition of skills and the effective application of acquired skills to real-world issues are a central concern to learners. According to Kolmos, Kuru, Hansen, Eskil, Podesta, Fink, Graaff, Wolff, & Soylu, (2007), a survey administered to 269 American and 36 Danish corporations reveals that the following job-related skills are essential skills required for their employees and prospective employees. Firstly, the ability to communicate messages, knowledge, and information clearly in the target language is crucial, especially in the face of increasing needs for working in collaboration with colleagues and work-related counterparts on a global scale (Kolmos et al., 2007). English is considered as a near universal basic skill for communication (Graddol, 2006); therefore, employees need a proficient level of English. Secondly, the ability to work in teams is highly valued. In the current highly globalized work environment, professionals have been increasingly required to share expertise and information to achieve shared goals in close collaboration while they are also required to possess specialized knowledge within specific professions. Thirdly, possessing highly developed analytical skills, such as problem-solving, is considered as a prerequisite for dealing with complex problems or work process efficiently and independently.

In the field of international development, including sustainable development, the success of NGO officers at workplaces also hinges on their English communicative competence, their ability to collaborate, and their analytical skills in solving global issues that transcend national boundaries. NGO officers working on a global scale undertake multifaceted job responsibilities, from developing policies to undertaking operational activities in the field, from conceptualizing projects to assessing projects, and from negotiating with donor governments and organizations to collaborating with recipient countries. More specifically, the qualifications required for NGO officers include an excellent command of English, communication skills, and proven ability in project formulation (Aring, 2015). As a result, NGO officers who are competent in their professional fields coupled with excellent abilities in communication, collaboration and analytical skills are in great demand. PBL is an effective method that is highly beneficial in addressing the technical changes, challenging global economic and business environments, and evolving workplace requirements (Boothe et al., 2011). PBL is an answer to fulfilling academic learning and meeting process and problem-solving skills at workplaces (Kolmos et al., 2007).

Summary

The literature review provided factors and elements that are essential in developing an effective English language curriculum for a PBL-based course and satisfying the needs of language, content, and analytical skills of Japanese NGO officers. Firstly, the application of the PBL method to English language teaching and problem-solving skills development is potentially the best instructional method in the context of Japanese NGO officers as PBL can foster the four English skills together with problem-solving skills in a collaborative manner in the process of solving authentic problems. Secondly, sustainable development issues best serve as ill-structured real-world problems in line with the PBL principles. Sustainable development is one of the prevailing global

issues that affect the lives of humanity, and is closely relevant to the work of NGO officers. Thirdly, project proposal writing plays a role as a framework to integrate English language and content learning as well as to culminate a final project, which is a project proposal. Project proposal writing produces synergized effects on the enhancement of English communicative competence and problem-solving skills of NGO officers as it deploys the four language skills and relevant problem-solving skills in writing project proposals on sustainable development issues. Fourthly, in a PBL method, the evidence of learning can be assessed by aligning the goals of the curriculum with what outcomes are produced. Formative and summative assessments as well as self-, peer- and teacher-assessments can be employed in order to assess the learning achievements of students. The curriculum for Japanese NGO officers, therefore, can be constructed with these central factors and elements which have been discussed and identified in this literature review.

Statement of Problem

PBL has been recognized to be an effective and innovative instructional method in acquiring content knowledge, language proficiency, problem-solving skills, and the ability to work collaboratively. The critical importance of sustainable development as one of the prevailing global issues has been acknowledged on an international stage in the form of the United Nations SDGs and ESD. Professionals, whose native language is not English, working on a global scale, including Japanese NGO officers engaged in various aspects of sustainable development, need to enhance their English communicative competence, problem-solving skills, and ability to work in teams in order to perform successfully at their workplace. Although the concept of PBL can be adapted to any discipline, its application to language learning is considered to be a challenge (Larsson, 2001). Empirical research on PBL has been and is expected to be conducted mainly in medical education

(Hung, Jonassen, and Liu, 2008). Despite a global recognition of the significance of sustainable development issues for humanity, few English language programs explicitly address sustainable development as a content in English language teaching in Japan (Bacha, 2006). Moreover, few project proposal writing training courses have been organized for NGO officers in Japan recently despite the fact that NGO job requirements generally include project proposal formulation for financing projects. Few attempts have been undertaken to incorporate project proposal writing as a framework in designing a curriculum for foreign language education. There are few curricula that integrate English communicative competence and problem-solving skills development based on a PBL method, sustainable development as a content, project proposal development process as an instructional framework, and project proposals as a culminating output.

Purpose of the Project

The purpose of the project is to design an English communicative competence course that integrates PBL as an instructional method (Stoller, 2002), sustainable development as content (Thomas, 2009), and project proposal writing as a framework to link language and content learning as well as a culminating activity, responding to the needs of a comprehensive development of English competence, problem-solving skills, and content knowledge of learners. The target group of learners is Japanese NGO officers at the junior level who are currently engaged in the international development field. Their English proficiency level ranges from TOEIC scores of 640 to 730.

Significance of the Project

This project presents the first-of-its-kind comprehensive course in response to the needs of NGO officers in language skills, content knowledge, and analytical skills development through the

culminating activity of project proposal writing. To date, there is no readily available curriculum that offers such an English language course for NGO officers on a regular basis in Japan. Firstly, the course initiates a unique combination of PBL, sustainable development, and project proposal writing with a view to strengthening English communicative competence and problem-solving skills of NGO officers in international development fields. Secondly, the course provides assessments on the effectiveness of the aforementioned combination of the learning method, content, and culminating activity for teaching English communicative competence and problem-solving skills. Although the effectiveness of PBL is evidenced mainly in medical education, the effectiveness of PBL applied to language education has not been sufficiently examined. Moreover, few English language programs have introduced ESD explicitly in their curricula (Bacha, 2006), and thus, this course has the potential to promote ESD in English language education in Japan (Allen, 2002). Accordingly, the course and materials developed as well as issues identified through the project contribute to determining an effective English teaching method and a framework for integrating English language and content learning, and to identifying further improvement of the courses for NGO officers in the field of international development.

Needs Analysis

A needs analysis was conducted to determine an effective and innovative combination of a language instruction method, appropriate content, and a viable framework for aligning English language and content learning in order to develop a communicative English curriculum for NGO officers. The needs analysis utilized multiple sources in data gathering and triangulation to validate its results. The data and information collected from the respondents were analyzed qualitatively,

utilizing the coding adapted from Merriam (1988). The results emanating from the needs analysis contributed to determining the design of the English language curriculum for NGO officers.

Participants

The participants were selected from two professional categories that are relevant and essential to the needs analysis: (1) three university faculty members engaged in English language teaching and sustainable development-related content teaching at Soka University in Japan, and (2) three Japanese NGO experts engaged in international development with the United Nations system organizations.

Instrumentation

“There are three major sources of data for a qualitative research study – interviews, observations, and documents” (Merriam, 1988). Accordingly, semi-structured interviews with two sets of sources, and a discourse document analysis were undertaken. A triangulation of sources was applied, collecting and comparing the interview responses from a viewpoint of the development experts and the faculty members as well as a discourse document analysis.

Semi-structured interviews. Semi-structured interviews were organized around a set of open-ended and pre-determined interview questions, allowing follow-up questions and encouraging further information to emerge while ensuring the collection of targeted information (Merriam, 1988). Appendix D and Appendix E list questions for the university faculty members and the experts respectively, in terms of the following four aspects:

Interview questions with respect to language instructional methods and English language skills. A close interrelationship exists between an instructional method and the achievement of

learning (Graaff & Kolmos, 2003). PBL is considered to be one of the most innovative educational methods (Hung et al., 2008), and it is a viable method to facilitate the acquisition of language, content, and skills, as well as the use of ill-structured problems to create a linkage between language learning and its application (Beckett & Slater, 2005). In this regard, the insights, opinions and expertise of the university faculty members and the experts greatly contributed to determining an effective language instruction method and the English language skills that are most suitable for the curriculum.

Interview questions on analytical skills. PBL is a problem-focused learning method, and considered to be effective in enhancing analytical skills, such as problem-solving skills (Steinmann, 2003). The questions elicited information regarding the challenges students face in acquiring the analytical skills, strategies and scaffolding employed to incorporate the analytical skills into the language curriculum from an educators' perspective, and work situations where the analytical skills are required from the viewpoint of the experts. The information gathered contributed to identifying effective scaffolding techniques to facilitate the problem-solving nature of PBL.

Interview questions regarding content for PBL. Content learning is fostered by centering on problems in PBL (Hmelo-Silver, 2004). Responses to the questions, thus, were useful for selecting a content or problem appropriate for implementing a PBL-based course. Furthermore, Thomas (2009) pointed out that sustainable development issues could serve as a meaningful problem for PBL because of its ill-structured and open-ended characteristics. Therefore, the expertise of the experts engaged in sustainable development substantively contributed to identifying the prevailing issues among the 17 United Nations SDGs. The selected problems or the United Nations SDGs can be a potential content for a PBL curriculum.

Interview questions relating to project proposal writing. Language learning should be coherent with content, and the culminating activity is imperative for developing an integrated curriculum (MacDonald et al., 2008). Project proposal writing can serve as a culminating activity as students should demonstrate the ability to deploy what they had already known and what they have learned through a PBL curriculum in terms of English competence, problem-solving skills, and knowledge on sustainable development. The questions contributed to identifying the feasibility of utilizing project proposal writing as a framework for linking English competence and content knowledge as well as a culminating activity. As project proposal formulation is a part of the job requirements of NGO officers in the international development field, the expertise of the experts on the success criteria of project proposals contributed to determining the focus on project proposal writing as a framework for instruction.

Discourse document analyses. All types of documents can unveil meanings, enhance understanding, and discover insights relevant to the research topics (Merriam, 1988). Document analysis, thus, was utilized coupled with other qualitative research, such as interviews (Bowen, 2004). International organizations, such as the United Nations system organizations, require their official documents to be in compliance with their writing guidelines or conventional writing practices. Therefore, the document analyses of these guidelines and writing conventions are useful to clarify the standardized contents, organizational patterns, and practices of their official documents that are essential for writing project proposals.

Informed Consent

Participants were informed about the objective of the project, releasing its results, data collection method, selection of participants, anticipated risks, benefits of the needs analysis,

protecting personal information, participation in the interview prior to the interview. (See Appendix F for faculty members and Appendix G for NGO experts).

Limitations and Delimitations

A needs analysis was conducted to determine an effective design of an English language course for Japanese NGO officers in the field of international development. Currently in Japan, there are neither English language instructors nor development experts who teach English language courses for English communicative competency, sustainable development, problem-solving skills, and project proposal writing in an integrated manner. Therefore, individual interviews for the needs analysis were conducted with university faculty members regarding language teaching, learning methods, and content teaching in terms of English language education, as well as with NGO experts on English skills and other work-related skills required for developmental work and project proposal formulation from a view point of international development. With their professional working knowledge experiences and expertise in English education and international development respectively, the results of the needs analysis sufficiently provide information and data required for this project.

Procedures

The following section describes the methods used for data collection, namely individual interviews and document analysis.

Individual interviews. Individual interviews were conducted with three university faculty members who taught English for Specific Purposes and development-related content courses, using English as a medium of instruction at a university in Tokyo. The faculty members were selected and

responded to the questions based on voluntary consent. During each interview, the pre-prepared questions were posed with several follow-up questions to elicit more information, clarification, and elaboration. The interviews were recorded and transcribed. Responses from four NGO experts were collected through email exchanges in a written form due to their unavailability in Japan at the time of the needs analysis due to their work situations.

Discourse document analysis. A project proposal writing guidebook, as well as the United Nations Development Account Guidelines, and the United Nations Guidelines for the Preparation of Concept Papers were examined in order to identify the standardized document writing practices for project proposals. The Development Account is a capacity development program of the United Nations Secretariat for the purpose of enhancing capacities of developing countries in the priority areas of the United Nations. The United Nations Development Account Guidelines issued by the United Nations provide detailed explanations on contents, such as goals, activities, resource requirements, terminologies, and language that are encouraged to be used in the preparation of all DA project documents. The United Nations Guidelines for the Preparation of Concept Papers are designed to assist the preparation of a concept paper that describes conceptions and approaches related to the DA project proposals. The content of the Guidelines include theme, criteria for successful projects, linking the concept paper to the project document, main elements of the concept paper, and timeline.

Data Analysis

The information and data gathered through the interviews were analyzed by the following methods.

Interview questions. The data gathered from the faculty members and the experts were analyzed based on coding described by Merriam (1988) and highlighted recurring and emphasized information. The information was categorized for respective interview questions; each response was summarized; and whether the summarized response relates to the question or not was determined. If the information was related, it was analyzed. If the information was not related, such information was given further consideration if it was related to other questions. Recurring responses were compared, synthesized, and reported with supportive information.

Discourse document analysis. Document analysis was undertaken in combination with the interviews. The contents of the United Nations Development Account (DA) project documents were focused on three aspects, namely the content required for project proposals, discourse writing style, and terminologies.

Two types of semi-structured interviews were conducted as a part of the needs analysis: interviews with the experts engaged in international development and the university faculty members who have experiences in language and development-related content teaching. Furthermore, the DA project documents were analyzed.

Results

The experts engaged in international development and the university faculty members with substantive experiences in language and development-related content teaching expressed their views and insights according to their respective expertise, experiences, and knowledge.

Results of the Interviews with the Experts in the International Development Field

The interviews revealed three main results with respect to English language skills, analytical skills, as well as project proposal writing and SDGs.

English language skills of listening, speaking, reading, and writing. The acquisition of four skill of English is imperative for the NGO officers in order to perform their responsibilities successfully at the workplace. Firstly, English is most frequently used for day-to-day communications with their colleagues, consultants, other NGO officers, and government officials in their international work environment. Some other languages, such as Arabic, Chinese, French, Spanish, and Russian, are also used depending on the location of their work; however, the most dominant working language for work-related communication is English. Furthermore, the most commonly used working language at international and regional meetings and conferences is English. For example, ASEAN uses English as an official language for its member countries. Thus, English communicative competence is essential for NGO officers in order to undertake their duties in international settings.

With regard to listening, NGO officers need to develop interactive listening competence to conduct two-way communications and to understand the intended meanings of communications. Their work often involves facilitating and participating in discussions, negotiations, and deliberation where communication is always two-way among participants. They also make presentations and deliver speeches, which are one-way communication. NGO officers, however, are required to engage in the two-way communication of question-and-answer sessions that always take place back-to-back with presentations and speeches. Therefore, most of the communication in which of NGO officers engage in is conducted in an interactive manner. Furthermore, they should not only understand literally what interlocutors express but also capture what they actually intend to

communicate, which may be affected by various factors, including their economic, social, cultural, and political backgrounds as well as their national or organizational interests. Unless NGO officers possess the interactive listening skills coupled with the capacity to capture their interlocutors' intended meanings, it becomes a laborious effort for them to engage in discussions, negotiations, and deliberations, and they might fail to fulfill their duties and responsibilities in these interactive events. It is, thus, critical for NGO officers to develop competency to engage effectively in interactive listening and enhance their ability to listen, comprehending the intended messages of interlocutors.

With respect to speaking, NGO officers need to develop speaking skills to communicate clearly their intentions and persuade others to adopt their intended course of action. NGO officers need to communicate verbally with a wide range of stakeholders in various situations. They constantly communicate with government officials, representatives of international and regional organizations, private sector representatives, and their colleagues at work. These counterparts are from various countries with different cultural, economic, political, social, and sociolinguistic backgrounds. It is, thus, critical to be able to speak with the understanding of these backgrounds related to the duties they are engaged to establish mutually clear understanding. For example, the work of a human rights officer involves interviewing economic and political refugees or displaced people. Under such circumstances, the officer should try to use English backed up with knowledge of refugees as well as their economic, political, and social conditions so that the officer can facilitate mutually clear communication with them. In the case of Japanese NGO officers, in general, they are most likely not to be well-trained to deal with interactive communication where interlocutors argue, debate, negotiate, object, and convince others to adopt their intended course of action. Japanese NGO officers also might not be accustomed to receiving criticisms and opposing opinions in verbal communication. They need to develop the speaking skills that allow them to express themselves in an assertive and convincing manner so that they can persuade others to adopt their intended course of

action. It is, therefore, essential for NGO officers in the international development field to improve their speaking skills in order to communicate clearly their intentions and persuade others to adopt their intended course of action.

Reading is an integral part of NGO officers work for gathering data and information as well as understanding accurately data and information in the reading. NGO officers need to gather a large amount of data and information from various organizations, such as the United Nations specialized agencies, international development banks, and other international and regional organizations in order to undertake their duties, including policy-making activities or operational activities in the fields. At the same time, they are required to analyze, interpret, and synthesize data and information accurately so that they can apply only the correct and relevant data and information to carry out their duties. Thus, NGO officers should develop reading skills to gather and utilize relevant and accurate data and information from many written sources.

Regarding writing skills, writing is an essential part of the work of NGO officers. Their duties involve frequent formal writing, such as reports or background documents to be submitted to international and regional conferences and meetings, project documents, and formal letters to be sent to governments. They also write emails to a wide range of counterparts, including government officials, business people, and other NGO officers. Online communications, such as emails and social media, are especially important in communicating with their counterparts in developing and least-developed countries where these communications are secure and least costly. NGO officers, thus, should develop formal and informal writing skills.

In addition, NGO officers should be aware of the different varieties of English and be able to understand a range of varieties of English. They inevitably face different varieties of English, which their counterparts from different geographical locations and sociolinguistic backgrounds, use in their

communications. NGO officers, therefore, should enhance the four skills of English coupled with an awareness of the broad range of the varieties of English.

Analytical skills. The work of NGO officers require skills, such as problem-solving, negotiation, and collaboration as their work environments and duties are complex, being influenced by other factors than the language itself. First of all, a number of NGOs exist for the purpose of mitigating or solving various problems and issues at the community, country, or global level, depending upon their constitutions. Each NGO is specialized in the set of specific problems, such as climate change, education, food, health, human rights, sustainability and trade. Therefore, NGO officers must develop their problem-solving skills in order to fulfil the main purpose of the NGO to which they belong. Secondly, NGO officers are constantly engaged in communication, interaction, and negotiation with their counterparts who have varying economic, political, and sociocultural backgrounds; who are in various geographical locations; and who possess differing interests. In such a working environment, problem-solving, group/teamwork, and negotiation skills are imperative for NGO officers in performing their day-to-day duties. For example, NGO officers usually perform their duties in the countries where human, financial, and other necessary resources are scarce as well as economic, social, and political conditions are complex and unstable. Unforeseen incidents, such as sudden changes in political and security situations, or changes in resource availability and immigration issues, occur without any prior indications. Under such circumstances, following standardized manuals and established procedures and practices might not be effective or might not be available in order to fulfill their duties successfully. NGO officers, thus, need to develop the competency to analyze critical factors, including political conditions and the availability of alternative resources, in order to develop viable, feasible, and effective alternative plans and strategies. They, time to time, face situations that would force them to make decisions to postpone or even cancel the duties they are supposed to undertake.

With respect to collaboration, team-work skill is indispensable for NGO officers. NGO officers seldom work independently while undertaking their duties inside and outside of the office. During the project proposal development process, NGO officers in charge of developing project proposals work in a team with the staff members in advisory roles as well as seeking guidance and advice from various experts, such as in-house specialists and external consultants. Furthermore, during the project implementation stage, they implement projects with donors, recipients, collaborating organizations, and project consultants who do not necessarily always share the same interests, requirements, and objectives. Thus, NGO officers should develop their collaborative skills to conduct their duties collaboratively and achieve successful results.

Furthermore, NGO officers are often compelled to engage in the negotiation processes when, for example, dialogues are deadlocked and no solutions seem agreeable due to varying interests. An example could be budget negotiations. The implementation of any activity requires financial resources. It is, however, not always the case that each activity could be financed with sufficient amount of resources due to the limited amount of resources that donors and funding agencies allocate. In such cases, NGO officers in charge of budgeting or project proposal development must negotiate with donors or funding agencies in order to secure sufficient resources. Simulations of authentic negotiation situations, involving speakers who speak different varieties of English and who have different interests and backgrounds, are suggested as effective training to enhance English communicative competence coupled with negotiation skills in a way NGO officers are required to use. NGO officers, thus, should enhance their problem-solving, team-work, and negotiation skills in order to carry out their responsibilities successfully.

Project proposal writing. Job responsibilities of NGO officers engaged in project management include, in general, project proposal writing. Project proposal writing training usually focuses on the explanations of components of a project, such as how to identify a problem, develop

goals and objectives, allocate human and financial resources, identify collaborating organizations, and monitor the project. These components are critical in determining the viability and feasibility of a project, and thus NGO officers engaged in project management should develop a good understand of them. Project proposal writing training in international organizations usually do not include English skills development because project management officers are considered to have acquired certain levels of English proficiency. NGO officers do not have ample opportunities to participate in hands-on training workshops for project proposal development, but instead they rely on on-line materials, manuals, and templates.

Key criteria for formulating a project proposal include meeting the interests and needs of beneficiaries, the development plans and goals of beneficial countries, as well as the ODA goals of donors. Furthermore, the cost- and time-effectiveness of projects are considered decisive factors for receiving funds for project proposals. It is, thus, imperative that project proposals should adhere to resource availabilities and time constraints. In addition, the sustainability of outputs of the project by locally available resources after the completion of the project is an important consideration to be reflected in project proposals.

The United Nations Sustainable Development Goals (SDGs). The experts selected SDGs 4, 5, 8, and 16 as priority issues among the 17 SDGs (See Appendix B) as follows:

Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

Equitable education and lifelong learning are imperative for the development of people who are willing to and capable of contributing to the sustainable development of their communities, countries, and the world. In the long-term, the development of such people through equitable

education would yield decisive positive effects on successful sustainable economic and social development.

Goal 5. Achieve gender equality and empower all women and girls.

Women and girls in many parts of the world are still left behind in various dimensions of development, such as education and employment. They should be given equal and equitable opportunities. The potential of women and girls should be recognized, tapped into, and utilized for advancing sustainable development.

Goal 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.

Most of the poor are likely to end up engaged in low-quality and least-paying jobs, thus inevitably fail to achieve quality-life, including in health and education. Increasing productive job opportunities for the poor and improving their work conditions are of critical importance for them to improve the quality of life and to be able to contribute to promoting sustained, inclusive economic growth.

Goal 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.

Global issues, such as terrorism, refugees, poverty, and climate changes, threaten the achievement of sustainability goals. Therefore, building institutions that contribute to eliminating these threats could serve as the foundation for the fulfillment of the sustainable development goals.

The NGO experts provided their insights based on their experiences, expertise, and knowledge obtained from working in international development fields. They have emphasized the importance of integrating English language skills and analytical skills as their actual work requires both skills in

order to deal with various sustainable development issues and multiple counterparts who are from governments, other NGOs, and consultants with varying background in terms of economic, political, and social aspects. Furthermore, they also expressed that there are benefits of receiving training on project proposal writing as their work involves writing project proposals for funding.

The Results of the Interviews with Faculty Members

Three faculty members, who teach the English for Academic Purposes (EAP) course and content courses using English as a medium of instruction at a university in Tokyo, were interviewed.

English skills essential for working in international development field. The faculty members indicated that the development of four skills of English is imperative (See Table 4.). They pointed out that reading and writing skills are essential as learners collect information and data mostly from the reading, and they have more opportunities to write academic papers and other documents as their English proficiency levels advance. They also mentioned that speaking and active listening activities, such as discussion, presentation, and negotiation, should be incorporated in the curriculum in order for students to develop the four skills of English. Moreover, they emphasized that critical thinking skills are also important in order for students to comprehend subject contents. Furthermore, these instructors believe that teaching English skills that would be applicable and transferrable to the contexts where students would be expected to use English, such as working environments, is critical.

Instruction methods for English language acquisition and problem-solving. The faculty members advocate a combination of multiple instructional methods, including case, content-based, problem-based, project-based, skill-based and task-based methods as well as explicit language learning methods for the development of the four language skills of English. The instructors

mentioned that though cognitive skills are important skills, these skills have not been adequately addressed. They believe that English skills and cognitive skills can be taught in a mutually inclusive way regardless of the proficiency levels of students. Thus, they strongly recommend that opportunities to learn, practice and produce the expressions for debate, discussions, negotiations and presentations should be provided for students to enable them to effectively participate in problem-solving processes in English. They advocate that problem-solving activities should be utilized and recycled repeatedly as students can learn the different levels of English skills with each problem-solving activity. Furthermore, they explain that they use authentic contents and case studies in order for students to learn the content knowledge and language skills that can be transferrable and applicable to real-world situations.

Scaffolding and group work. The instructors stated that providing scaffolding to help students experience and engage in authentic real-life communication is important to improve their communicative competence. They believe that teachers should provide students with scaffolding to help students expand the English skills and contents that have been taught in their textbooks in classrooms to contexts and situations in real-world. They also maintain that teachers should provide learning opportunities where students can acquire knowledge, skills, and competency that can be transferable and applicable to their future professions. In this regard, they recommend the use of authentic case studies, modelling, and simulations related to real-world contexts. These instructors agree that journal writing by students and responses from teachers serve as an effective technique for scaffolding. They also concur that group work should be employed to encourage students to share information, knowledge and skills in a collaborative manner. They suggested that Kagan Structures, with the four principles of positive independence, individual accountability, equal participation and simultaneous interaction, should be applied in implementing group activities effectively.

Project proposal writing. The instructors interviewed commented that project proposal writing is potentially a viable learning activity for students with high English proficiency because it offers a wide range of opportunities for analytical skills development and content knowledge learning, including identifying problems, gathering information, discussing, negotiating, and presenting as well as the use of English throughout the process of developing solutions and projects. They claimed that it can be applied across wide academic fields, such as economic, business, and law faculties. They suggested that teachers should guide students through the problem-solving process in a PBL course so that they can develop English skills and content knowledge through writing project proposals. They also maintained that internationally standardized project proposal writing procedures and practices should be taught for project proposal writing.

Content for PBL-based curriculum. The instructors agreed that course content should be related to issues or problems that students are interested in and that students should be allowed to self-select so that they can be intrinsically motivated and have a sense of ownership in the issues or problems on which they work. These instructors concurred that content can be actual problems of students' interests, including international issues as well as local and community matters. They also recommended that teachers should consider the level and nature of contents to meet the level and needs of students. For example, if students lack information, knowledge and experience regarding a certain issue or problem as well as if they have limited language skills, they face challenges to learn the content and, in particular, to think critically about the issue or problem. In such a case, the instructors suggest that teachers select simple and easy topics or issues.

Table 4*University Faculty Members Interview Results*

English skills essential for working in international development field	
Professor A	<ul style="list-style-type: none"> ▪ Four skills are important. ▪ Writing can be augmented with reading and listening activities as pre-reading activities. ▪ Writing can be supplemented by speaking activities, such as discussion, presentation, and negotiation.
Professor B	<ul style="list-style-type: none"> ▪ Four skills are required. ▪ Analytical skills, such as critical thinking skills, are important for understanding subjects/contents. ▪ Reading and writing skills are important as students need to obtain information mostly from the reading and to be required to write more frequently as their English competencies advance.
Professor C	<ul style="list-style-type: none"> ▪ Four skills are important. ▪ Teaching English skills that can be applicable and transferrable to the contexts where students are expected to use English is essential. ▪ It is critical that students are aware of the importance of using metacognitive knowledge and English skills while using English.
Instruction methods for English language acquisition	
Professor A	<ul style="list-style-type: none"> ▪ The combination of multiple methods should be utilized, including problem-based, project-based, task-based, content-based, skill-based, case method, and language development method. ▪ Authentic contents and case studies should be used so that the students can learn content knowledge and language skills from case studies and authentic contents, and integrate them into the project proposal writing. ▪ Group work can be employed as the project proposal writing requires collaborative group work.
Professor B	<ul style="list-style-type: none"> ▪ The approach should be the mixture of many methods so that the students can learn four skills of English and advance continuously in their interlanguage. ▪ Problem-solving, negotiation, and presentation can provide students with opportunities to recycle vocabulary and grammar. ▪ Problem-solving activities can be utilized and recycled repeatedly as students can learn the different level of English at each time. ▪ Students should be provided with opportunities to learn and practice the expressions or formulae for discussion, negotiation, presentation, and the like sequentially in order for students to learn effectively in PBL.
Professor C	<ul style="list-style-type: none"> ▪ PBL could be useful in utilizing authentic issues to learn and improve English applicable and transferable to real-world. ▪ Feedback in written and spoken to the outputs of students play an important role as input and is effective in learning English.
Problem-solving	
Professor A	<ul style="list-style-type: none"> ▪ In PBL, debate, negotiation, creative thinking skills should be taught so that students can develop and evaluate solutions.

	<ul style="list-style-type: none"> ▪ Students can reinforce their language skills and analytical skills through the process of problem-solving.
Professor B	<ul style="list-style-type: none"> ▪ Critical-thinking should be taught to the students at all levels of English proficiency. ▪ Cognitive skills are critical; however, they have not been approached enough, especially for English learning for adults who require cognitive skills, such as problem-solving. ▪ English skills and cognitive skills are inter-related, and thus taught in a mutually inclusive way regardless of the proficiency levels of students. ▪ Students with low-level English proficiency should be encouraged to think and understand the context of English activities they are engaged in, rather than simply learning the English language.
Professor C	<ul style="list-style-type: none"> ▪ It is advantageous for students to acquire problem-solving, group work, and negotiation skills as the real-world work require these skills.
Scaffolding and group work	
Professor A	<ul style="list-style-type: none"> ▪ The use of case studies, modelling, and simulations can be employed. ▪ Teachers should provide learning opportunities where students can acquire knowledge, skills, and competency that can be transferable and applicable to their future professions. ▪ Teachers should provide scaffolding to where students lack information, knowledge, and competency. ▪ Group work can be employed as students can share knowledge and skills from diverse students.
Professor B	<ul style="list-style-type: none"> ▪ Providing scaffolding to help students experience and engage in authentic real-life communication is important for the student to improve their communicative competence because university students, in general, have already developed a certain level of cognitive ability. ▪ Teachers should provide scaffolding to help the student expand what they learn in textbooks as well as modify and apply what they have learned from textbooks. ▪ Teachers should create an environment where students feel safe to make mistakes as making mistakes is the part of learning process.
Professor C	<ul style="list-style-type: none"> ▪ Kagan Structures should be applied to facilitate effective group work. ▪ Flip learning can be utilized to help teachers understand the level of students' knowledge and understanding prior to the class and provide best possible scaffolding to the class as well as individual student to the extent possible. ▪ Teachers can ask students examples, experiences, similarities, differences, and comparisons to trigger and stimulate students' thinking process, and then students start thinking and expressing gradually. ▪ Journal writing by students and responses by teachers serve as an effective scaffolding.

Project proposal writing	
Professor A	<ul style="list-style-type: none"> ▪ Project proposal writing potentially is viable for students with advanced English proficiency, by providing students with activities, such as identifying problems, developing solutions, researching, identifying collaborating organizations and donor countries, across wide academic fields, such as economic, letters, education, and law faculties. ▪ The essential components for developing a PBL course, such as final outcome, a sequence of activities, required skills, the time frame of each sequence within the given period, and materials, should be determined. ▪ Teachers should guide students through the problem-solving process in a PBL course so that they can develop English skills, such as vocabulary and grammar through writing project proposals, and content in the process of problem-solving.
Professor B	<ul style="list-style-type: none"> ▪ Prerequisites should be completed to enroll the project proposal writing course. ▪ Internationally standardized project proposal writing should be employed by the project proposal writing course.
Content for PBL curriculum	
Professor A	<ul style="list-style-type: none"> ▪ Content should be current issues that students are interested in and selected by students so that they can be intrinsically motivated.
Professor B	<ul style="list-style-type: none"> ▪ Teachers should select the level and nature of contents for content-based classes. For example, students lack the content knowledge, experiences with the content, discussion skills with limited language skill, students face challenges to learn the content, in particular, to think the content critically. In such a case, teachers should select the content of simple and easy. ▪ Teachers should provide environments where students can learn and exercise problem-solving throughout, from the first and fourth year in universities, irrespective of their English proficiency levels.
Professor C	<ul style="list-style-type: none"> ▪ Content can be actual problems of students' interests, including international issues, local matters, and personal problems.

The faculty members expressed the effectiveness of a selection of mixed instructional methods for teaching English effectively and the need of sufficient scaffolding. They also emphasized the importance of the transferability and applicability of the language learned in the classroom to real-world situations. They unanimously recognized the effective utility of project proposal writing as a framework for content and language learning was recognized.

Analysis

The faculty members and the NGO experts presented insights and views according to their respective expertise and experiences. Most of the insights and views are shared among them, and no opposing views were observed. The primary insights relate to the importance of integrating English skills and analytical skills, the selection of instructional methods and the need of scaffolding, and the utility of project proposal writing as a framework to link content and language learning. The document analysis examined relevant writing style and terminologies by reviewing the United Nations Development Account Guidelines and the Guidelines for the Preparation of Concept Papers. This section, therefore, is dedicated to addressing these essential insights and findings that should be reflected in the curriculum of an English communicative competence course based on PBL.

Integrating English Skills and Analytical Skills

The responses of the faculty members and the experts indicated that the four skills of English should be approached in a manner that they are transferrable and applicable to the work of NGO officers and the real world. The main responsibility of NGO officers is to develop strategies and activities in order to solve prevailing problems at local, country, regional and global levels. The work of NGO officers is complex, being influenced by factors other than just language proficiency. Thus, they require a good command of the four skills of English coupled accompanied by strong analytical skills, such as problem-solving. Therefore, the four skills of English should be acquired in conjunction with analytical skills.

In the needs analysis, the NGO experts highlighted work situations where NGO officers needed to use English backed by analytical skills in order to successfully fulfill their complex work assignments. Firstly, they need analytical skills in addressing and solving problems. The primary

work of NGO officers relates to mitigating or solving various problems and issues at the community, national, and global levels. These problems include the capacity development of human resources and institutions, climate changes, education, productive employment, health, human rights, poverty reduction, and sustainability. NGO officers, thus, constantly engage in a series of problem-solving processes in the face of complex problems at different levels. Furthermore, they need the competency and expertise to analyze critical factors, such as political situations, resources availability, geographical conditions, interests of organizations involved, and security situations. In addition, they often encounter unforeseen incidents, such as sudden changes in political and security situations, changes in resource availability, and immigration issues that require their problem-solving capability on the spot. Taking these factors and conditions into consideration, they are engaged in problem-solving processes to establish viable, feasible, and effective solutions, and they attempt to implement these solutions. NGO officers, thus, need to enhance their problem-solving skills as well as English proficiency so that NGO officers are able to conduct problem-solving processes and implement solutions.

Secondly, NGO officers require English communicative competence as they are constantly engaged in communications and negotiations with their counterparts with varying economic, political, and sociocultural backgrounds as well as differing interests in the process of solving problems. In such a working environment, NGO officers are often involved in negotiation processes when no solutions seem agreeable due to varying interests and resources constraints as well as when conflicting situations, such as security issues, persist. Furthermore, NGO officers often work in teams, consisting of advisors, colleagues, consultants, government officials, and the representatives of collaborating organizations for developing and implementing solutions and projects. Under such circumstances, NGO officers have to negotiate with them in order to reach consensus, establish a collaborative working environment, and persuade their counterparts to adopt their intended results.

Thus, NGO officers need to develop the level of English communicative competence that enables them to engage in problem-solving successfully and negotiations effectively in their actual work environments.

In line with the assertions of the NGO experts, the faculty members interviewed pointed out that the four skills of English and cognitive skills, such as problem-solving, could be taught in a mutually enforcing way regardless of the English proficiency levels of students. Though the English proficiency of a group of students might fall under a low proficiency range, they might possess high cognitive skills. For example, the students can be capable of thinking through the procedures of creating a role play in a given context rather than just simply being given the lines of a role play conversation to speak. Thus, the students should be encouraged to think and understand the contexts of the English activities that they are engaged in instead of just being given the language per se. Such an approach can allow them to acquire English communicative competence which is transferrable and applicable to real world situations where students use their cognitive skills. Therefore, discussion, debate, and negotiation skills can be integrated as cognitive development activities into language learning. Problem-solving can also be incorporated in learning language and contents throughout students' university education, regardless of their level of English proficiency. Simulations of authentic negotiation situations, involving speakers who speak different varieties of English with differing interests and backgrounds, are suggested by the NGO experts as an effective training technique to enhance English communicative competence coupled with negotiation skills in a way NGO officers are required to perform. NGO officers, thus, should enhance their problem-solving and negotiation skills in order to carry out their responsibilities successfully.

Based on the analysis of the responses from both the experts and the faculty members, the English communicative competence curriculum for NGO officers should integrate the four skills of English coupled with cognitive skills, such as problem-solving and negotiation skills.

Instruction Methods and Scaffolding

The combination of multiple instruction methods for teaching English is supported by the faculty members. An effective language course should integrate a wide range of communicative skill, rather than teaching the four skills of English independently, and it should utilize a combination of multiple instruction methods, such as problem-based, project-based, task-based, and skill-based instruction. Such an approach allows students to learn the four skills of English in conjunction with other skills, such as content knowledge, problem-solving and project development in an integrated manner. Utilizing a wide range of instruction methods also enables students to advance their language learning on their interlanguage continuum. For example, grammar and vocabulary should not only be taught independently, but they should also be recycled and reinforced in analytical activities, such as negotiation, presentation, and problem-solving activities, in a progressive manner. Case studies and authentic contents, such as sustainable development issues, can be used to provide students with opportunities to learn content knowledge and language skills in an integrated manner. The problem-solving process can be utilized and recycled repeatedly in order to enable students to use different levels of English at each time they solve problems. Therefore, students should be provided with opportunities to acquire and apply the multiple skills of English and analytical skills in a continuous and progressive manner through the combination of multiple language instruction methods.

With regard to the implementation of PBL, an environment conducive to the implementation of PBL process should be created and the English skills necessary to manage PBL courses should be taught. Students should be provided with opportunities to learn not only the procedures but also the expressions for brainstorming, discussion, making presentations, managing questions, and negotiation that are frequently used in the PBL process in order for them to acquire the competency to apply these expressions to authentic problem-solving processes and project development. These

language skills facilitate the students' content learning and problem-solving effectively, given the competence of students in conducting discussions, negotiations, presentations, and questions. Taking the development of brainstorming skills as an example, the procedures for brainstorming, which are clarifying the goal of the brainstorm, setting the rule not be judgmental, giving and eliciting ideas, and encouraging participants to be creative, can be introduced at the beginning of a PBL course, practiced, and built on throughout the course. In this way, teachers facilitate students' development of brainstorming skills and language use during the process of problem-solving and content learning. Students can facilitate brainstorming more effectively by building up their brainstorming skills; as a result, they can develop their cognitive skills and communication skills as well as deepen their understanding and analysis of the problem they are in the process of solving. Effective brainstorming activities and an appropriate sequencing of them facilitate communication and interactions among students, and the exchange of information and knowledge in problem-solving activities in PBL. Such a learning approach is not limited to brainstorming skills, but it can be applied to discussion skills, negotiation skills, skills in managing questions, and skills in clarifying one's meaning that are required in PBL.

With regard to scaffolding, scaffolding should be provided to help students expand the skills and language that have been presented in their textbooks and other materials in class to the real-world situations. The assistance provided to students in achieving the levels of learning that they cannot achieve by themselves is referred to as *scaffolding*. It is the temporary assistance, which teachers provide students to help them develop new knowledge and understanding, and as a result they can complete similar tasks without scaffolding. Textbooks, in general, tend to contain mechanical unauthentic communication examples in such activities as role plays and conversations, and thus, they might lack the authenticity of real communication. For example, engaging in a role play with three or four turn-takings is not authentic enough for students to acquire English

communicative competence transferrable and applicable to real-world situations. Thus, providing the relevant language and communication techniques and strategies as scaffolding to help students experience and engage in authentic real-life communications that require students to use language and cognitive skills is essential for students to improve their communicative competence. Teachers can introduce real life situations, such as business transactions or prevailing global issues, including human rights and sustainable development issues, to learning in classroom. In this regard, authentic case studies and simulations are effective in integrating authentic content and language to the learning environment in the classroom. The use of case studies, such as the United Nations Development Account projects, can provide students with opportunities to learn the language used in real word project documents, and thus the students' learning can go beyond the learning from only textbooks in the classroom. Simulations are also effective to introduce authentic situations and language use to classroom learning. For example, simulations can bring in authentic negotiations to the classroom. Students may conduct the simulations of consultative meetings with donor countries and recipient countries or organizations. Teachers may provide students with the expressions to be used for negotiations. The expressions would include *"We can agree to that if ..."*, *"Can we run through what we have agreed on?"*, and *"The next step is ..."* Simulations provide the students with opportunities to deploy and demonstrate their language competencies, content knowledge, and problem-solving skills as well as to receive feedback in the consultative processes.

Furthermore, scaffolding should be provided for content knowledge learning as well. Learning the content of a field of study, such as history, culture, and global issues, in a second language imposes challenges and difficulties to students, in particular when they lack prior or prerequisite knowledge to understand the content. When students lack experience, information, and knowledge relevant to the content area as well as lack discussion skills and language skills, thinking critically, analyzing issues and expressing opinions turn out to be even more challenging and difficult

for them. Thus, scaffolding of content knowledge, such as eliciting what they currently know about a topic; encouraging them to predict or imagine the content knowledge of that topic; helping them to identify what information they would like to know, need to know, or would be interested in knowing about that topic; providing information sources and research methods to locate the information they seek about that topic; and helping students gather information on the topic.

Students can gain higher learning achievements with the support of scaffolding provided by peers. Group work can be employed to encourage peer-support for sharing information, knowledge and skills among students. The application of Kagan Structures, focusing on the four principles of positive independence, individual accountability, equal participation, and simultaneous interaction, can be utilized for the effective implementation of group activities.

Based on the analysis of the responses from the experts and the faculty members, the English communicative competence curriculum for NGO officers can employ a combination of multiple instructional methods for language and content learning as well as problem-solving skills development. Scaffolding, as an imperative and integral part of the curriculum, should be incorporated to facilitate the learning achievement of students.

Project Proposal Writing and Contents/Problems

Project proposal writing, in general, is included in the job responsibilities of NGO officers engaged in project management. In the education field, project proposal writing potentially is a viable learning activity for students with advanced English proficiency as it provides students with a wide range of opportunities for content knowledge learning and cognitive skills development, such as identifying problems, gathering information, discussing, negotiating, and presenting as well as the use of English as a medium of communication throughout the process of developing solutions and

projects. These activities provide students with ample opportunities to recycle and reinforce the use of English and analytical skills. Teachers should guide students and provide scaffolding throughout the problem-solving process in project proposal writing so that they can develop the four skills of English, content knowledge, and analytical skills, including problem-solving skills. Scaffolding includes the use of authentic case studies similar or relevant to the project proposals students develop, simulations related to real world situations, and instructions on English skills that students need to use in order to conduct problem-solving and project development activities. Teachers can also solicit students' experiences and examples to trigger and stimulate their thinking process. Project proposals can serve as a culminating output of PBL courses. Furthermore, the project proposal writing should be taught based on the procedures and standards internationally accepted so that students can acquire the knowledge and skills that can be applied to project proposals formulation of any international or regional organizations. In this regard, the section for document analysis below discusses in detail the use of internationally accepted standards for project proposal formulation.

With respect to the problems to be addressed by project proposals, the faculty members suggested that students could select any topics of their interests or relevant to their immediate lives. The experts suggested the following SDGs among the 17 SDGs because of their urgency and the magnitude of implications on human development and lives:

Goal 4: Ensure inclusive and equitable quality education for all and promote lifelong learning opportunities for all.

Equitable education and lifelong learning are fundamental to the development of people who can contribute to the long-term sustainable economic and social development.

Goal 5: Achieve gender equality and empower all women and girls.

Women and girls, who are left behind in some parts of the world, should be given equitable opportunities to fully develop their potentials and utilize their potentials for advancing sustainable development.

Goal 8: Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.

The creation and provision of productive job opportunities for all are essential to improve the quality of life of people, especially that of the poor, to be able to contribute to promoting sustained and inclusive economic growth.

Goal 16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.

Building institutions that can contribute to eliminating global threats, such as terrorism, poverty and climate change, could play a critical role in fulfilling the sustainable development goals on a global scale.

Project proposal writing, therefore, can be utilized as a viable framework for learning English language skills and content knowledge coupled with analytical skills, utilizing any problems that students are interested in, including SGDs.

Document Analysis

The United Nations Development Account Guideline and the Guidelines for the Preparation of Concept Papers were examined, and the standardized elements required for project proposals, discourse writing style, and terminologies were identified.

The main elements. Project proposals should include the following elements: title, background, objectives, expected accomplishments, indicators of achievement, main activities, and budget with the explanation of each element accompanying it. The title should reflect the main thrust of the project. The background should describe the development issues that the project intends to address. The objective is the overall intended goal of the project. The expected accomplishments should relate to an improvement in condition or status of beneficiaries. The indicators of achievement are measures used to determine to what extent the stated expected accomplishments are achieved. The main activities are the actions that have to be undertaken to achieve the expected accomplishments. The budget relates to resource requirements for the implementation of activities and should use the specified budget categories, such as consultants, travel of staff, seminars and workshops, etc. A detailed explanation of each element and the required contents are shown in Appendix H. The required contents should be included in project proposals for the Development Account (DA).

Writing style. The Development Account specifies the writing styles for the elements, namely objectives, expected accomplishment, and indicators, as follows: The examples of objectives recommended include “*to increase national/local government capacity to identify/ apply/ develop...,*” “*to improve the formulation of national/ local policies on...,*” and “*to increase the knowledge of public officials and development practitioners on.....*” The examples of expected accomplishments include: “*increased levels of knowledge and awareness of...,*” “*increased skills in...,*” “*increased understanding of...,*” “*establishment of a network to...,*” “*improved organization of...,*” and “*adoption of international measures of....*” Examples of indicators include: “*increased number of national/ local personnel able to identify/ apply/develop...,*” “*increased number of project countries/ institutions utilizing,*” and “*national policy or strategy documents reflecting.*” These writing styles should be strictly followed when writing project proposals for DA.

Terminology. The use of standardized terminology is critical to ensure the uniform understanding of the meanings of technical terms among the stakeholders involved in the project proposal writing, assessment, and implementation. The following budget terminologies are defined and used in the Development Account: general temporary assistance (GTA), consultants, expert group, contractual services, travel of staff, study tours (fellowships), seminars and workshops, and operating expenses. GTA should be used to meet temporary assistance needs, such as personal assistants. Consultants can be hired to provide consultancies locally and internationally. Expert groups should be used when meetings are required to discuss policy issues and publications related to the project. The travel of staff must be used only for the travel of the United Nations staff members. Contractual services should be utilized for institutional contracts for preparing publications, the organization of activities through contracts or grant arrangements. Operating expenses should be used for communication costs, printing of reports, etc. Equipment and supplies should be utilized for office equipment and office supplies. Fellowships are for study tours, and seminars and workshops should be applied to capacity-building and training activities. Please see Appendix I for detailed explanations. These terminologies should be strictly followed when formulating project proposals for DA in order to ensure the standardized use and understanding of these concepts across all DA projects.

The main results of the needs analysis reveal that four skills of English should be transferrable and applicable to the work of NGO officers; English skills and problem-solving skills should be integrated; project proposal writing is viable for job training for NGO officers; format and language usage are specific to project proposal writing; and sustainable development issues are a meaningful content for NGO officers.

Criteria

The following 14 criteria have been established based on the literature review and the findings emanated from the needs analysis to design the effective PBL curriculum for English communicative competence.

1. The curriculum is structured based on the combination of Project- and Problem-Based Learning and the project proposal writing process.

Organizing a language course is to select a system that integrates content and material for a course in line with the goals and objectives, and it determines the shape and structure of the course (Graves, 2000). This curriculum is structured based on Project- and Problem-Based Learning with sequential steps adapted from the project proposal development process as demonstrated in Table 3 and the United Nations Development Account format as well as the explicit language instructions adapted from the Project Work as illustrated in Figure 1. Accordingly, the curriculum is sequenced in the order of a series of cumulative processes and tasks that the learners will perform in developing their project proposals as follows:

- a. Selecting a specific sustainable development issue
- b. Analyzing stakeholders
- c. Developing objectives
- d. Developing expected accomplishments
- e. Formulating the indicators of achievements
- f. Determining activities
- g. Allocating financial and human resources

2. Learners will research, analyze, discuss, and determine the outcome of each stage of the project proposal process as below:

a. Learners will identify an ill-structured problem in the field of sustainable development for developing a project proposal.

The effective implementation of the PBL-based curriculum requires ill-structured problems in order to create effective learning opportunities through sufficient communications and interactions among the learners, as well as to motivate and engage them in learning and problem-solving processes. As Thomas (2009) points out, sustainable development issues can serve as an ill-structured problem because of its authenticity, complexity, open-ended nature, and multiple potential solutions. They are also meaningful to the life of learners, reflecting the issues associated with humanity and involving a vast array of factors and stakeholders to be considered in solving the sustainable development issues.

Furthermore, the ESD approaches set by UNESCO and the characteristics of PBL are compatible as highlighted in Table 2. The 17 SDGs can be used as a reference for identifying sustainable development issues with an awareness that the NGO experts identified the following four SDGs as urgent in the needs analysis:

- Goal 4 Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
- Goal 5 Achieve gender equality and empower all women and girls.
- Goal 8 Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.

Goal 16 Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.

At the inception of the curriculum, therefore, the learners will select the ill-structured problems of their interests in the area of sustainable development. The PBL process and project proposal writing will facilitate solving the selected ill-structured problem. *Education for Sustainable Development Goals* issued by UNESCO can be used as a content reference.

b. Learners will identify and analyze stakeholders, including beneficiaries and collaborating organizations.

The learners will identify target countries or regions as beneficiaries as well as collaborating organizations that can contribute to the implementation of the project. They can select a country where the selected sustainable issues/problems are prevailing or a region that is most hard-hit by the selected issues/problems. The learners will identify collaborating organizations based on implementation arrangements. For example, collaborating organizations could be composed of a lead agency and one or more secondary agencies, depending upon their contributions to the project in terms of expertise, financial and human resources, the provision of meeting or workshop venues, training materials, and so forth.

c. Learners will establish objectives.

The learners will establish the objective that is the overall intended goal of the project. A well-formulated objective would clarify what the project intends to achieve. The learners can identify multiple objectives.

d. Learners will develop expected accomplishments.

The learners will develop expected accomplishments that relate to changes or improvements in attitude, condition, or the status of the beneficiaries at the end of the project cycle because of the project. Well-formulated expected accomplishments should reflect the consequences of the activities implemented during the project implementation cycle and identify what should happen to meet the objective.

e. Learners will formulate the indicators of achievements.

The learners will formulate the indicators of achievements that determine to what extent the established expected accomplishments have been achieved in terms of the units of quantity, quality, and time. Indicators refer to the data or information necessary to determine progress towards meeting the project objective.

f. Learners will determine activities.

The learners will determine activities to be undertaken in order to achieve the expected accomplishments. Examples of activities include the provision of advisory and consultative services; the organization of training workshops, seminars, and conferences; the preparation of training modules; the organization of fact-finding activities; and the issuance of documents and publications.

g. Learners will identify and allocate financial and human resources required for implementing activities.

The learners will identify and allocate financial and human resources required for each activity to be undertaken. The financial resources are categorized into temporary assistance (human resources), consultants, expert group meetings, contractual services,

travel of staff, study tours, seminars and workshops, and operating expenses. The total resource requirements must be kept within the given budget.

3. Based on the outcomes of the PBL process above, learners will draft project proposals on the problems, stakeholders, objectives, expected accomplishments, the indicators of achievements, activities, and resource requirements, utilizing the expressions and established practices of funding organizations required for project proposal writing.

The learners will apply the terminology and writing conventions imposed by funding organizations to their project proposals, as identified in the needs analysis. The examples of objectives include “*to increase national/local government capacity to identify/ apply/ develop....*,” “*to improve the formulation of national/ local policies on....*,” and “*to increase the knowledge of public officials and development practitioners on.....*” The examples of expected accomplishments include: “*increased levels of knowledge and awareness of....*,” “*increased skills in....*,” “*increased understanding of....*,” “*establishment of a network to....*,” “*improved organization of....*,” and “*adoption of international measures of....*” Examples of indicators include: “*increased number of national/ local personnel able to identify/ apply/develop....*,” “*increased number of project countries/ institutions utilizing,*” and “*national policy or strategy documents reflecting.*”

4. Learners will peer-review the project proposal drafts as well as the teacher will provide feedback and utilize each draft for formative assessments.

Peer-reviews and peer-questioning serve the purpose of providing scaffolding and working collaboratively (King, 1994). The first purpose of peer-review is to provide the learners or the groups of learners with opportunities to present the drafts to the class and

receive feedback from peers for improving the drafts. The second purpose is to reinforce the use of English and problem-solving skills through interactions and communications in the processes of reviewing. Subsequent to the peer-review of the drafts, the learners will submit the drafts to teacher for feedback. Teacher will assess the draft with respect to problem recognition, understanding of the topic, argument, content argument, and learning outcome as well as provide grammatical and editorial comments. Feedbacks from peers and teacher should be incorporated into the revised drafts. Teacher can use each draft project proposal for formative assessment. This type of assessment can provide insights regarding how well learners are learning and acquiring the knowledge and skills. Rubrics will be used to interpret objectively the learning achievements, as per Appendices J - P.

5. Learners will engage in collaborative groups to complete the PBL and drafting processes, including peer-review of project proposal.

PBL is a learner-centered learning method. Learners, through collaborative activities, identify ill-structured problems; determine data, information, and skills that they should obtain to solve the problem; apply their knowledge and skills to solving the problems; and assess their learning achievements. Teacher acts as a facilitator to help learners become independent and self-directed learners with the provisions of effective and sufficient scaffolds. Therefore, group and pair work will be actively utilized to facilitate learning in order to create collaborations among learners in line with the PBL characteristics. The class will be divided into small groups consisting three to seven learners. Each group serves as a unit for the project proposal development, and thus, the activities related to the project proposal development processes will be carried out by the groups throughout the curriculum.

According to Kagan (1994), collaborative work is a teaching arrangement where the small groups of learners work together in order to obtain shared goals. The afore-mentioned four principles of Kagan Structures, namely positive interdependence, individual accountability, equal participation, and simultaneous interaction (Kagan, 2009), will be implemented, to the extent possible, in the class to ensure the most effective group work.

There are two opposing approaches to the formation of groups, namely the self-selection group (Haines, 1989) and the instructor-formed group (Broothe et al., 2011). Depending on the composition of learners, therefore, the most appropriate approach will be determined for forming the groups. In the case that there seems to be significant gaps in the language proficiency and problem-solving skills among the learners, the teacher will form balanced groups, as suggested by Broothe et al. (2011). In the case that there seems to be significant differences among the learners, the learners may form groups on their own, as recommended by Haines (1989).

6. Learners use case studies for problem-solving activities.

Authentic case studies present examples and references that might be relevant and applicable to the problem-solving and project proposal development in this course. Thus, the learners will use case studies, such as the existing United Nations DA projects, for their project proposal development.

7. Learners, throughout the course, study, recycle, and reinforce language skills necessary to conduct the PBL and project proposal writing processes.

PBL requires an integrated approach of four core English skills (Moss & Van Duzer, 1998), and the integrated approach requires the four core language skills to be interwoven through content (MacDonald et al., 2008). The explicit language instruction will be provided

at relevant moments in the project proposal development process so that the learners can use, recycle, and reinforce the language skills in order to conduct the PBL and project proposal writing processes in English. The explicit language instruction include brainstorming, making presentations, managing questions, active listening, clarifying and confirming, negotiating, reaching agreements, and making decisions. Thus, the explicit language instruction is effective because of its immediate relevance and applicability to the PBL and project development processes. Each step in the project proposal development process is linked with activities for English skills in a way that English language learning and problem-solving reinforce each other at each step. The learners, thus, can develop the four skills of listening, speaking, reading, and writing through the PBL and project proposal development processes.

8. Learners will develop project proposals as a culminating outputs of the course.

MacDonald et al. (2008) point out that speaking, listening, reading, and writing should be integrated through thematic content and synthesized in a culminating activity where learners should respond to information gained from their reading and listening and indicate the causal relationships between the differing sources of information. Project proposal writing provides the learners with opportunities to demonstrate their language skills, content knowledge, and problem-solving skills achieved through the PBL process and the explicit language instruction, and thus can serve as a culminating activity. Project proposal writing, thus, helps the learners produce synergized effects on the enhancement of English communicative competence and problem-solving skills as they utilize the four language skills and problem-solving skills in writing project proposals on sustainable development issues. Each group, therefore, will develop a project proposal as a culminating output in an attempt to solve the problem the group selected.

9. Learners will conduct two project proposal presentation simulations with funding organizations and beneficiaries.

Simulations provide students with opportunities to deploy and demonstrate their language competences, content knowledge, and problem-solving skills, as well as to receive feedback in the consultative processes (Jonassen, 2011). The learners, thus, will conduct simulations of consultative meetings with stakeholders, such as donor and recipient governments or organizations as well as collaborating partners. Donor countries and funding organizations often present conflicting views and different requirements than beneficiaries, and thus, the simulations with the two different groups are useful to offer a wide range of consultation and negotiation experiences for the learners. A group of learners will present its project proposal, and other groups act as the representatives of the stakeholders. In the simulations, the learners are instructed to raise questions, requests, and objections as well as to respond to inquiries and requests. Each group will defend and justify its project proposal against conflicting views and objections. Subsequent to the simulations, each group will revise and finalize its project proposal, incorporating requests, comments, and feedback given during the simulations. The experts who work at international organizations may be invited, if feasible, to participate in the simulations as well as to assess the simulations. Inviting external experts is expected to increase the authenticity of simulations, reflecting the real-world work experiences of the experts.

10. The teacher will utilize the simulations for a summative assessment to assess the learning achievements of learners in terms of language development, content understanding, and problem-solving.

Assessments are designed to align the goals of the curriculum and the achievements of learners (Major & Palmer, 2001). The various forms of performance-based assessment can be employed, including formative and summative assessments, as well as self-, peer-, and teacher- or audience-assessments in accordance with the learner-centered, process-oriented, problem-solving, and collaborative characteristics of PBL (Hung et al., 2008; Kalabzova, 2015; Simpson, 2011). Teacher can use the afore-mentioned simulations as a summative assessment because the simulations provide the learners with opportunities to demonstrate their language competences, content knowledge, and problem-solving skills acquired throughout the curriculum. Rubrics will be used to interpret objectively the learning achievements, as per Appendix J.

11. Learners will write dialog journals focusing on questions and challenges related to project proposal writing.

Dialogue journals provide learners with opportunities to report their reflective learning experiences, in particular questions and challenges, and teachers with opportunities to communicate with learners through responses. Each learner will raise questions as well as write challenging aspects and concerns regarding project proposal writing, and submit dialogue journals through email. The teacher will provide comments. Dialogue journals will not be assessed.

12. Learners will keep bi-weekly reading logs on sustainable development issues.

Reading logs can facilitate the learner-centered learning, encouraging learners to initiate their own learning. Reading logs allow them to practice reading, writing, and speaking skills in an integrated way. Each learner will find an article relevant to the problem his or her group attempts to solve, write reactions to and analysis of the article, and his or her group will brainstorm the implications of the article on the project proposal that the group develops. The learners can practice how to find articles relevant to the problem, how to synthesize information from reading articles, how to analyze the implications of articles to the problems, and how to communicate their opinions to other learners. Reading logs will not be assessed.

13. Class schedule and setting are arranged to meet the needs of adult learners and PBL characteristics.

The class meets weekly for two hours per lesson over 23 weeks in consideration of the work of learners and the time required for the group works for project proposal writing. Classroom setting is flexible in terms of desks, chairs, and whiteboard so that learners can easily conduct collaborative group activities in the classroom. Audiovisual equipment should be readily available in the classroom.

14. The curriculum targets the learners with a TOEIC scores of 640 or a TOEFL-iBT scores of 62 and above.

The Japan International Cooperation Agency (JICA) certifies individuals with TOEIC scores between 640 and 730 or TOEFL-iBT scores of 62 and above to be able to work abroad within certain restricted areas of work, and individuals with TOEIC scores of 730 and above or TOEFL-iBT scores of 79 and above to have the proficiency sufficient for working abroad

(JICA Volunteer, 2017). Accordingly, the target proficiency level of learners can be set at TOEIC scores of 640 and above or TOEFL-iBT scores 62 and above in line with the guidelines set by JICA for volunteers working abroad.

The afore-mentioned 14 criteria have been integrated into the design of a curriculum for English communicative competence. Each lesson incorporates the criterion or criteria as it requires.

Curriculum Design

Based on the literature review, needs analysis, and criteria, an English communicative competence curriculum based on PBL has been created with sustainable development issues as the content and project proposal writing as the framework to integrate language and content learning. Please refer to Appendix Q for the curriculum. The overall goal of the curriculum is to develop learning outcomes in terms of English communicative competence and problem-solving skills for NGO officers. The goals and objectives are formulated based on the New York State LOTE (Languages other than English) Standards for Modern Languages (Graves, 2000) and modified to fit the needs and requirements specific to NGO officers.

Course Description

The course provides learners with opportunities to enhance their competence in English communication skills in listening, reading, speaking, and writing as well as in problem-solving to be able to work effectively in the field of international development. The course is organized based on a Problem-Based Learning (PBL) and facilitates learning English by using English through a problem-solving process in small groups. The course is learner-centered with the instructor serving as a

facilitator. Learners select a problem of their interest related to sustainable development, engage in collaborative activities in developing project proposals for solving their selected problem, and write and present project proposals as a culminating output of the course. Project proposal writing and presentation are group efforts, and therefore, each learner is expected to contribute to solving their selected problem and writing a project proposal. Team collaboration and effort are a part of the course requirements. Each stage in the process of project proposal writing, including presentations and simulations, will be assessed.

Goals and Objectives

Goal 1. Learners will be able to utilize the skills of listening and speaking for the purpose of acquiring and providing information, expressing personal opinions and feelings, and persuading others to adopt a course of action in the field of international development.

Objective 1.1 Learners will be able to engage in active listening.

Objective 1.2 Learners will be able to express and present ideas and opinions clearly and precisely.

Objective 1.3 Learners will be able to use data, information, and documents to reinforce arguments.

Objective 1.4 Learners will be able to manage questioning and answering.

Goal 2. Learners will be able to utilize the skills of reading and writing for the purpose of acquiring and providing information, expressing personal opinions and feelings, and persuading others to adopt a course of action in the field of international development.

Objective 2.1 Learners will be able to identify information and data from readings relevant to the problems they will solve.

Objective 2.2 Learners will be able to summarize and synthesize relevant information and data.

Objective 2.3 Learners will be able to clearly describe problems and potential solutions with justifications and rationales.

Objective 2.4 Learners will be able to write project proposals according to an appropriate discourse and formatting guidelines.

Goal 3. Learners will be able to utilize problem-solving skills to work effectively.

Objective 3.1 Learners will be able to analyze, compare, contrast, and evaluate information and data related to sustainable development.

Objective 3.2 Learners will be able to articulate their opinions both in support of and in opposition to, in relation to sustainable development and project proposal writing.

Objective 3.3 Learners will be able to identify problems and provide possible solutions to problems with respect to sustainable development.

Educational Implications

The present PBL-based curriculum is designed primarily for the junior level Japanese NGO officers engaged in work in the field of international development in order to improve their English communicative competence and problem-solving skills. The level of their English proficiency is

low-advanced with TOEIC scores ranging from 640 to 730, and they have already acquired the basic knowledge of international development and sustainable development through their education and work. The curriculum, however, can be applied to a wider range of learners in terms of their academic disciplines, communicative competence, as well as needs and challenges, by reformulating the curriculum to accommodate their specific perspectives and requirements.

For Other Academic Disciplines

PBL has originated in the medical field, and the majority of research and the implementation of PBL have been conducted in the medical education field (Hung et al., 2008). According to Larsson (2001), the principle of PBL can be adopted by any academic discipline, and PBL has been increasingly employed in a wider range of academic disciplines and at professional schools, such as architecture, education, engineering, nursing, and social work. (Jonassen & Hung, 2008). Furthermore, the kind of problems used in PBL differ from one discipline to another, depending on the nature of the academic discipline. According to Jonassen and Hung (2008), the students in architecture and engineering disciplines use design-related problems whereas the students in nursing, social work, and teacher education disciplines mainly utilize the diagnosis-solution type of problems. Business administration and leadership education major students primarily tackle decision-making and policy-analysis problems. The students majoring in law deal with rule-using problems. Though the problems suit PBL should be ill-structured, they are not limited to sustainable issues but are open to a wide range of academic disciplines and the different types of ill-structured problems. Thus, this PBL-based curriculum can be tailored and applied flexibly to any academic discipline and a wide variety of ill-structured problems can be utilized.

For Students with Lower Language Proficiency and Less Knowledge of Sustainable Development

The curriculum can be applied to students at any language proficiency level, including high school and university students, to enhance their English communicative competence and problem-solving skills. Steinmann (2003) suggests that students can develop on-campus sustainability projects based on PBL as these problems are authentic and closely related to their lives. For example, students identify on-campus issues that can be improved or resolved to make their campus more sustainable, and design their sustainability plans to develop solutions that can be implemented on campus. Students may also seek opportunities to present their project proposals to the concerned faculty or management for the purpose of exploring the possibility of actually implementing their projects. In case of Soka University, Tokyo, some faculty members and students have participated in the garbage-related sustainability project that has been initiated by the city of Hachioji, where Soka University is located, in collaboration with JICA. This project aims at solving the garbage-related problems faced by the group of Micronesian islands and promotes the reduction and reuse of garbage. Building upon their own experiences obtained from the participation in this project, the students may initiate their own similar project in a smaller scale on the campus or in their community.

To address the students with lower English proficiency levels and with less knowledge on sustainability issues, more lessons in the curriculum can be dedicated to learning sustainable issues, including the United Nations Sustainable Development Goals, in order for students to accumulate enough knowledge and understanding to be able to select sustainable development issues of their interest. Furthermore, the hours dedicated to explicit language learning can be increased so that students can have more opportunities for learning, practicing and producing English communication and the writing that they need in order to conduct problem-solving activities and project proposal

writing. In addition, the project proposal writing can be simplified and scale-downed by reducing the number of expected accomplishments, activities, budget lines, and participating organizations as well as the availability of financial and human resources so that students can develop project proposals with less requirements on a smaller scale.

For NGO Officers Other than Japanese

The present curriculum is designed to primarily accommodate the needs and challenges that Japanese NGO officers face in enhancing their English proficiency and job related-skills. The curriculum, however, can be easily reformulated to meet the needs and challenges of other nationals than Japanese, or a group of different nationalities, such as a group of ASEAN member countries, by selecting English skills and levels, job-related skills, content for PBL, and materials most suitable for specific participants or groups of participants.

PBL is flexible enough to be reformulated to fit a wide range of academic disciplines, levels of language proficiency, and varying needs and challenges of learners. Therefore, PBL-based courses can be employed across academic disciplines regardless of the language proficiency level of students as well as accommodate the variety of requirements and needs of learners.

Conclusion

This Teaching and Learning Project presents the integrated application of PBL as an instructional method, sustainable development as content, and project proposal writing as a framework to link language and content learning to designing an innovative curriculum for English

communicative competence course, responding to the needs of comprehensive development of English competence, problem-solving skills and content knowledge for NGO officers.

PBL has been widely applied to a number of academic disciplines, including business, economics, engineering, law and sustainability, except to the field of language education. It can facilitate the effective content and language learning as well as problem-solving skills development through the learner-centered and teacher-facilitated approach, the introduction of collaborative learning environment, the introduction of authentic problems valued in the real world to classrooms, and the production of culminating outputs. The use of authentic problems to language and content learning creates benefits to the learning achievements of students. The ill-structured problems contain multiple solution paths and thus, can enhance the learning opportunities of students by generating controversy and interest among students. Students, thus, can be inspired to gather more information for understanding the problem than is initially available and to think beyond recalling their knowledge. They can be also encouraged to collaborate for sharing information and knowledge for the purpose of developing solutions. The benefit of applying PBL to foreign language learning is evident that in the process of solving ill-structured problems or developing projects, students can learn, recycle, and reinforce the use of target language and improve their communicative competence. PBL, thus, is the instruction method that can be applied to not only foreign language learning but also learning of content knowledge and problem-solving skills.

For content or problem to be effective for a PBL-based course, authentic ill-structured problems are essential. Sustainable development issues, including the SDGs, can be relevant content for the PBL-based course because of its ill-structured nature and a meaningful content for NGO officers as sustainable development is one of the prevailing global issues that impact humanity. In this regard, NGO experts identified SDGs on education, women and girls, productive employment, and institution development as particularly urgent.

Project proposal writing is a viable and applicable framework for this PBL-based course as its process follows the sequence of problem-solving, which is central to PBL. It is also relevant to job training for NGO officers as they have opportunities to develop project proposals for financing their projects. Project proposal writing can produce synergized effects on the enhancement of problem solving skills and English communicative competence of NGO officers as they utilize the four language skills and their problem-solving skills in writing project proposals on sustainable development issues. While writing project proposals, the format and language usage of donor or funding organizations should be applied as they require specific formatting and language expressions to be used in their project proposal documents.

The needs analysis revealed that the four skills of English should be transferrable and applicable to the work of NGO officers, and consequently English skills and problem-solving skills should be integrated to meet the needs derived from the main responsibility of NGO officers that is to develop and implement strategies and activities in English in order to mitigate or solve issues and problems at local, national, regional, and global levels. Furthermore, English skills, such as brainstorming, making presentations, managing questions, active listening, negotiating, and making decisions, should be incorporated in the curriculum.

The goals and objectives aim at achieving learning outcomes in terms of English communicative competence and problem-solving skills for NGO officers. The goals and objectives have been formulated based on the literature review and needs analysis as well as the adoption of the New York State LOTE Standards for Modern Languages (Graves, 2000) to fit the requirements of NGO officers. The overarching goal is that students will be able to utilize the four skills of English and problem-solving skills for acquiring and providing information, expressing opinions, and persuading others to adopt a course of action in the field of international development in order to facilitate the problem-solving processes and project proposal writing.

The combination of PBL, sustainable development and project proposal writing can effectively serve as a design for the innovative English communicative competence course for NGO officers. People learn through thinking, problems make people think, and languages can be learnt effectively when people apply languages to solving problems (Hutchinson, 1987).

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Appendix A

Checklist: Questions to Ask while Planning

While planning a project, pose the following questions and make every effort to find answers to them.

- What project-work topics are likely to (1) sustain student interests, (2) increase student motivation, and (3) ensure meaningful student engagement?
- What can I do to give students a voice in the selection of the project-work theme, the designation of a project outcome, and the process of the project (even if I have structured the project myself)? In other words, what can I do to ensure that students develop a sense of ownership in the project?
- How can the project be designed to build upon (1) what students already know, (2) what they are already able to do, and (3) what they want to learn?
- What resources are readily available for the project theme (in print, on the Web, on video, from different people/organizations, etc.)? What resources might I, myself, collect to share with students? What resources will students be able to access on their own in a timely fashion?
- Which elaborated tasks will help me meet program objectives and assist students in completing the project in a satisfactory manner?
- How can I structure elaborated tasks so that they lead to an authentic experience and critical thinking?
- What activities can I incorporate into the process of project completion that will increase students' metacognitive awareness?

- How will I assign student work groups? Should I group students who are similar or different in language ability, motivational level, etc.? Should I let students form groups of their own or should I assign students to groups?
- How can I structure the project so that it is both sufficiently challenging and manageable at the same time?
- What language and content-learning demands are inherent in Steps 5 (information gathering), 7 (information compiling and analyzing), and 9 (information reporting)? How can I best prepare students for those demands in Steps 4, 6, and 8?
- What grammar points stand out as being particularly relevant in Steps 5, 7, and 9? How, and at what point(s) in the project, can I focus explicitly on form so that students can practice relevant grammar points in a meaningful way?
- How can I structure the project so that there is a proper balance among teacher guidance (and feedback), and student autonomy and collaboration?
- How can I structure the project so that students are engaged in meaningful and purposeful integrated skills?
- How can I conclude the project so that students have the opportunity to reflect on their improved language abilities and the content that they learned as a result of the project? How can I solicit honest feedback from students about the project-work experience so that I can use their insights to assist me in future planning of projects?

Note. Adapted from “Maximizing the benefits of project work in foreign language classrooms” by B. Alan and F. L. Stoller, 2005. In *English teaching forum*. Vol. 43, No. 4, p. 10-21.

Appendix B

Transforming Our World: The 2030 Agenda for Sustainable Development

Goal 1. End poverty in all its forms everywhere.

Goal 2. End hunger, achieve food security and improved nutrition and promote sustainable agriculture

Goal 3. Ensure healthy lives and promote well-being for all at all ages.

Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

Goal 5. Achieve gender equality and empower all women and girls.

Goal 6. Ensure availability and sustainable management of water and sanitation for all.

Goal 7. Ensure access to affordable, reliable, sustainable and modern energy for all.

Goal 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.

Goal 9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation.

Goal 10. Reduce inequality within and among countries.

Goal 11. Make cities and human settlements inclusive, safe, resilient and sustainable.

Goal 12. Ensure sustainable consumption and production patterns.

Goal 13. Take urgent action to combat climate change and its impacts.

Goal 14. Conserve and sustainably use the oceans, seas and marine resources for sustainable development.

Goal 15. Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss.

Goal 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.

Goal 17. Strengthen the means of implementation and revitalize the global partnership for sustainable development.

Appendix C

Project Document Template
11th Tranche of the Development Account

1. EXECUTIVE SUMMARY

Project Code and Title :	
Start date:	
End date:	
Budget:	
UMOJA cost centre(s):	
UMOJA functional area(s):	
Target countries:	
Executing Entity/Entities:	
Co-operating Entities within the UN Secretariat and System:	

Brief description:

2. BACKGROUND

- 2.1 Context
- 2.2 Mandates, comparative advantage and link to the Programme Budget
- 2.3 Country demand and target countries
- 2.4 Link to the SDGs

3. ANALYSIS

- 3.1 Situation analysis
- 3.2 Country level situation analysis

Table 1 – Country analysis

Country	Status of affairs	Realistic outcomes

- 3.3 Stakeholder analysis and capacity assessment

Table 2 – Stakeholder Analysis

Non UN Stakeholders	Type and level of involvement in the project	Capacity assets	Capacity Gaps	Desired future outcomes	Incentives

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4. PROJECT STRATEGY: OBJECTIVE, EXPECTED ACCOMPLISHMENTS, INDICATORS, MAIN ACTIVITIES

4.1 Project Strategy

4.2 Logical Framework

Table 3 – Logical Framework

<u>Intervention logic</u>	<u>Indicators</u>	<u>Means of verification</u>
Objective		
EA1	IA 1.1	•
	IA 1.2 ...	...
	IA 1.3 ...	...
Main activity A1.1		
A1.2 ...		
EA 2	IA 2.1 ...	...
	IA 2.2 ...	...
	IA 2.3 ...	...
A 2.1 ...		
A 2.2 ...		

4.3 Risks and mitigation actions

Table 4 – Risks and mitigation actions

Risks	Mitigating Actions
...	...

4.4 Sustainability

5. MONITORING AND EVALUATION

6. MANAGEMENT, PARTNERSHIP AND COORDINATION AGREEMENTS

7. ANNEXES

ANNEX 1: RESULT-BASED WORK PLAN AND BUDGET DETAILS

Table A1. – Results based work plan and budget

EA	Activity #	Timeframe by activity		Budget class and Code		Amount (USD)
		Year (Y1, Y2, Y3, Y4)	Quarter (Q1, Q2, Q3, Q4)	<i>(Please use the budget classes listed in the table above.)</i>		
EA1	A1.1	<i>(Please list all years and respective quarters in which the activity will take place)</i>	Q1, Q4	Other Staff Costs (GTA)	015	\$
				Consultants and Experts	105	\$
				Travel of Staff	115	\$
				Contractual Services	120	\$
				General Operating Expenses	125	\$
				Grants and Contributions (Workshops/ Study Tours)	145	\$
	A1.2	...	...	Travel of Staff	115	\$
				Contractual services	120	\$
EA 2	A2.1	...	...	...		\$ ...
External Evaluation				Consultants	105	\$

ANNEX 2: DETAILED JUSTIFICATION BY CODE**1. Other staff costs - GTA (015) \$ _____ (Total)**

Temporary assistance to perform the tasks of _____, in support of activities:

A#.#(no. of work months) x (\$ _____per work month) = \$ _____.

A#.#. (no. of work months) x (\$ _____per work month) = \$ _____.

A#.#. etc...

2. Consultants and Experts (105): \$ _____ (Total)

(Provide separate breakdown by national/regional consultants and international consultants)

(a) International consultants

International consultants for the task(s) of _____, in support of activities: A#.# (no. of work-months), A#.#(no. of work-months) and A#.#. (no. of work months) x (\$ _____per month) = \$ _____.

In support of the evaluation of the project: (no. of work months) x (\$ _____per work month) = \$ _____.

(b) National / Regional consultants

National consultants for task(s) of _____, in support of activities A#.# (no. of work-months), A#.# (no. of work-months) and A#.#. (no. of work months) x (\$ _____ per month) = \$ _____.

(c) Consultant travel

(No. of missions) by consultants for the purpose of _____ (if possible indicate countries), in support of activities A#.# (no. of missions), A#.# (no. of missions), A#.# (no. of missions), and A#.# (no. of missions). (\$ _____ average mission cost) x (total no. of missions) = \$ _____.

(d) Expert Group Meetings

A provision of \$ _____ is required for _____ (no. of meetings) expert group meetings:

In support of activity A#.#: _____ (title of meeting), _____ (possible country of venue), _____ (duration), _____ (number of participants-if applicable), _____ number of experts= \$ _____ (EGMbudget).

3. Travel of Staff (115): \$ _____ (Total)**(a) UN Staff from the implementing entity**

(No. of missions) by UN staff for the purpose of (_____) (if possible indicate countries), in support of activities A#.# (no. of missions), A#.# (no. of missions), A#.# (no. of missions), and A#.# (no. of missions).

(\$ _____ average mission cost) x (total no. of missions) = \$ _____.

(b) Staff from other UN entities collaborating in project

(No. of missions) by other UN staff for the purpose of (_____) (if possible indicate countries), in support of activities A#.# (no. of missions), A#.# (no. of missions), A#.# (no. of missions) and A#.# (no. of missions).

($\$$ _____ average mission cost) x (total no. of missions) = $\$$ _____.

4. Contractual services (120): $\$$ _____ (Total)

A provision of $\$$ _____ is required for _____ services in support of activities A#.# : description of services, duration and cost of each contract and if possible recipient country.

5. General operating expenses (125): $\$$ _____ (Total)

(a) *Communications*

In support of A#.#, A#.#, and A#.#. = $\$$ _____.

(b) *Other general operating expenses*

In support of A#.#, A#.#, and A#.#. = $\$$ _____.

6. Grants and Contributions (145): $\$$ _____ (Total)

(a) *Workshops & seminars*

Seminar / Workshop on (title of seminar) in country _____, in support of A#.#. Duration of workshop: _____ days; ($\$$ _____ per participant) x (no. of participants) x (no. of workshops) (ideally the number of participants should be a multiple of the number of target countries)

Please include information regarding the length of each workshop in number of days.

(b) *Study Tours*

Study tours for the purpose of (_____) in country _____, in support of A#.#. Study tour duration: _____ days; ($\$$ _____ per study tour) x (no. of participants) x (no. of study tours) = $\$$ _____. (Ideally the number of participants should be a multiple of the number of target countries)

Appendix D

Interview Questions - University Faculty Members

1. Which English language skills are essential for university students who wish to work in the field of international development? Please provide reasons for your choices.
2. Based on the answer to the previous question, which learning methods do you think are effective for acquiring the essential English skills in an integrated manner? Please provide examples and reasons?
3. Do you think the below-listed skills are advantageous for university students who wish to work in the field of international development? Please provide examples how you teach them or how you incorporate them into your classes. Are there any other skills?
 - a. Problem solving
 - b. Group/Team work (discussing, brainstorming)
 - c. Negotiating
4. What challenges do students face in developing these skills? What strategies do you employ to assist them?
5. Based on the answer to the previous question, do you perceive teaching these skills as challenging? If yes, please provide the teaching strategies you would apply to cope with such a challenge.
6. Do you think the project proposal development/writing using English as a medium of instruction is a viable framework for developing English communicative competence for students who wish to work in international development field? If yes, please provide examples. If no, please provide reasons.
7. What advice would you provide related to developing, delivering, and instructing such a course?
8. Do you think project proposal development process can be considered a culminating activity in the context of English four-skill integrated curriculum? If yes, please provide reasons. If not, please provide other examples of culminating activities.
9. What content do you think is suitable for Problem- and Project-Based Learning method in teaching English?

Appendix E

Interview Questions – Development Experts

1. Which English language skills are essential for NGO staff members to work effectively in the field of international development? Please provide reasons for your choices.
2. Based on the answer to the previous question, which English language skills do you think NGO staff members lack? Please provide explanations for your choices.
3. Do you think the below-listed skills are advantageous for working as a NGO staff member in the field of international development? Please explain for which work and how these skills are exercised? Are there any other skills?
 - Problem solving
 - Group/Team work (discussing, brainstorming)
 - Negotiating
4. Based on the answer to the previous question, which above-mentioned skills do you think NGO staff member lack? Please provide explanations.
5. What are critical components for developing a successful project proposal? [E.g. purpose, donor's goals, recipient's needs, human resource requirements for the project, within the given budget, collaborating organizations, etc.]
6. Please provide three main criteria that are applied in assessing the successful quality of project proposals and how the criteria are applied. Please provide if there are any more criteria.
7. Does your organization offer a project proposal writing training course either in-house or outside for the staff members? If yes, please provide brief structure and content of the training course. If no, what do you think should be included in such a training course?
8. Please select three Goals out of 18 United Nations Sustainable Development Goals in the order of urgency. Please provide reasons for your choice.

Appendix F

Informed Consent for Research Participation
(Interviews of Faculty Members)**Project Proposal Writing through Problem-Based Learning (PBL) for NGO Officers**

Principal Investigator: Kaori Yasuoka

Advisor: Dr. Edwin Aloiaiu

1. Objectives of the study

This study aims at designing an English communicative course for NGO staff members engaged in international development. The course will be designed to enhance English communicative competence and problem-solving skills of the NGO staff members so that they would be able to perform efficiently their work in English in the field of international development. In order to meet the goals of the study, the needs analysis will be conducted through individual interviews with a view to identifying an effective English teaching method, essential English skills, relevant course contents, and a framework for integrating English language and content learning in determining the effective design of the English language course for the NGO staff members.

2. Releasing study results

The research results will be included in a Teaching and Learning Project, which is the partial fulfillment of the requirements for the degree of Master of Arts, International Language Education, TESOL, at Soka University, Japan. The results will be published in peer-reviewed academic journals and will be presented at international conferences.

3. Data collection method

Interviews will be conducted individually at the convenience of participants. In case, however, participants are not available for an individual interview, information will be collected through non-verbal means, such as through emails. The interview will include open-ended questions and take approximately 20 minutes. The interviews will be recorded and interview notes will be compiled.

4. Selection of participants

Experts who are engaged in international development and university faculty members engaged in English language and content teaching will be invited, through personal contacts, to the interview on a voluntarily basis.

5. Anticipated risks

The survey instrument nor the interview questions require any personal or sensitive responses. Therefore, there is no potential physical, psychological nor social risk to the participants. In addition, the participants will be free to withdraw from the research at any time.

6. Benefits of the research to the participants

The English language course to be designed is expected to contribute to the development and implementation of innovative English language courses in general, and to the enhancement of English communicative competence of NGO staff members engaged in international development in particular.

7. Protecting personal information

- Information and data collected in the interview will be kept confidential and anonymous.
- Information and data collected through interviews will only be accessed by the principle investigator, Kaori Yasuoka, and the advisor, Dr. Edwin Aloiau.
- Information and data will be anonymized in an un-linkable manner prior to any analysis.
- All the data will be stored on a password-protected computer unconnected to Internet and in a secure location in a locked office at Soka University.
- All data files will be deleted or destroyed on or prior to March 30, 2018.

8. Participation in the interview

- Participation in the interview is voluntary.
- You will be able to withdraw from the interview anytime.
- You will receive a copy of this informed consent form.

9. Contact information

Kaori Yasuoka, email: e16m3208@soka-u.jp
Soka University
1-236 Tangi-machi, Hachioji, Tokyo, JAPAN
Tel. 070-2197-3721

Dr. Edwin Aloiau, email: aloiau@soka.ac.jp
Soka University
1-236 Tangi-machi, Hachioji, Tokyo, JAPAN
Tel. 042-691-2211

I have read the explanation written by the investigator. I understand the objectives of the study and interview, data collection methods, and procedures and methods of protecting personal information. By signing below, I agree to participate in this interview.

Participant Signature:

Date:

Investigator Signature:
Kaori Yasuoka

Date:

Appendix G

Informed Consent for Research Participants
(Interviews of NGO Experts)**Project Proposal Writing through Problem-Based Learning (PBL) for NGO Officers**

Principal Investigator: Kaori Yasuoka

Advisor: Dr. Edwin Aloiau

1. Objectives of the study

This study aims at designing an English communicative course for NGO staff members engaged in international development. The course will be designed to enhance English communicative competence and problem-solving skills of the NGO staff members so that they would be able to perform efficiently their work in English in the field of international development. In order to meet the goals of the study, the needs analysis will be conducted through individual interviews with a view to identifying an effective English teaching method, essential English skills, relevant course contents, and a framework for integrating English language and content learning in determining the effective design of the English language course for the NGO staff members.

2. Releasing study results

The research results will be included in a Teaching and Learning Project, which is the partial fulfillment of the requirements for the degree of Master of Arts, International Language Education, TESOL, at Soka University, Japan. The results will be published in peer-reviewed academic journals and will be presented at international conferences.

3. Data collection method

Interviews will be conducted individually at the convenience of participants. In case, however, participants are not available for an individual interview, information will be collected through non-verbal means, such as through emails. The interview will include open-ended questions and take approximately 20 minutes. The interviews will be recorded and interview notes will be compiled.

4. Selection of participants

Experts who are engaged in international development and university faculty members engaged in English language and content teaching will be invited, through personal contacts, to the interview on a voluntarily basis.

5. Anticipated risks

The survey instrument nor the interview questions require any personal or sensitive responses. Therefore, there is no potential physical, psychological nor social risk to the participants. In addition, the participants will be free to withdraw from the research at any time.

6. Benefits of the research to the participants

The English language course to be designed is expected to contribute to the development and implementation of innovative English language courses in general, and to the enhancement of English communicative competence of NGO staff members engaged in international development in particular.

7. Protecting personal information

- Information and data collected in the interview will be kept confidential and anonymous.
- Information and data collected through interviews will only be accessed by the principle investigator, Kaori Yasuoka, and the advisor, Dr. Edwin Aloiau.
- Information and data will be anonymized in an un-linkable manner prior to any analysis.
- All the data will be stored on a password-protected computer unconnected to Internet and in a secure location in a locked office at Soka University.
- All data files will be deleted or destroyed on or prior to March 30, 2018.

8. Participation in the interview

- Participation in the interview is voluntary.
- You will be able to withdraw from the interview anytime.
- You will receive a copy of this informed consent form.

9. Contact information

Kaori Yasuoka, email: e16m3208@soka-u.jp
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Dr. Edwin Aloiau, email: aloiau@soka.ac.jp
Soka University
1-236 Tangi-machi, Hachioji, Tokyo, JAPAN
Tel. 042-691-2211

I have read the explanation written by the investigator. I understand the objectives of the study and interview, data collection methods, and procedures and methods of protecting personal information. By signing below, I agree to participate in this interview.

Participant Signature:

Date:

Investigator Signature:
Kaori Yasuoka

Date:

Appendix H

Main Elements – Development Accounts

The concept paper of each project is comprised of the following elements:

- i. **Title**

The title should reflect the main programmatic thrust of the project so that different audiences can easily understand how it may contribute to the implementation of the UN Development Agenda. The title should be short, concise, and one sentence long. Examples of titles include: Interregional cooperation to strengthen...; Capacity building in support of...; strengthening statistical capacity in support of...
- ii. **Background**

The background should describe the development issue that the project intends to address. The background should also, when relevant, include reference to major recent legislation calling for UN action on the development issue(s) of the project's coverage. The background should also indicate whether the entity has had prior involvement with issues related to the objective of the project. Ideally, this part should provide details on the type of beneficiaries and their geographical locations, i.e. a draft list of countries or regions/subregions the project intends to work with. The background should be approximately one page in length. Basic details should also be provided on implementation arrangements with project partners, if any. Implementation arrangements should be presented in a hierarchical fashion. There are three main typologies of implementation arrangements, which are: a. One lead entity and one or more secondary entities: The lead entity is to be listed first, with secondary implementing entities listed in order of their participation/ contribution to the project.
- iii. **Objective**

The objective is the overall intended goal of the project. The project will contribute to achieving the objective through the expected accomplishments. The objective will not be achieved by the project alone and not within the timeframe of the project (it will only provide a contribution to the achievement of the overall objective). A well-formulated objective should answer the question, "What does the project intend to achieve?" It should be concise, not longer than one sentence, and should not attempt to explain how the implementing entity intends to go about achieving the objective. There should be only one objective.
- iv. **Expected accomplishments**

Expected accomplishments should relate to changes in attitude, behaviour, condition, or status of the target group at the end of the project cycle, or soon thereafter. A well-formulated expected accomplishment should answer the question, "What should happen in order to meet the objective," and should be the direct consequence or effect of the main activities delivered during the project implementation cycle. There should be a maximum of three expected accomplishments.
- v. **Indicators of achievement**

Indicators of achievement: Indicators of achievement are measures used to determine to what extent the stated expected accomplishments have been achieved. Indicators refer to the information needed to help in determining progress towards meeting the stated project objective.

Well-formulated indicators should answer the question “What is going to demonstrate that the expected accomplishment occurred,” and detail the extent to which the expected accomplishments have been achieved in terms of clearly defined units of quantity, quality, and time. There should only be a maximum of two indicators per expected accomplishment.

vi. Main activities

Main Activities are the actions that have to be taken or provided to achieve the expected accomplishments. Well-formulated activities should answer the question, “What specific actions need to take by the project team to achieve the expected accomplishments?” There should be around six main activities per proposal (more activities may be added later where relevant). Examples of main activities include: workshops; publications; training modules; advisory services; or seminars.

vii. Relationship to the Strategic Framework for the period [years], the internationally agreed development goals, the Millennium Development Goals, and major UN conferences and summits

A reference is to be made to the relevant expected accomplishment(s) of the concerned subprogramme of the Strategic Framework for the period [years]. It should include, where appropriate, reference to the internationally agreed development goals, the Millennium Development Goals, and/ or the international conferences and summits.

viii. Budget

Project size and funding distribution will be similar to the (relevant order of) tranche (UN document number), with approximately 27 projects with an average size of US\$ (amount). The Development Account will not finance the second phase of any project from earlier tranches. The projects are to be designed so as to draw on existing capacities within the implementing entities as per General Assembly (GA) recommendations. Therefore, the share of General Temporary Assistance (GTA) and consultancies should be limited. Ideally, consultants should be from developing countries so to have more sustainability in the country as per GA recommendations. Contractual services with local and regional institutions and/or NGOs are encouraged for the implementation of certain activities of the projects. Approximately two percent of the total budget should be allocated for monitoring and evaluation and final (self) evaluation.

Source: Guidelines for the preparation of concept notes for the 8th tranche of the Development Account (2012-2013)

http://www.un.org/esa/devaccount/docs/Guidelines_for_preparing_concept_notes_for_8th_tranche.pdf

Appendix I

Resources Categories – Development Accounts

The budget categories used to prepare budgets. Each budget line item should be supported by a brief, easy-to-understand narrative providing information on activity-related expenditures.

1. General temporary assistance

GTA should be used to respond to temporary assistance needs through the recruitment and/or extensions of staff members only, and are usually located with the entity implementing the project. GTA should not be used for the recruitment of consultants or UNVs. The share of GTA should be reasonable.

2. Consultants

Please differentiate between international consultants and national/ regional consultants. The budget should include fees and travel. The share of international consultancies should be limited.

3. Expert groups

Expert groups should be used if meetings are required to discuss policy issues/publications related to the project. Only expert panellists are to be captured under this budget line. Other participants to expert group meetings are to be captured under seminars and workshops.

4. Travel of staff

This budget line is for UN staff travel only, for all types of travel (participation in expert groups, workshops, and providing advisory services). Travel of experts, consultants and participants to workshops should be budgeted under their respective budget lines. Do not include the travel of staff under workshops.

5. Contractual services

The contractual services budget line might include institutional contracts for preparing publications or, for example, for NGOs that might organize activities through subcontract or grant arrangements. Contractual services with local and regional institutions and/or NGOs are encouraged for the implementation of certain activities of the projects.

6. Operating expenses

The operating expenses budget line should be used for postage, communications, in-house or low-value printing of reports, etc. For major undertakings relate to printing services, use object class 612, contractual services. Most of these costs will be covered from the regular budget, so its share in the project budget should be limited.

7. Equipment and supplies

This line should be used for office equipment, office automation equipment, software and supplies for beneficiary countries. Laptops for support staff will not be considered.

8. Study tours (fellowships)

In the UN, the term “fellowships” has also been used in a similar context to study tours. Fellowships should only be used if the duration is more than six months.

9. Seminars and workshops

The seminars and workshops budget line should be used for capacity-building/training activities other than expert group meetings, and include costs related to the travel/DSA of participants, as well as rental of venue and local conference-related expenditures, including interpretation and translations services (if non-UN venue). Subcontracts which are issued to implementing partners to carry out training activities should be charged to contractual services. Travel of staff for workshops needs to be budgeted under travel of staff.

Source: Guidelines for the preparation of concept notes for the 8th tranche of the Development Account (2012-2013)
http://www.un.org/esa/devaccount/docs/Guidelines_for_preparing_concept_notes_for_8th_tranche.pdf

Appendix J

Assessment: Identifying problems and underlying issues

	Exceeding	Meeting	Approaching
Problem recognition	Problem is identified with the in-depth understanding of underlying issues contributing to the problem.	Problem is identified with good understanding of underlying issues contributing to the problem.	Problem is identified with some understanding of underlying issues contributing to the problem.
Rational/Reason	All rationales and reasons presented in the argument are relevant and thorough supported by evidence.	Most rationales and reasons presented in the argument are relevant and thorough supported by evidence.	Some rationales and reasons presented in the argument are relevant and thorough supported by evidence.
Time management	The draft project proposal document is submitted in time.	The draft project proposal document is submitted a one-day delay.	The draft project proposal document is submitted with a two-day delay.

Appendix K

Assessment: Developing objective

	Exceeding	Meeting	Approaching
Identification	Objective clearly identifies what the project intends to achieve.	Objective identifies what the project intends to achieve.	Objective does not clearly identify what the project intends to achieve.
The use of recommended expressions	The recommended expressions are used effectively.	The recommended expressions are used appropriately.	Some recommended expressions are used inappropriately.
The length and number of objective	Only one objective is identified and stated in one sentence.	More than one objective are identified. Each objective is stated in one sentence.	More than one objectives are identified. Some objectives are stated in more than one sentences.
Time management	The draft project proposal document is submitted in time.	The draft project proposal document is submitted with a one-day delay.	The draft project proposal document is submitted with a two-day delay.

Appendix L

Assessment: Analyzing stakeholders

	Exceeding	Meeting	Approaching
Identification	The most relevant stakeholders are identified.	Relevant stakeholders are identified.	Some stakeholders identified are not relevant.
Capacity	The capacity of stakeholders is sufficiently assessed and indicated.	The capacity of stakeholders is assessed and indicated.	The capacity of stakeholders is assessed indicated insufficiently.
Incentive	Incentives for stakeholders are clearly identified.	Incentives for stakeholders are identified.	Incentives for stakeholders are not clearly identified.
Time management	The draft project proposal document is submitted in time.	The draft project proposal document is submitted with a one-day delay.	The draft project proposal document is submitted with a two-day delay.

Appendix M

Assessment: Formulating the indicators of achievement

	Exceeding	Meeting	Approaching
The unit of measurement	The indicators of achievement clearly define the units of quantity, quality and time.	The indicators of achievement define the units of quantity, quality and time.	Some indicators of achievements define the units of quantity, quality and time.
Measurability	All indicators of achievement are measurable and achievable.	Most indicators of achievement are measurable and achievable.	Some indicators of achievement are measurable and achievable.
The use of expressions	The recommended expressions are used effectively.	The recommended expressions are used appropriately.	Some recommended expressions are used inappropriately.
The number of indicators of achievement.	A maximum of two indicators per expected accomplishment is developed.	More than two indicators per expected accomplishment are developed.	Less than two indicators per expected accomplishment are developed.
Time management	The draft project proposal document is submitted in time.	The draft project proposal document is submitted with a one-day delay.	The draft project proposal document is submitted with a two-day delay.

Appendix N

Assessment: Developing activities

	Exceeding	Meeting	Approaching
Contribution/ Relevance	Activities are required to achieving expected accomplishments.	Activities can contribute to achieving expected accomplishments.	Some activities do not contribute to or irrelevant for achieving expected accomplishments.
Specificity	Activities are specific and tangible actions.	Activities are tangible actions.	Some activities are not specific and tangible actions.
The number of activities	There are six main activities developed.	There are five main activities developed.	There are less than five main activities developed.
Time management	The project proposal draft is submitted in time.	The project proposal draft is submitted with a one-day delay.	The project proposal draft is submitted with a two-day delay.

Appendix O

Assessment: Identifying financial and human resources

	Exceeding	Meeting	Approaching
Budget terminology	All budget terminologies are correctly utilized for resources requirement calculation.	Most budget terminologies are correctly utilized for resources requirement calculation.	Some budget terminologies are correctly utilized for resources requirement calculation.
Effectiveness of financial resource requirement	Financial resource requirements are calculated and allocated highly cost-effectively.	Financial resource requirements are calculated and allocated cost-effectively.	Financial resource requirements are not calculated and allocated cost-effectively.
Budget management	Total financial resource requirement is within the given budget.	Total financial resource requirement is less or more than the given budget by 2 %.	Total financial resource requirement is less or more than the given budget by 3 % or more.
Effectiveness of human resource requirements	Human resources are allocated most efficiently to activities.	Human resources are allocated appropriately to activities.	Some human resources are not allocated effectively.
Time management	The project proposal draft is submitted in time.	The project proposal draft is submitted with a one-day delay.	The project proposal draft is submitted with a two-day delay.

Appendix P

Assessment: Simulation

	Exceeding	Meeting	Approaching
Problem recognition	Demonstrates the ability to identify problems.	Demonstrates the ability to identify problems with some assistance.	Demonstrates the ability to identify problems with a great deal of assistance.
Understanding of the topic	Demonstrates the in-depth understanding of the problems and issues.	Demonstrates the understanding of the problems and issues.	Demonstrates the low level of understanding of the problems and issues.
Argument	Presents accurate and relevant information with clear logics and evidence in the arguments.	Presents some accurate and relevant information with some logics and evidence in the arguments.	Presents a few accurate and relevant information with some logics and evidence in the arguments.
Counter-argument	Presents relevant and effective counter-arguments with evidence.	Presents some relevant and effective counter-arguments with evidence.	Presents a few relevant and effective counter-arguments with evidence.
Learning outcome	Demonstrates the complete understanding of content and information used in project proposal writing. Demonstrates problem-solving skills effectively	Demonstrates the good understanding of content information used in project proposal writing. Demonstrates problem-solving skills sufficiently.	Demonstrates some understanding of content information used in project proposal writing. Demonstrates problem-solving skills with some difficulties.

Appendix Q

Course Syllabus

Course Syllabus

Course description

The course provides learners with opportunities to enhance their competence in English communication skills in listening, reading, speaking, and writing, as well as in problem-solving to be able to work effectively in the field of international development. The course is organized based on a Problem-Based Learning (PBL) and facilitates learning English by using English through a problem-solving process in small groups. The course is student-centered with the instructor serving as a facilitator. Learners select a problem of their interest related to sustainable development, engage in collaborative activities in developing project proposals for solving their selected problem, and write and present project proposals as a culminating output of the course. Project proposal writing and presentation are group efforts, and therefore, each student is expected to contribute to solving their selected problem and writing a project proposal. Team collaboration and effort are a part of the course requirements. Each stage in the process of project proposal writing, including presentations and simulations, will be assessed.

Goals and objectives

Goal 1. Learners will be able to utilize the skills of listening and speaking for the purpose of acquiring and providing information, expressing personal opinions and feelings, and persuading others to adopt a course of action in the field of international development.

Objective 1.1 Learners will be able to engage in active listening.

Objective 1.2 Learners will be able to express and present ideas and opinions clearly and precisely.

Objective 1.3 Learners will be able to use data, information, and documents to reinforce arguments.

Objective 1.4 Learners will be able to manage questioning and answering.

Goal 2. Learners will be able to utilize the skills of reading and writing for the purpose of acquiring and providing information, expressing personal opinions and feelings, and persuading others to adopt a course of action in the field of international development.

Objective 2.1 Learners will be able to identify information and data from readings relevant to the problems they are to solve.

Objective 2.2 Learners will be able to summarize and synthesize relevant information and data.

Objective 2.3 Learners will be able to clearly describe problems and potential solutions with justifications and rationales.

Objective 2.4 Learners will be able to write project proposals according to an appropriate discourse and formatting guidelines.

Goal 3. Learners will be able to utilize problem-solving skills to work effectively.

- Objective 3.1 Learners will be able to analyze, compare, contrast, and evaluate information and data related to sustainable development.
- Objective 3.2 Learners will be able to articulate their opinions both in support of and in opposition to, in relation to sustainable development and project proposal writing.
- Objective 3.3 Learners will be able to identify problems and provide possible solutions to problems with respect to sustainable development.

Syllabus and Lesson Plan

Lesson	Project Proposal Development Sequence	Corresponding Objectives	Explicit Language Demand	Corresponding Objectives	Assessment
1	Introducing the course Conducting self-introduction Introducing SDGs	-	Introducing dialogue journals Introducing reading logs	1.1 - 1.4 2.1, 2.2 3.1, 3.2	-
2	Forming groups Presenting sustainable development issues: United Nations Sustainable Development Goals (SDGs)	1.1 - 1.4 2.2 3.1 - 3.3	-	-	-
3	Introducing the basics of project proposal writing Introducing project proposal case studies	1.1 - 1.4 2.2 3.1 - 3.3	Brainstorming	1.1 - 1.4 3.2	-
4	Identifying and analyzing the problem and underlying issues contributing to the problem	1.1 - 1.4 2.1 - 2.4 3.1 - 3.3	Reading log entry 1	1.1 - 1.4 2.1, 2.2 3.1, 3.2	-
5	Presenting, reviewing, and finalizing Lesson 4 outcomes: Problem and underlining issues	1.1 - 1.4 2.1 - 2.4 3.1 - 3.3	Making presentations	1.1 - 1.4 2.2 3.1, 3.2	-
6	Identifying and analyzing stakeholders	1.1 - 1.4 2.1 - 2.4 3.1 - 3.3	Reading log entry 2	1.1 - 1.4 2.1, 2.2 3.1, 3.2	Draft project document on the problems and underlying issues
7	Presenting, reviewing, and finalizing Lesson 6 outcomes: stakeholders analysis	1.1 - 1.4 2.1 - 2.4 3.1 - 3.3	Managing questions	1.1 - 1.4 3.1, 3.2	-

8	Determining objectives and expected accomplishments	1.1 - 1.4 2.1 - 2.4 3.1 - 3.3	Reading log entry 3	1.1 - 1.4 2.1, 2.2 3.1, 3.2	Draft project document on the stakeholders
9	Presenting, reviewing, and finalizing Lesson 8 outcomes: objectives and expected accomplishments	1.1 - 1.4 2.1 - 2.4 3.1 - 3.3	Active listening	1.1 - 1.4 3.1	-
10	Developing the indicators of achievement	1.1 - 1.4 2.1 - 2.4 3.1 - 3.3	Reading log entry 4	1.1 - 1.4 2.1, 2.2 3.1, 3.2	Draft project document on the objectives and expected accomplishment
11	Presenting, reviewing, and finalizing Lesson 10 outcomes: indicators of achievement	1.1 - 1.4 2.1 - 2.4 3.1 - 3.3	Clarifying and confirming	1.1 - 1.4	-
12	Developing activities	1.1 - 1.4 2.1 - 2.4 3.1 - 3.3	Reading log entry 5	1.1 - 1.4 2.1, 2.2 3.1, 3.2	Draft project document on the indicators of achievement
13	Presenting, reviewing, and finalizing Lesson 12 outcomes: activities	1.1 - 1.4 2.1 - 2.4 3.1 - 3.3	Negotiating	1.1 - 1.4 2.2 3.1, 3.2	-
14	Determining and allocating human resources	1.1 - 1.4 2.1 - 2.4 3.1 - 3.3	Reading log entry 6	1.1 - 1.4 2.1, 2.2 3.1, 3.2	Draft project document on the activities
15	Presenting, reviewing, and finalizing Lesson 14 outcomes: human resources	1.1 - 1.4 2.1 - 2.4 3.1 - 3.3	Reaching agreements	1.1 - 1.4 2.2 3.1, 3.2	-

16	Determining and allocating financial resources	1.1 - 1.4 2.1 - 2.4 3.1 - 3.3	Reading log entry 7	1.1 - 1.4 2.1, 2.2 3.1, 3.2	Draft project document on human resources
17	Presenting, reviewing, and finalizing Lesson 16 outcomes: financial resources	1.1 - 1.4 2.1 - 2.4 3.1 - 3.3	Making decisions	1.1 - 1.4 2.1 3.1, 3.3	-
18	Finalizing the first draft project proposals	1.1 - 1.4 2.1 - 2.4 3.1 - 3.3	-	-	Draft project document on financial resources
19	Presentation and peer reviewing the first draft project proposals Revising the first draft project proposals	1.1 - 1.4 2.1 - 2.4 3.1 - 3.3	-	-	-
20	Conducting simulations on the first draft project proposals with beneficiaries Revising the first draft project proposals	1.1 - 1.4 2.1 - 2.4 3.1 - 3.3	-	-	Simulation
21	Conducting simulation on the second draft project proposals with funding organizations Revising the second draft project proposals	1.1 - 1.4 2.1 - 2.4 3.1 - 3.3	-	-	Simulation
22	Finalizing the second draft project proposals	1.1 - 1.4 2.1 - 2.4 3.1 - 3.3	-	-	-
23 (1 hr)	Submitting the final project proposals Assessing the course by the learners.	-	-	-	Course evaluation by the learners Final project proposal assessment by the teacher.

Assessment

Contribution to class discussion	Reading logs	Draft project proposals	Final project proposal	Simulations
10 %	10 %	30%	20%	30%

Appendix R

Lesson Plans

Lesson Plan 1

Title of the Course:	Project Proposal Writing for NGO Officers		
Title of the Lesson:	Course introduction		
Week / Class Number	1		
Goal of the Lesson:	Learners will be able to: <ol style="list-style-type: none"> 1. know peers from information obtained through self-introductions. 2. identify the goals, organization, and assessment of the course. 3. conduct dialogue journals and reading logs. 4. identify the United Nations Sustainable Development Goals (SDGs). 		
Activity 1	Self-introduction		
Goal of the Activity:	Learners will be able to know peers with respect to their experiences, interests in sustainability, and expectations for the course.		
Rationale:	Knowing peers at the inception of the course is critical to set the positive tone of the class and to create a study environment conducive to collaborative work promoted by PBL. Self-introduction also serves the purpose of finding each learner's experience, the areas of interest in the field of sustainable development, and exposure to other cultures. This information can be utilized in making groups at Lesson 2 based on their interests. Self-introduction also allows teacher to gather information on learners' expectations to the course.		
Materials:	Self-introduction sheet		
Equipment:	-		
Procedures:	Step 1	<ul style="list-style-type: none"> ▪ Teacher welcomes learners and introduces himself/herself in brief. ▪ Teacher introduces the course, followed by questioning by learners. 	10 mins .
	Step 2	<ul style="list-style-type: none"> ▪ Teacher asks learners to distribute self-introduction sheets (Learners were requested to prepare self-introduction sheets prior to the first lesson). ▪ Teacher explains that learners will form groups of three, based on the shared information, in particular the interested sustainable development issues. ▪ Teacher requests learners to introduce themselves to the class, pay attention to other learners' interested sustainable development issues, and raise questions after each self-introduction to get to know each other well. 	45 mins .
	Step 3	<ul style="list-style-type: none"> ▪ Each learner introduces himself/herself for about 3 minutes, followed by a Q and A session for about 2 minutes. 	
	Step 4	<ul style="list-style-type: none"> ▪ Teacher requests learners to submit the self-introduction sheets after the class. ▪ Teacher requests learners to consider, by the next lesson, forming groups with other learners who are interested in similar sustainable development issues. Each group consists of three learners. 	5 mins .
Assessment:	-		
Homework/Follow-up:	Learners coordinate forming groups outside the class based on the information they obtained in the first lesson.		

Comments:	<ul style="list-style-type: none"> ▪ Learners were requested, prior to the first lesson, to complete the self-introduction sheet and bring 10 copies to the first lesson, and they were informed to conduct a brief self-introduction for three minutes in the first lesson. ▪ The number of learners is set to be nine for this particular course. 		
Activity 2	Introducing course syllabus		
Goal of the Activity:	Learners will be able to understand the goals, objectives, organization, and assessment of the course.		
Rationale:	<p>Providing the goals, objectives, organization, and assessment of the course at the inception of the course helps learners be aware of what is to be achieved, when and how to study, and how to assess their learning outcomes/achievements as well as their roles and responsibilities in the student-centered PBL course. This process is expected to motivate learners to engage in self-directed learning and optimize the learning opportunities offered by the course. English is the primary medium of instruction. Japanese can be used when its use is effective to facilitate the course activities.</p>		
Materials:	<ul style="list-style-type: none"> ▪ Course syllabus ▪ Assessment rubrics 		
Equipment:	PC with Internet connection		
Procedures:	Step 1	<ul style="list-style-type: none"> ▪ Teacher distributes the course syllabus. ▪ Teacher explains the goals and objectives. ▪ Teacher explains the organization/sequence of the activities. ▪ Teacher explains the assessment criteria together with rubrics. ▪ Teacher explains English is the primary medium of instruction, and Japanese can be used as required. 	15 mins
	Step 2	<ul style="list-style-type: none"> ▪ Teacher conducts a Q and A session. 	10 mins
Assessment:	-		
Homework/Follow-up:	-		
Comments:	-		
Activity 3	Introducing dialogue journal and reading log		
Goal of the Activity:	Learners will be able to write dialogue journals and reading log.		
Rationale:	<p>Dialogue journals and reading logs facilitate the PBL-based student-centered learning. Dialogue journal provides learners with opportunities to reflect on their learning experiences, in particular their concerns and challenges, and communicate them to teacher. In turn, teacher provides individual responses and assistance. Learners can submit dialogue journals when they need teacher's advice as challenges and questions arise.</p> <p>Reading logs allow learners to practice reading, writing, and speaking skills in an integrated way. This is a bi-weekly activity. For each entry, learners read an article as well as write key factors relevant to their project proposals and implications to the problem to be solved. They share the key factors and implications with their peers in groups. Learners are expected to learn how to gather news articles and documents relevant to their problem, how to synthesize information</p>		

	from reading articles, and how to evaluate the information in the articles, and communicate their ideas to others.		
Materials:	Reading log form		
Equipment:	-		
Procedures:	Step 1	<ul style="list-style-type: none"> ▪ Teacher distributes a reading log form, which e-form will be shared with learners. ▪ Teacher explains the purpose of and how to conduct reading log, followed by a Q and A. 	5 mins .
	Step 2	<ul style="list-style-type: none"> ▪ Teacher explains the purpose of and the way to conduct and submit dialogue journals. Learners submit journals as questions and challenges arise. ▪ Teacher asks learners to complete a reading log for Lesson 4 and bring three copies for other students in the groups. 	5 mins .
Assessment:	-		
Homework/Follow-up:	Each learner will bring the first reading log 1 entry to Lesson 4.		
Comments:	-		
Activity 4	Introduction to SDGs		
Goal of the Activity:	Learners will be able to identify the United Nations Sustainable Development Goals (SDGs).		
Rationale:	Ill-structured problems, which are imperative for PBL, should be selected from sustainable development issues for the purpose of writing project proposals. Thus, learners should study the 17 SDGs, and each group selects a sustainable development issue for project proposal writing from the 17 SDGs.		
Materials:	<ul style="list-style-type: none"> ▪ Handout: 17 SDGs https://sustainabledevelopment.un.org/?menu=1300 ▪ UN SDGs video - http://www.un.org/sustainabledevelopment/videos/ 		
Equipment:	PC with Internet connection		
Procedures:	Step 1:	<ul style="list-style-type: none"> ▪ Teacher distributes the 17 SDGs handout and explains that each learner will select two SDGs and make a presentation on them in the next lesson. ▪ Learners watch the UN SDGs video. ▪ Teacher conducts a Q and A session. 	15 min s.
	Step 2:	<ul style="list-style-type: none"> ▪ Teacher requests learners to arrange in a way that each learner selects two SDGs without overlapping, and present two SDGs at the next lesson. Each learner has approximately 10 minutes for his/her presentation and a Q and A session together. One SDG will be overlapped as there are nine students in the class. ▪ Teacher requests learners to prepare materials for presentations and distribution to the class at the next lesson, utilizing the information contained on the UN website: https://sustainabledevelopment.un.org/?menu=1300 ▪ Teacher encourages learners to utilize audio and visual aids for their presentation. 	10 mins .
Assessment:	-		

Homework/Follow-up:	<ul style="list-style-type: none">▪ Each learner researches two SDGs assigned, and presents them at Lesson 2.▪ Learners will coordinate the SDGs assignment presentation outside of the class, as necessary.
Comments:	-

Self-introduction

Name in full	(F / M)
Contact information	E-mail address: Telephone (optional):
Work experience	
SDGs you are interested in and reasons	
Expectations of the course	
Other information that you would like to share	

Course Syllabus

Course description

The course provides learners with opportunities to enhance their competence in English communication skills in listening, reading, speaking, and writing, as well as in problem-solving to be able to work effectively in the field of international development. The course is organized based on a Problem-Based Learning (PBL) and facilitates learning English by using English through a problem-solving process in small groups. The course is student-centered with the instructor serving as a facilitator. Learners select a problem of their interest related to sustainable development, engage in collaborative activities in developing project proposals for solving their selected problem, and write and present project proposals as a culminating output of the course. Project proposal writing and presentation are group efforts, and therefore, each student is expected to contribute to solving their selected problem and writing a project proposal. Team collaboration and effort are a part of the course requirements. Each stage in the process of project proposal writing, including presentations and simulations, will be assessed.

Goals and objectives

Goal 1. Learners will be able to utilize the skills of listening and speaking for the purpose of acquiring and providing information, expressing personal opinions and feelings, and persuading others to adopt a course of action in the field of international development.

Objective 1.1 Learners will be able to engage in active listening.

Objective 1.2 Learners will be able to express and present ideas and opinions clearly and precisely.

Objective 1.3 Learners will be able to use data, information, and documents to reinforce arguments.

Objective 1.4 Learners will be able to manage questioning and answering.

Goal 2. Learners will be able to utilize the skills of reading and writing for the purpose of acquiring and providing information, expressing personal opinions and feelings, and persuading others to adopt a course of action in the field of international development.

Objective 2.1 Learners will be able to identify information and data from readings relevant to the problems they are to solve.

Objective 2.2 Learners will be able to summarize and synthesize relevant information and data.

Objective 2.3 Learners will be able to clearly describe problems and potential solutions with justifications and rationales.

Objective 2.4 Learners will be able to write project proposals according to an appropriate discourse and formatting guidelines.

Goal 3. Learners will be able to utilize problem-solving skills to work effectively.

- Objective 3.1 Learners will be able to analyze, compare, contrast, and evaluate information and data related to sustainable development.
- Objective 3.2 Learners will be able to articulate their opinions both in support of and in opposition to, in relation to sustainable development and project proposal writing.
- Objective 3.3 Learners will be able to identify problems and provide possible solutions to problems with respect to sustainable development.

Syllabus and Lesson Plan

Lesson	Project Proposal Development Sequence	Corresponding Objectives	Explicit Language Demand	Corresponding Objectives	Assessment
1	Introducing the course Conducting self-introduction Introducing SDGs	-	Introducing dialogue journals Introducing reading logs	1.1 - 1.4 2.1, 2.2 3.1, 3.2	-
2	Forming groups Presenting sustainable development issues: United Nations Sustainable Development Goals (SDGs)	1.1 - 1.4 2.2 3.1 - 3.3	-	-	-
3	Introducing the basics of project proposal writing Introducing project proposal case studies	1.1 - 1.4 2.2 3.1 - 3.3	Brainstorming	1.1 - 1.4 3.2	-
4	Identifying and analyzing the problem and underlying issues contributing to the problem	1.1 - 1.4 2.1 - 2.4 3.1 - 3.3	Reading log entry 1	1.1 - 1.4 2.1, 2.2 3.1, 3.2	-
5	Presenting, reviewing, and finalizing Lesson 4 outcomes: Problem and underlining issues	1.1 - 1.4 2.1 - 2.4 3.1 - 3.3	Making presentations	1.1 - 1.4 2.2 3.1, 3.2	-
6	Identifying and analyzing stakeholders	1.1 - 1.4 2.1 - 2.4 3.1 - 3.3	Reading log entry 2	1.1 - 1.4 2.1, 2.2 3.1, 3.2	Draft project document on the problems and underlying issues
7	Presenting, reviewing, and finalizing Lesson 6 outcomes: stakeholders analysis	1.1 - 1.4 2.1 - 2.4 3.1 - 3.3	Managing questions	1.2 - 1.4 3.1, 3.2	-

8	Determining objectives and expected accomplishments	1.1 - 1.4 2.1 - 2.4 3.1 - 3.3	Reading log entry 3	1.1 - 1.4 2.1, 2.2 3.1, 3.2	Draft project document on the stakeholders
9	Presenting, reviewing, and finalizing Lesson 8 outcomes: objectives and expected accomplishments	1.1 - 1.4 2.1 - 2.4 3.1 - 3.3	Active listening	1.2 – 1.4 3.1	-
10	Developing the indicators of achievement	1.1 - 1.4 2.1 - 2.4 3.1 - 3.3	Reading log entry 4	1.1 - 1.4 2.1, 2.2 3.1, 3.2	Draft project document on the objectives and expected accomplishment
11	Presenting, reviewing, and finalizing Lesson 10 outcomes: indicators of achievement	1.1 - 1.4 2.1 - 2.4 3.1 - 3.3	Clarifying and confirming	1.2 – 1.4	-
12	Developing activities	1.1 - 1.4 2.1 - 2.4 3.1 - 3.3	Reading log entry 5	1.1 - 1.4 2.1, 2.2 3.1, 3.2	Draft project document on the indicators of achievement
13	Presenting, reviewing, and finalizing Lesson 12 outcomes: activities	1.1 - 1.4 2.1 - 2.4 3.1 - 3.3	Negotiating	1.2 – 1.4 2.2 3.1, 3.2	-
14	Determining and allocating human resources	1.1 - 1.4 2.1 - 2.4 3.1 - 3.3	Reading log entry 6	1.1 - 1.4 2.1, 2.2 3.1, 3.2	Draft project document on the activities
15	Presenting, reviewing, and finalizing Lesson 14 outcomes: human resources	1.1 - 1.4 2.1 - 2.4 3.1 - 3.3	Reaching agreements	1.1 - 1.4 2.2 3.1, 3.2	-

16	Determining and allocating financial resources	1.1 - 1.4 2.1 - 2.4 3.1 - 3.3	Reading log entry 7	1.1 - 1.4 2.1, 2.2 3.1, 3.2	Draft project document on human resources
17	Presenting, reviewing, and finalizing Lesson 16 outcomes: financial resources	1.1 - 1.4 2.1 - 2.4 3.1 - 3.3	Making decisions	1.2 – 1.4 2.1 3.1, 3.3	-
18	Finalizing the first draft project proposals	1.1 - 1.4 2.1 - 2.4 3.1 - 3.3	-	-	Draft project document on financial resources
19	Presentation and peer reviewing the first draft project proposals Revising the first draft project proposals	1.1 - 1.4 2.1 - 2.4 3.1 - 3.3	-	-	-
20	Conducting simulations on the first draft project proposals with beneficiaries Revising the first draft project proposals	1.1 - 1.4 2.1 - 2.4 3.1 - 3.3	-	-	Simulation
21	Conducting simulation on the second draft project proposals with funding organizations Revising the second draft project proposals	1.1 - 1.4 2.1 - 2.4 3.1 - 3.3	-	-	Simulation
22	Finalizing the second draft project proposals	1.1 - 1.4 2.1 - 2.4 3.1 - 3.3	-	-	-
23 (1 hr)	Submitting the final project proposals Assessing the course by the learners.	-	-	-	Course evaluation by the learners Final project proposal assessment by the teacher.

Assessment

Contribution to class discussion	Reading logs	Draft project proposals	Final project proposal	Simulations
10 %	10 %	30%	20%	30%

Assessment: Identifying problems and underlying issues

	Exceeding	Meeting	Approaching
Problem recognition	Problem is identified with the in-depth understanding of underlying issues contributing to the problem.	Problem is identified with good understanding of underlying issues contributing to the problem.	Problem is identified with some understanding of underlying issues contributing to the problem.
Rational/Reason	All rationales and reasons presented in the argument are relevant and thorough supported by evidence.	Most rationales and reasons presented in the argument are relevant and thorough supported by evidence.	Some rationales and reasons presented in the argument are relevant and thorough supported by evidence.
Time management	The draft project proposal document is submitted in time.	The draft project proposal document is submitted a one-day delay.	The draft project proposal document is submitted with a two-day delay.

Assessment: Developing objective

	Exceeding	Meeting	Approaching
Identification	Objective clearly identifies what the project intends to achieve.	Objective identifies what the project intends to achieve.	Objective does not clearly identify what the project intends to achieve.
The use of recommended expressions	The recommended expressions are used effectively.	The recommended expressions are used appropriately.	Some recommended expressions are used inappropriately.
The length and number of objective	Only one objective is identified and stated in one sentence.	More than one objective are identified. Each objective is stated in one sentence.	More than one objectives are identified. Some objectives are stated in more than one sentences.
Time management	The draft project proposal document is submitted in time.	The draft project proposal document is submitted with a one-day delay.	The draft project proposal document is submitted with a two-day delay.

Assessment: Analyzing stakeholders

	Exceeding	Meeting	Approaching
Identification	The most relevant stakeholders are identified.	Relevant stakeholders are identified.	Some stakeholders identified are not relevant.
Capacity	The capacity of stakeholders is sufficiently assessed and indicated.	The capacity of stakeholders is assessed and indicated.	The capacity of stakeholders is assessed indicated insufficiently.
Incentive	Incentives for stakeholders are clearly identified.	Incentives for stakeholders are identified.	Incentives for stakeholders are not clearly identified.
Time management	The draft project proposal document is submitted in time.	The draft project proposal document is submitted with a one-day delay.	The draft project proposal document is submitted with a two-day delay.

Assessment: Formulating the indicators of achievement

	Exceeding	Meeting	Approaching
The unit of measurement	The indicators of achievement clearly define the units of quantity, quality and time.	The indicators of achievement define the units of quantity, quality and time.	Some indicators of achievements define the units of quantity, quality and time.
Measurability	All indicators of achievement are measurable and achievable.	Most indicators of achievement are measurable and achievable.	Some indicators of achievement are measurable and achievable.
The use of expressions	The recommended expressions are used effectively.	The recommended expressions are used appropriately.	Some recommended expressions are used inappropriately.
The number of indicators of achievement.	A maximum of two indicators per expected accomplishment is developed.	More than two indicators per expected accomplishment are developed.	Less than two indicators per expected accomplishment are developed.
Time management	The draft project proposal document is submitted in time.	The draft project proposal document is submitted with a one-day delay.	The draft project proposal document is submitted with a two-day delay.

Assessment: Developing activities

	Exceeding	Meeting	Approaching
Contribution/ Relevance	Activities are required to achieving expected accomplishments.	Activities can contribute to achieving expected accomplishments.	Some activities do not contribute to or irrelevant for achieving expected accomplishments.
Specificity	Activities are specific and tangible actions.	Activities are tangible actions.	Some activities are not specific and tangible actions.
The number of activities	There are six main activities developed.	There are five main activities developed.	There are less than five main activities developed.
Time management	The project proposal draft is submitted in time.	The project proposal draft is submitted with a one-day delay.	The project proposal draft is submitted with a two-day delay.

Assessment: Identifying financial and human resources

	Exceeding	Meeting	Approaching
Budget terminology	All budget terminologies are correctly utilized for resources requirement calculation.	Most budget terminologies are correctly utilized for resources requirement calculation.	Some budget terminologies are correctly utilized for resources requirement calculation.
Effectiveness of financial resource requirement	Financial resource requirements are calculated and allocated highly cost-effectively.	Financial resource requirements are calculated and allocated cost-effectively.	Financial resource requirements are not calculated and allocated cost-effectively.
Budget management	Total financial resource requirement is within the given budget.	Total financial resource requirement is less or more than the given budget by 2 %.	Total financial resource requirement is less or more than the given budget by 3 % or more.
Effectiveness of human resource requirements	Human resources are allocated most efficiently to activities.	Human resources are allocated appropriately to activities.	Some human resources are not allocated effectively.
Time management	The project proposal draft is submitted in time.	The project proposal draft is submitted with a one-day delay.	The project proposal draft is submitted with a two-day delay.

Assessment: Simulation

	Exceeding	Meeting	Approaching
Problem recognition	Demonstrates the ability to identify problems.	Demonstrates the ability to identify problems with some assistance.	Demonstrates the ability to identify problems with a great deal of assistance.
Understanding of the topic	Demonstrates the in-depth understanding of the problems and issues.	Demonstrates the understanding of the problems and issues.	Demonstrates the low level of understanding of the problems and issues.
Argument	Presents accurate and relevant information with clear logics and evidence in the arguments.	Presents some accurate and relevant information with some logics and evidence in the arguments.	Presents a few accurate and relevant information with some logics and evidence in the arguments.
Counter-argument	Presents relevant and effective counter-arguments with evidence.	Presents some relevant and effective counter-arguments with evidence.	Presents a few relevant and effective counter-arguments with evidence.
Learning outcome	Demonstrates the complete understanding of content and information used in project proposal writing. Demonstrates problem-solving skills effectively	Demonstrates the good understanding of content information used in project proposal writing. Demonstrates problem-solving skills sufficiently.	Demonstrates some understanding of content information used in project proposal writing. Demonstrates problem-solving skills with some difficulties.

Reading Logs

Please make 3 copies for other peers in the group and the teacher.

Name	
Date	
Article title and source	
Key Points	
Relevance to and implications on the problem [How the information in the article can be utilized to solve the problem and/or how the article influences the decision in developing a project proposal]	

United Nations Sustainable Development Goals (SDGs)



Source: <https://sustainabledevelopment.un.org/?menu=1300>

Video: <http://www.un.org/sustainabledevelopment/videos/>

What are the Sustainable Development Goals?

The Sustainable Development Goals (SDGs), otherwise known as the Global Goals, are a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity.

These 17 Goals build on the successes of the Millennium Development Goals, while including new areas such as climate change, economic inequality, innovation, sustainable consumption, peace and justice, among other priorities. The goals are interconnected – often the key to success on one will involve tackling issues more commonly associated with another.

The SDGs work in the spirit of partnership and pragmatism to make the right choices now to improve life, in a sustainable way, for future generations. They provide clear guidelines and targets for all countries to adopt in accordance with their priorities and the environmental challenges of the world at large. The SDGs are an inclusive agenda. They tackle the causes of poverty and unite us together to make a positive change for both people and planet.

Source: UNDP Tokyo Office website

<http://www.undp.org/content/undp/en/home/sustainable-development-goals.html>

Lesson Plan 2

Title of the Course:	Project Proposal Writing for NGO Officers		
Title of the Lesson:	Presenting United Nations Sustainable Development Goals (SDGs)		
Week / Class Number	2		
Goal of the Lesson:	Course Objectives: 1.1 - 1.4; 2.2; 3.1, 3.2		
Activity 1	Forming groups		
Goal of the Activity:	-		
Rationale:	Small groups serve as a basic unit or learning community for collaborative learning, in particular for problem-solving activities and project proposal development, throughout the course. Learners learn to analyze and solve problems collaboratively by sharing research findings, raising and answering questions, as well as negotiating outcomes in a group setting. A group is to consist of three students. A learner will be selected to coordinate the group activities. As learners are adult, they can form appropriate groups by themselves, as advocated by Haines (1989). Learners are encouraged to utilize the information contained in the self-introductions when forming groups.		
Materials:	<ul style="list-style-type: none"> ▪ Group information form 		
Equipment:	-		
Procedures:	Step 1	<ul style="list-style-type: none"> ▪ Teacher requests learners to form the groups of three. ▪ Learners take seats as a group, name the group as an NGO, and select a coordinator of the group. ▪ Teacher asks each group to submit, in writing, the names of learners in the group, a coordinator of the group, and the name of the group, at the next lesson. Learners can use the group information form. 	10 mins.
Assessment:	-		
Homework/Follow-up:	Each group will submit, in writing, the names of learners in the group, a coordinator of the group, and the name of the group at the next lesson.		
Comments:	-		
Activity 2	Peer-teaching SDGs		
Goal of the Activity:	Course Objectives: 1.1 - 1.4; 2.2; 3.1, 3.2		
Rationale:	Understanding SDGs is a prerequisite for learners to identify problems to be solved. In line with the student-centered PBL, learners research the assigned SDGs and share information and data with the class. Learners can enhance their awareness of SDGs and deepen their knowledge of SDGs. As a result, they are expected to be motivated and stimulated to tackle one of the sustainable development issues of their interest. This activity also provides learners with an immediate opportunity to communicate and interact in English.		
Materials:	<ul style="list-style-type: none"> ▪ SDGs presentation materials prepared by learners 		
Equipment:	PC with Internet connection		
Procedures:	Step 1	<ul style="list-style-type: none"> ▪ Each learner presents two assigned SDGs to the class, followed by a Q and A session. 	90 mins.

		<ul style="list-style-type: none"> ▪ Teacher serves as a facilitator for the presentation and Q and A session as well provides assistance. 	
Assessment:	-		
Homework/Follow-up:	-		
Comments:	-		
Activity 3	Selecting a sustainable development issue for project proposal development		
Goal of the Activity:	Course Objectives: 1.1 - 1.4; 2.2; 3.1, 3.2		
Rationale:	Selecting a sustainable development issue of learners' interest is the starting point of the project proposal development and central to the PBL course. Each group, thus, will select a sustainable development issue for its project proposal.		
Materials:	<ul style="list-style-type: none"> ▪ SGDs handouts prepared by learners used at Activity 1 ▪ Sustainable development problem selection form 		
Equipment:	-		
Procedures:	Step 1	<ul style="list-style-type: none"> ▪ Teacher instructs each group: (i) to brainstorm to select a specific sustainable development issue for its project proposal based on the presentations made on SDGs; and (ii) to fill in, to the extent possible, the form "Sustainable Development Issue" in the class, and complete it by the next lesson. 	20 mins.
	Step 2	<ul style="list-style-type: none"> ▪ Teacher instructs learners to prepare the first reading log entry related to the sustainable development issues that the groups selected and underlying issues contributing to the issue, and bring it to Lesson 4, for discussion. 	
Assessment:	-		
Homework/Follow-up:	<ul style="list-style-type: none"> ▪ Each group finalizes the selection of a sustainable development problem and present it in Lesson 4. ▪ Learners submit the first Reading Log entry in Lesson 4. 		
Comments:	-		

Group

Name of the group	
Participating learners	(1)
	(2)
	(3)
Coordinator	
Sustainable development issue selected	
Other information, if any	

Sustainable Development Issue**Group name:**

Group (participating learners' names)	1. 2. 3.
SDG number and a specific issue under the selected SDG	SDG number: Specific issue:
Reasons for the selection	
A target country and reasons why your group selected this country (in brief)	
Other remarks	

Lesson Plan 3

Title of the Course:	Project Proposal Writing for NGO Officers		
Title of the Lesson:	Introducing the basics of project proposal writing Brainstorming		
Week / Class Number	3		
Goal of the Lesson:	Course Objectives: 1.1-1.4; 2.2; 3.1-3.3		
Activity 1	Brainstorming		
Goal of the Activity:	Course Objectives: 1.1 - 1.4; 3.2		
Rationale:	Brainstorming is a way of developing new ideas and solving problems by having opportunities where learners make and discuss suggestions. Brainstorming skill is recognized one of the important skills required at workplaces. Project proposal development involves a great deal of sharing information, discussing new and alternative ideas, exchanging thoughts and opinions, making suggestions, and solving problems. Thus, brainstorming is an essential skill that learners need to acquire for the successful project proposal development. Brainstorming can be utilized and reinforced through the project proposal development process. The explicit language instruction helps learners acquire English proficiency because of its immediate applicability and relevance to the project proposal development. Learners can recycle and reinforce the brainstorming skill in subsequent activities.		
Materials:	<ul style="list-style-type: none"> ▪ <i>Market Leader advanced</i> ▪ Useful expressions for brainstorming ▪ Seven principles of brainstorming 		
Equipment:	PC with Internet connection with a sound system		
Procedures:	Step 1	<ul style="list-style-type: none"> ▪ Teacher introduces the purpose of learning brainstorming. ▪ Learners discuss in groups points to keep in mind when brainstorming. 	5 mins.
	Step 2	<ul style="list-style-type: none"> ▪ (Audio) Learners listen to a trainer discussing brainstorming techniques and note down the seven principles of brainstorming. ▪ Learners share the seven points with their insights in groups and to the class. ▪ Teacher provides assistance to learners, as required. 	10 mins.
	Step 3	<ul style="list-style-type: none"> ▪ Teacher distributes the random list of the useful expressions for brainstorming, and ask students to discuss and decide which ones learners would use for: <ol style="list-style-type: none"> (i) starting objectives of discussion (ii) encouraging contributions (iii) agreeing (iv) suggesting ▪ Learners learn, discuss how the expressions can be used in brainstorming, and categorize them into the above categories. ▪ Teacher provides support to learners, as required. 	15 mins.

		<ul style="list-style-type: none"> ▪ Teacher encourages learners to learn the expressions so that they can put them into practice. 	
Assessment:	-		
Homework/Follow-up:	-		
Comments:	-		
Activity 2	Introducing the basic project proposal framework		
Goal of the Activity:	Course Objectives: 3.1 – 3.3		
Rationale:	Understanding the basic framework of project proposal at the inception of course helps learners be aware of the logical flows of activities and information/data requirements for developing a project proposal. It also results in the better understanding of learners' roles and responsibilities in acquiring the content knowledge and skills that learners will learn through the course.		
Materials:	<ul style="list-style-type: none"> ▪ Project Proposal Writing Process ▪ United Nations Development Account Guideline ▪ The United Nations Development Account project document template 		
Equipment:	PC with Internet connection		
Procedures:	Step 1	<ul style="list-style-type: none"> ▪ Teacher explains the basic structure and elements of a project proposal, following the sequence of the development process. ▪ Teacher introduces the DA project document template, and instruct learners to use this template to draft project proposals. 	20 mins.
	Step 2	<ul style="list-style-type: none"> ▪ Teacher conducts a Q and A session. 	10 mins.
Assessment:	-		
Homework/Follow-up:	-		
Comments:	-		
Activity 3	Studying case studies		
Goal of the Activity:	Course Objectives: 3.1 – 3.3		
Rationale:	Authentic case studies present the effective examples and references that learners can utilize in and apply to solving problems and developing project proposals. Learners use the existing United Nations DA project documents as a case study.		
Materials:	<ul style="list-style-type: none"> ▪ United Nations Development Account project documents ▪ The United Nations Development Account project document template 		
Equipment:	PC with Internet connection		
Procedures:	Step 1	<ul style="list-style-type: none"> ▪ Teacher explains the following element of existing DA project: <ol style="list-style-type: none"> (i) background (ii) objective of the organization (iii) relationship to the SDGs and targets (iv) expected accomplishments (v) indicators of achievement (vi) main activities (vii) budget 	60 mins.

	Step 2	<ul style="list-style-type: none">▪ Learners review the two DA projects in group and review and discuss the contents and information required for DA projects.▪ Teacher conducts a Q and A session.	
Assessment:	-		
Homework/Follow-up:	-		
Comments:	-		

Seven principles of brainstorming

Koinonia (spirit of fellowship)

1. Establish dialogue
2. Exchange ideas
3. Do not argue
4. Do not interrupt
5. Listen carefully
6. Clarify your thinking
7. Be honest

Categories of Useful Expressions for Brainstorming

Write the expressions in the appropriate category.

Stating objectives	Encouraging contributions
Agreeing	Suggesting

**Categories of Useful Expressions for Brainstorming
(Answer Key)**

Write the expressions in the appropriate category.

Stating objectives	Encouraging contributions
<ul style="list-style-type: none"> ▪ The purpose of this discussion is to ... ▪ What we need to achieve today is... ▪ Our objective here is to... 	<ul style="list-style-type: none"> ▪ At this stage, we want all your ideas, however crazy you think they are. ▪ Please say whatever comes to mind. ▪ Let's just get the ideas down at this stage. ▪ The rule is there are no bad ideas. ▪ Let's go around the table once and then open the discussion up. ▪ So, who'd like to get the ball rolling? ▪ Does anyone have any more ideas?
Agreeing	Suggesting
<ul style="list-style-type: none"> ▪ Yes, that's a good idea because... ▪ Yes, I like that. ▪ That's the best idea I've heard for a long time. ▪ That's an excellent suggestion. ▪ Exactly, because... ▪ You are absolutely right because... ▪ You've taken the words right out of my mouth. ▪ I was just going to say that! 	<ul style="list-style-type: none"> ▪ I've got one! What if we ...? ▪ How about...? ▪ This may sound crazy, but ... ▪ Just off the top of my head, how about ...? ▪ I'd like to expand on that. ▪ Here's another thought... ▪ Try and suspend judgment until later.

Project Proposal Writing Process

Step	Element	Considerations
1	Identifying the goal, objectives, expected results, and target groups	<ul style="list-style-type: none"> ▪ Background of the project ▪ Defined goal and objectives ▪ Expected short- and long-term results ▪ Beneficiaries of the project ▪ Problems to be solved by the project
2	Determining the content of the project	<ul style="list-style-type: none"> ▪ Theme and main issues to be dealt with ▪ Methods selected to realize the goal and objectives ▪ Activities to be implemented
3	Determining project locations and time schedule of activities	<ul style="list-style-type: none"> ▪ Location of different activities ▪ Duration of the project ▪ Schedule of individual activities ▪ Overall project schedule
4	Identifying resources	<ul style="list-style-type: none"> ▪ Human resources ▪ Financial resources ▪ Infrastructure
5	Identifying cost/income sources	<ul style="list-style-type: none"> ▪ Total proposed budget for the project ▪ Detailed budget by activities and cost types ▪ Rate and form of own contribution ▪ Potential donors and sources of income
6	Generating a description of the implementing and partner organizations	<ul style="list-style-type: none"> ▪ Description of the implementing and partner organizations ▪ Analysis of their capacities
7	Determining project team and management	<ul style="list-style-type: none"> ▪ Project coordinator ▪ Communication methods of the project team ▪ Communication strategy and practice with the external environment
8	Monitoring, evaluating and following up	<ul style="list-style-type: none"> ▪ Success criteria of the project ▪ Methods and timing of monitoring and evaluation ▪ Follow-up

[Elements are phrase in terms of actions to be taken.]

Source: "Developing Skills of NGOs – Project Proposal Writing" by B. Nebiu (2000).

The United Nations Development Account

Project Document Template

1. EXECUTIVE SUMMARY

Title :	
Start date:	
End date:	
Budget:	
Target countries:	
Executing Entity/Entities:	
Co-operating organizations	

<p>Brief description:</p> <p>This is expected to cover key project information, including main elements the underlying context and the problem that is attempts to address, the key stakeholders, and the set of capacities that will be strengthened through the project, the main entities involved in the project implementation, and the expected outcomes/results of the project.</p>
--

2. BACKGROUND

- 2.1 Target country and country demand
- 2.2 Link to the SDGs

3. SITUATION ANALYSIS

3.1 Problem

3.2 Issues contributing to the problem

3.3 Stakeholder analysis and capacity assessment

Stakeholders	Type and level of involvement in the project	Capacity assets	Capacity Gaps	Desired future outcomes

4. PROJECT STRATEGY: OBJECTIVE, EXPECTED ACCOMPLISHMENTS, INDICATORS, MAIN ACTIVITIES

4.1 Logical Framework

<u>Intervention logic</u>	<u>Indicators of achievement</u>	<u>Means of verification</u>
Objective		
EA1	IA 1.1	...
	IA 1.2 ...	...
	IA 1.3 ...	...
Main activity A1.1		
A1.2 ...		
EA 2	IA 2.1 ...	...
	IA 2.2 ...	...
	IA 2.3 ...	...
A 2.1 ...		
A 2.2 ...		

5. ANNEXES

ANNEX 1: WORK PLAN AND BUDGET DETAILS

EA	Activity #	Timeframe by activity		Budget class	Amount (USD)
		Year (Y1, Y2, Y3, Y4)	Quarter (Q1, Q2, Q3, Q4)		
EA1	A1.1	<i>(Please list all years and respective quarters in which the activity will take place)</i>		Other Staff Costs (GTA)	\$
				Consultants and Experts	\$
				Travel of Staff	\$
				Contractual Services	\$
				General Operating Expenses	\$
				Grants and Contributions (Workshops/ Study Tours)	\$
	A1.2	...	...	Travel of Staff	\$
				Contractual services	\$
EA 2	A2.1	...	...	...	\$ ...
External Evaluation				Consultants	\$

ANNEX 2: DETAILED JUSTIFICATION BY CODE**7. Other staff costs: \$ _____ (Total)**

Temporary assistance to perform the tasks of _____, in support of activities:

A#.#(no. of work months) x (\$ _____ per work month) = \$ _____.

A#.#. (no. of work months) x (\$ _____ per work month) = \$ _____.

A#.#. etc...

8. Consultants and Experts: \$ _____ (Total)

(Provide separate breakdown by national/regional consultants and international consultants)

(e) International consultants

International consultants for the task(s) of _____, in support of activities: A#.# (no. of work-months), A#.#(no. of work-months) and A#.#. (no. of work months) x (\$ _____ per month) = \$ _____.

In support of the evaluation of the project: (no. of work months) x (\$ _____ per work month) = \$ _____.

(f) National / Regional consultants

National consultants for task(s) of _____, in support of activities A#.# (no. of work-months), A#.# (no. of work-months) and A#.#. (no. of work months) x (\$ _____ per month) = \$ _____.

(g) Consultant travel

(No. of missions) by consultants for the purpose of _____ (if possible indicate countries), in support of activities A#.# (no. of missions), A#.# (no. of missions), A#.# (no. of missions), and A#.# (no. of missions). (\$ _____ average mission cost) x (total no. of missions) = \$ _____.

(h) Expert Group Meetings (EGM)

A provision of \$ _____ is required for _____ (no. of meetings) expert group meetings:

In support of activity A#.#: _____ (title of meeting), _____ (possible country of venue), _____ (duration), _____ (number of participants-if applicable), _____ number of experts= \$ _____ (EGM budget).

9. Travel of Staff: \$ _____ (Total)**(c) Officers from the implementing entity**

(No. of missions) by the officers for the purpose of (_____) (if possible indicate countries), in support of activities A#.# (no. of missions), A#.# (no. of missions), A#.# (no. of missions), and A#.# (no. of missions).

(\$ _____ average mission cost) x (total no. of missions) = \$ _____.

(d) Staff from other organizations collaborating in project

(No. of missions) by other officers for the purpose of (_____) (if possible indicate countries), in support of activities A#.# (no. of missions), A#.# (no. of missions), A#.# (no. of missions) and A#.# (no. of missions).

(\$ _____ average mission cost) x (total no. of missions) = \$ _____.

10. Contractual services: \$ _____ (Total)

A provision of \$ _____ is required for _____ services in support of activities A#.# : description of services, duration and cost of each contract and if possible recipient country.

11. General operating expenses: \$ _____ (Total)**(c) Communications**

In support of A#.#, A#.#, and A#.#. = \$ _____.

(d) Other general operating expenses

In support of A#.#, A#.#, and A#.#. = \$ _____.

12. Grants and Contributions: \$ _____ (Total)**(c) Workshops & seminars**

Seminar / Workshop on (title of seminar) in country _____, in support of A#.#.

Duration of workshop: _____ days; (\$ _____ per participant) x (no. of participants) x (no. of workshops) (ideally the number of participants should be a multiple of the number of target countries)

Please include information regarding the length of each workshop in number of days.

(d) Study Tours

Study tours for the purpose of (_____) in country _____, in support of A#.#. Study tour

duration: _____ days; (\$ _____ per study tour) x (no. of participants) x (no of study tours) = \$ _____. (Ideally the number of participants should be a multiple of the number of target countries)

United Nations Development Account Projects

Fostering inclusive and sustainable development through increased SME participation in global value chains in Asian least developed and landlocked developing countries

Economic and Social Commission for Asia and the Pacific in collaboration with United Nations Conference on Trade and Development (\$500,000)

Background

1. Global value chains (GVCs) have become a key feature of the global economy and important building blocks of regional and global integration processes. Led by businesses and the foreign direct investment (FDI) and intra-firm trade they engage in, close to 80% of global trade now take place within GVCs. Enabled by the emergence of advanced information and communication technologies and the spread of low-cost transport, GVCs are characterized by a reorganization of production processes (i.e. fragmentation of production and relocation/outourcing), leading to goods and services being produced with inputs from many countries.
2. The opportunities for growth, technological and skills upgrading that accompany GVCs make them potential entry points for upgrading the capacity of local enterprises. As GVC-linked trade and investments normally come with quality control systems and prevailing global standards that can exceed those in domestic economies, GVCs can facilitate learning, innovation, industrial upgrading, and the adoption of more sustainable business practices. The participation in GVCs thus offers considerable opportunities for upgrading the capacity of developing country SMEs and increasing their access to both global markets and FDI capital.
3. However, the continued global stagnation and the related economic restructuring places more importance than ever on understanding the determinants of modern FDI and trade, and the associated policies that would enhance SME's sustainable participation in GVCs. For this purpose, the project seeks to increase the capacity of policymakers to apply cross-sectoral evidence-based policies for attracting GVC-linked sustainable FDI and increasing the capacity of SMEs to join GVCs. Targeted national training courses will be coupled with multi-stakeholder consultations at the national and regional level to share knowledge of evidence-based policies.
4. To maximise resources, national capacity building activities under the project will focus on 4-5 target countries. Project beneficiary countries will be selected based on (a) level of development (priority for LDCs), and (b) industrial/services structure and related opportunities for entering GVCs, and basic legal and institutional operability to attract FDI, (c) landlocked country. Thus, priority will be given to LDCs and LLDCs with an industrial or services structure that presents potential to enter agricultural, manufacturing or services GVCs.
5. As the global UN entity tasked with trade and investment issues, and with specialized expertise on investment agreements and investment policy, UNCTAD will be involved in the project by sharing expertise, contributing to peer-reviews, as well as contributing or recommending resource persons for capacity building events (from UNCTAD or other organizations).

<p><i>Objective of the Organization:</i> To strengthen capacity of least developed and landlocked developing countries in Asia to attract sustainable FDI and promote integration of SMEs into global value chains</p>	<p><i>Summary budget</i> (Thousands of United States dollars)</p> <table> <tr> <td>Consultants & experts</td> <td>133.0</td> </tr> <tr> <td>Travel of Staff</td> <td>88.0</td> </tr> <tr> <td>Contractual Services</td> <td>134.0</td> </tr> <tr> <td>Gen. Operating Expenses</td> <td>2.5</td> </tr> <tr> <td>Grants & Contributions</td> <td>142.5</td> </tr> <tr> <td>Total</td> <td>500.0</td> </tr> </table>	Consultants & experts	133.0	Travel of Staff	88.0	Contractual Services	134.0	Gen. Operating Expenses	2.5	Grants & Contributions	142.5	Total	500.0
Consultants & experts		133.0											
Travel of Staff		88.0											
Contractual Services	134.0												
Gen. Operating Expenses	2.5												
Grants & Contributions	142.5												
Total	500.0												
<p><i>Relationship to the biennial programme plan for the period 2018-2019:</i> Economic and social development in Asia and the Pacific, subprogramme 2 (Trade, investment and innovation) and Trade and development, subprogramme 2 (Investment and enterprise)</p>													
<p><i>Relationship to the SDGs and targets:</i> 8.3, 9.3, 9.c, 12.1-12.c, 17.5, 17.14 and 17.16</p>													

<i>Expected accomplishments of the Secretariat</i>	<i>Indicators of achievement</i>
(EA1) Increased capacity of policy makers to implement cross-sectoral evidence-based policies to attract sustainable FDI and link domestic SMEs to GVCs	<p>(IA1.1) At least 70 per cent of policymakers have indicated that their capacity to implement policies to attract sustainable FDI and link domestic SMEs to GVCs has been enhanced</p> <p>(IA1.2) At least 70 per cent of policymakers surveyed find the comprehensive set of sustainable development indicators/criteria and related checklist developed to be useful</p> <p>(IA1.3) At least two of the participating countries can give examples of their use of the tool/checklist</p>
(EA2) Increased capacity of policy makers to implement policies to support SMEs integration into GVCs	<p>(IA2.1) At least 70 per cent of policymakers indicate that their capacity to implement policies to support SMEs integration into GVCs has been increased</p> <p>(IA2.2) At least two of the FDI promotion and SME development agencies in beneficiary countries can provide examples of policy changes being drafted or implemented to facilitate for SMEs to integrate into GVCs</p>

Main activities

6. The main activities of the project will include:
 - (A1.1) Expand and finalize an FDI policy handbook and develop an attached modular training course on how to promote, attract and facilitate sustainable FDI and link domestic SMEs to GVCs;

- (A1.2) Develop a comprehensive set of sustainable development indicators/criteria and related checklist to facilitate policy makers to assess the potential of different kinds of FDI in terms of (i) sustainability impacts, and (ii) opportunities for increasing linkages of SMEs with GVCs;
- (A1.3) Organize five national training courses and provide advisory services on promotion and facilitation of FDI for sustainable development, and attraction of GVC linked FDI for SME development for government officials in investment promotion and/or SME development related ministries/agencies at national and subnational (regional) levels;
- (A1.4) Organize two regional seminars to exchange experiences and lessons learned on how countries in the region are working to attract FDI for sustainable development and link SMEs to GVCs;
- (A2.1) Expand and improve the ESCAP Policy Guidebook for SME development, and develop a training course on the development of an enabling policy environment to support the integration of SMEs in global value chains drawing from existing TIID material;
- (A2.2) Organize five national training courses and provide advisory services on development of an enabling environment that supports SMEs to effectively integrate into global value chains for government officials working on SME development/industrial development issues;
- (A2.3) Develop two national level online platforms to facilitate linking domestic SMEs with international markets, for use by investment promotion and SME development agencies as well as business associations in helping SMEs link up with foreign investors and multinationals within their GVCs;
- (A2.4) Organize two regional business forums to share experiences, promote networking and linkages, and advocate for an enabling policy environment to support SMEs integration into GVCs.

Detailed budget (US dollars)	
<p>Consultants and Experts</p> <p><u>International Consultants</u></p> <ul style="list-style-type: none"> • International consultants for the tasks of development of training materials, including the FDI Policy Handbook, a set of sustainable development indicators/criteria and a checklist of sustainable FDI, and the ESCAP SME Policy Guidebook, in support of A1.1 (3 work months), A1.2 (3 work months) and A2.1. (5 work months). (11 work months) x (\$5,000 per month) = \$55,000 • International consultants for the task of development of two online platforms to link SMEs to markets in support of A2.3. (10 work months) x (\$5,300 per month) = \$53,000 <p><u>Evaluation Consultant</u></p> <ul style="list-style-type: none"> • In support of the evaluation of the project, (2 work months) x (\$5,000) = \$10,000. <p><u>Consultant Travel</u></p> <ul style="list-style-type: none"> • 10 missions by consultants in support of activities A1.3 (5 missions) and A2.2 (5 missions). (10 missions) x (\$1,500 average mission cost) = \$15,000 	133 000
<p>Travel of Staff</p> <p><u>UN Staff from the implementing entity:</u></p> <ul style="list-style-type: none"> • 28 missions by UN staff for the purpose of conducting national training courses, regional seminars and business forums in South/South-East Asia and Central Asia, in support of activities A1.3 (5 missions) x (2 staff), A1.4 (2 missions) x (2 staff), A2.2 (5 missions) x (2 staff) and A2.3 (2 missions) x (2 staff). (\$2,000 average mission cost) x (28 missions) = \$56,000 <p><u>Staff from other UN entities collaborating in the project:</u></p> <ul style="list-style-type: none"> • 8 missions by the staff of UN entities collaborating in the project for the purpose of conducting national training courses and regional seminars in South/South-East Asia and Central Asia, in support of activities A1.3 (3 missions), A1.4 (1 mission), A2.2 (3 missions) and A2.4 (1 mission). (\$4,000 average mission cost) x (8 missions) = \$ 32,000 	88 000
<p>Contractual Services</p> <ul style="list-style-type: none"> • A provision of \$20,000 is required in support of activities A1.1 and A2.1: (i) Two 2-week contracts for editorial services (\$2,000 per individual contractor); (ii) two printing services (\$ 8,000 per publication. (\$10,000 editing/printing services) x (2 guide/handbook) = \$20,000 • A provision of \$58,000 is required in support of A2.3: System programming, server hosting and maintenance services for two internet-based platforms. (\$29,000 per platform) x (2 platforms) = \$58,000 • A provision of \$56,000 is required in support of A1.3, A1.4, A2.2 and A2.4: For institutional contracts with national, regional or international institutions, IGOs or NGOs for preparing to carry out technical work, 	134 000

translating or printing documents, venue rentals, interpretation costs and other local conference-related expenditures etc. (\$4,000 per event) x (14 national/regional workshops) = \$56,000	
General Operating Expenses	2 500
<ul style="list-style-type: none"> In support of communications (\$1,500) and other general operating expenses (\$1,000) 	
Grants and Contributions	142 500
<u>National Workshops</u> <ul style="list-style-type: none"> 10 National workshops on promotion, attraction and facilitation of FDI and SME development and their effective integration into global value chains, in support of activities A1.3 and 2.2. Duration of workshops: 3-5 days: (\$90 per participant) x (25 participants) x (10 workshops) = \$22,500 <u>Regional Workshops</u> <ul style="list-style-type: none"> 2 Regional seminars on promotion, attraction and facilitation of FDI and 2 Regional Business forum, in support of activities A1.4 and A2.4. Duration of events: 2 days: (\$1,500 per participant) x (20 participants) x (4 events) = \$120,000 	

Integrating SDGs into local action in support of the implementation of the 2030 Agenda in Asia and the Pacific

Economic and Social Commission for Asia and the Pacific jointly with United Nations Human Settlements Programme (\$700,000)

Background

- Given the unprecedented levels of urbanization in Asia and the Pacific, cities are vital for SDG implementation in the region. Not only is SDG 11 dedicated specifically to urban development, but the majority of SDG targets fall under the direct purview of city administrations. Regional intergovernmental and multi-stakeholder forums have emphasised the importance of engaging local governments and other stakeholders in SDG implementation and requested ESCAP to assist in aligning subnational plans and enhancing statistical capacities of Member States at all levels.
- Moreover, as the 2030 Agenda is seen as comprehensive and indivisible, implementation needs to be approached in a systemic way that integrates different subject areas, processes and stakeholders. This makes localization of SDGs challenging to operationalise. One practical approach is to identify an 'entry point' or a priority theme in project pilot cities and to develop participatory and systemic approaches to achieve related SDG targets. As cities across the region have a disproportionate impact on how natural resources are used, the project proposes to focus on urban resource management as a first such "thematic SDGs cluster". To function in a more participatory manner, the project will assist municipal authorities, and other local actors in forming multi-stakeholder coalitions (or strengthen existing ones) made up of local (and national) government, civil society and community organizations, the private sector and the research community.
- At the local level, the project will assist the multi-stakeholder coalitions in incorporating the thematic SDGs cluster into the urban planning and implementation cycle. Throughout, particular emphasis will be paid to strengthen evidence-based policy making, finding added value and co-benefits, and mainstreaming the key cross-cutting concerns of poverty, gender and climate change. Project results would feed into a next

urban planning cycle, during which the cities may explore other thematic SDGs clusters and further institutionalise multi-stakeholder coalitions and systemic approaches.

10. At the regional level, the project would assist cities in capacity development through "how-to guidelines", regional training and sharing of good practices on systemic planning and implementation, and on participatory and inclusive approaches to urban governance. Since lack of urban data is seriously hampering planning of city development and the understanding of urban change in the region, a key project goal will be increased availability of regionally comparative, disaggregated, city-level data for the thematic SDGs cluster on sustainable urban resource management (and more harmonized methodologies/ templates for other interested cities to use).
11. As the lead project partner, ESCAP will be responsible for overall project coordination and the delivery of regional materials, tools and training. ESCAP jointly with UN Habitat's data team will support the development of the data methodologies and the related regional training. Responsibility for city-level support will be split between ESCAP and UN-Habitat depending on existing partnerships and potential synergies with other work. The project will target six cities in 3 countries from at least two sub-regions of ESCAP. Cities will be selected according to their interest in multi-stakeholder urban governance and in systemically incorporating SDGs on urban resource management into their plans. The focus is on small- and medium-sized cities, where limited human, financial, and organisational resources need to be addressed.

Objective of the Organization: To strengthen the capacities of local governments and other key urban stakeholders in selected countries of Asia and the Pacific to implement the 2030 Agenda for Sustainable Development in the area of urban resource management

Relationship to the biennial programme plan for the period 2018-2019: Economic and social development in Asia and the Pacific, subprogramme 4 (Environment and development), and subprogramme 7. Statistics; Human settlements, subprogramme 2 (Urban planning and design), and subprogramme 7 (Urban research and capacity development)

Relationship to the SDGs and targets: 1.b, 6.a, 6.b, 7.b, 9.a, 9.b, 11.3, 11.a, 11.b, 12.8, 12.a, 13.3, 17.14, 17.16, 17.17 and 17.18.

Summary budget

(Thousands of United States dollars)

Other staff costs	33.6
Consultants & experts	168.4
Travel of Staff	82.0
Contractual Services	246.0
Grants & Contributions	170.0
Total	700.0

Expected accomplishments of the Secretariat

Indicators of achievement

(EA1) Strengthened awareness and institutional capacities of project cities to implement, monitor and report on the SDGs at the local level by incorporating them into local development plans

(IA1.1) At least 75 per cent of local level policymakers and other stakeholders attending city-level workshops indicate that they enhanced their understanding and knowledge of the SDG cluster on resource management and on more effectively addressing the cross-cutting issues of poverty, gender and climate change

(IA1.2) At least four out of the six project cities have prepared strategies to align their local plans and priorities with SDGs on urban resource management relevant to them, and

	for enacting the process of data collection and monitoring of the SDGs
(EA2) Strengthened regional capacity to localise SDG implementation and reporting and evaluation of urban-level SDG progress in Asia and the Pacific	<p>(IA2.1) At least 75 percent of the policymakers and other stakeholders attending regional workshops and training indicate that they enhanced their understanding and knowledge of localising SDGs in a participatory and systemic manner, including how to mainstream cross-cutting issues of poverty, gender and climate change</p> <p>(IA2.2) At least four out of the six project cities participate in regional knowledge networks sharing practices and data supporting SDG implementation/monitoring at the local level</p>

Main activities

12. The main activities of the project will include:
 - (A1.1) Undertake a scoping study, liaise with regional partners working on cities; and a 'call for expression of interest' to identify a total of six cities in three project countries;
 - (A1.2) Undertake city-level pro-poor, gender-responsive stakeholder analysis and invite relevant stakeholders to join the multi-stakeholder coalition;
 - (A1.3) Provide city-level training on (a) participatory urban governance, (b) systemic approaches to planning, implementation and review, (c) mainstreaming of poverty, gender and climate change concerns, (d) sustainable management of natural resources in cities, and (e) data collection and analysis;
 - (A1.4) Undertake a comprehensive analysis of ongoing and planned city development activities, needs and gaps linked to the SDG cluster on urban resource management;
 - (A1.5) Identify data sources and priority data gaps, and then collect and analyse all available data linked to urban resource management in line with methodologies agreed at the regional training workshop;
 - (A1.6) Undertake a multi-stakeholder "visioning workshop" to develop a city-wide consensus on a participatory and systemic approach to localising the SDG cluster on urban resource management;
 - (A1.7) Raise awareness and acquire buy-in for the SDG cluster related activities of the city;
 - (A2.1) Research, analyse and recommend conceptual frameworks and substantive approaches;
 - (A2.2) Organize one regional workshop for regional partners working on cities and with participants from the selected countries and cities;

- (A2.3) Develop toolkits/training guides for use at city level using the studies and integrating the inputs and priorities identified at the regional workshop;
- (A2.4) Hold a regional training workshop on data collection and analysis methodologies for key personnel from the multi-stakeholder coalitions in each city as well as selected national level officials from relevant line ministries and regional partner organizations;
- (A2.5) Develop regionally-oriented guidelines and/or digital/social media knowledge products reflecting key outcomes and experiences developed, and disseminate lessons learned and successful approaches developed under the project.

Detailed budget (US dollars)	
<p>Other Staff Costs</p> <ul style="list-style-type: none"> • Temporary assistance to perform the task of providing temporary administrative and substantive assistance to support activities such as consultancy contracts, regional workshops, travel arrangements for staff, consultants and workshop participants, proof reading and relevant research in support of activities A2.1, A2.2, A2.4 (12 work months) x (\$2,800 per month) = \$33,600 	33 600
<p>Consultants and Experts</p> <p><u>International Consultants</u></p> <ul style="list-style-type: none"> • International consultants for the tasks of research and development of conceptual frameworks and substantive approaches, in support of activity: A2.1, A2.2 and A2.3. (5 work-months) x (\$4,000 per month) = \$20,000 • International consultants for the tasks of developing statistical tools for localized SDG data collection and analysis, in support of activity: A2.1 and A2.4. (2 work-months) x (\$5,000 per month) = \$10,000 • International consultants for the task(s) of good practice documentation, in support of activity: A2.5 (5 work-months) x (\$4,000 per month) = \$20,000 <p><u>National / Regional Consultants</u></p> <ul style="list-style-type: none"> • National consultants for tasks of coordinating work of multi-stakeholder coalitions, in support of activities A1.1 to A1.7. (22 work-months) x (\$700 per month) x (6 consultants) = \$92,400 <p><u>Evaluation Consultant</u></p> <ul style="list-style-type: none"> • In support of the evaluation of the project, (2 work months) x (\$7,000) = \$14,000. <p><u>Consultant Travel</u></p> <ul style="list-style-type: none"> • 6 missions by 1 international consultant for the purpose of documenting good practices, in support of activity A2.5. (6 missions) x (\$2,000 average mission cost) = \$12,000 	168 400
<p>Travel of Staff</p> <p><u>UN Staff from the implementing entity:</u></p> <ul style="list-style-type: none"> • 12 missions by 2 UN staff for the purpose of contributing to city-level workshops and training, in support of activities A1.1 to A1.7. (\$2,000 average mission cost) x (12 missions) x (2 staff) = \$48,000 • 3 missions by 1 UN staff for dissemination of lessons learned and successful approaches at key regional or global events in support of A2.5. (\$2,000 average mission cost) x (3 missions) = \$6,000 <p><u>Staff from other UN entities collaborating in the project:</u></p> <ul style="list-style-type: none"> • 6 missions by 2 other UN staff for the purpose of contributing to city-level workshops and training, in support of activities A1.1 to A1.7. (\$2,000 average mission cost) x (6 missions) x (2 staff) = \$24,000 • 2 missions by other UN staff for the purpose of contributing to the regional workshop and regional training, in support of activities A2.2 	82 000

and A2.4 (\$2,000 average mission cost) x (2 missions) = \$4,000	
Contractual Services <ul style="list-style-type: none"> • A provision of \$3,000 is required for conference costs in support of activities A2.2 and A2.4 = \$3,000 • A provision of \$243,000 is required for LoAs, supporting activities of local multi-stakeholder coalitions, such as milestone coalition meetings, data collection, data analysis, and pilot activities in support of A1.2 to A1.7. (\$40,500 per city) x (6 cities in 3 countries) = <u>\$243,000</u> 	246 000
Grants and Contributions <p><u>Regional Workshops</u></p> <ul style="list-style-type: none"> • 1 Regional Workshop, in support of A2.2. Duration of workshop: 3 days: (\$2,000 per participant) x (50 participants) = \$100,000 • 1 Regional Seminar / Workshop on data collection and analysis tools for localising SDGs, in support of A2.4. Duration of workshop: 3 days: (\$2000 per participant) x (35 participants) = \$70,000 	170 000

Supporting the Countries with Special Needs in Asia-Pacific in meeting the challenge of resource mobilization for achieving the 2030 Agenda for Sustainable Development

Economic and Social Commission for Asia and the Pacific in collaboration with Department of Economic and Social Affairs (\$600,000)

Background

13. Despite a recent slowdown, the Asia-Pacific region has experienced impressive economic growth in recent decades along with doubling of real incomes per capita since the early 1990s. The overall economic and social development in the region, however, masks considerable variations between country groupings. In particular, the group of 36 countries with special needs (CSN), which comprises all least developed countries (LDCs), landlocked developing countries (LLDCs) and small island developing States (SIDS), has seen uneven and slow progress. Indeed, the region remains home to two-thirds of the world's people living in extreme poverty. These countries are home to more than 400 million people and represent a quarter of the total population of the Asia-Pacific developing countries (excluding China and India). Their economies are marked by persistent structural development challenges, volatile economic growth and heavy dependence on a limited number of commodities or low-wage manufactured products for export earnings.
14. The Addis Ababa Action Agenda of the Third International Conference on Financing for Development (AAAA) recognized that the CSN group would need enhanced financing support to overcome the structural challenges to effectively pursue the 2030 Agenda for Sustainable Development and the associated sustainable development goals. In particular, financing needs in these countries are disproportionately large relative to the size of their economies. In the 2030 Agenda, the global community emphasized that the CSN requires greater domestic resource mobilization, complemented by strong international support, to improve tax and other revenue collection; they will also need to identify additional and innovative financing sources to fill their development gaps. The United Nations has already formulated strategic actions to support the developmental challenges faced by CSN, including mobilization of domestic resources. These strategic frameworks include the Istanbul Programme of Action for LDCs (IPoA,

2011-2020), the Vienna Programme of Action for LLDCs (VPoA, 2014- 2024) and the SAMOA Pathway for SIDS (SAMOA, 2014-2024).

15. In this context, this project aims to put in place specific and robust set of resource mobilization policies and strategies in the target CSN to narrow their development gaps and to meet the challenges of the 2030 Agenda. It will do so by (i) increasing capacities of policymakers to allocate and utilize existing resources more effectively; and (ii) identifying and formulating forward-looking policies and strategies to mobilize additional financing in target CSN. The project will target one country from each of three groups of countries, namely, LDCs, LLDCs and SIDS.
16. The project will also provide peer learning opportunities by inviting policymakers from non-CSN countries in the region to learn from and contribute to the project activities. Responding to specific demands from member States, as stated in ESCAP Resolution 72/6, the project will significantly raise the support provided to the group of CSN.

<i>Objective of the Organization:</i> To strengthen the capacity of policymakers in selected countries with special needs in the Asia-Pacific region to effectively allocate and utilize existing financial resources, as well as mobilize additional financing, for achieving the 2030 Agenda for Sustainable Development	<i>Summary budget</i> (Thousands of United States dollars)
<i>Relationship to the biennial programme plan for the period 2018-2019:</i> Economic and social development in Asia and the Pacific subprogramme 1 (Macroeconomic policy, poverty reduction and financing for development)	Other staff costs 21.0 Consultants & experts 140.0 Travel of Staff 60.0 Contractual Services 40.0 Gen. Operating Expenses 6.0 Furniture and Equipment 3.0 Grants & Contributions <u>330.0</u>
<i>Relationship to the SDGs and targets:</i> 17.1, 17.2, 17.3, 17.4 and 17.5	Total 600.0

<i>Expected accomplishments of the Secretariat</i>	<i>Indicators of achievement</i>
(EA1) Increased capacity of policymakers in selected countries with special needs to identify gaps and assess policies to allocate and utilize existing financial resources for sustainable development more effectively	(IA1.1) At least 75 per cent of the policymakers/government officials indicate they have acquired knowledge to identify gaps and assess policies on how to allocate and utilize existing resources more effectively for sustainable development (IA1.2) Two of the three targeted countries have identified gaps and formulated/implemented policies to ensure greater effective allocation and utilization of existing resources to overcome structural transformation challenges
(EA2) Strengthened capacity of policymakers in selected countries with special needs to formulate and/or implement forward-looking policies and strategies to mobilize additional financial resources to effectively achieve the 2030 Agenda, implement the AAAA and	(IA2.1) At least 75 per cent of the policymakers/government officials indicate they have acquired knowledge to formulate and/or implement forward-looking policies and strategies that increase mobilisation of additional financial resources to effectively

support their respective global programme of action

pursue the 2030 Agenda and their respective global programme of action

(IA2.2) Two of the three targeted countries have formulated and/or implemented policies to mobilize additional financial resources to effectively achieve the 2030 Agenda,

Main activities

17. The main activities of the project will include:

- (A1.1) Conduct primary diagnosis and analytical work in three selected countries to ensure effective allocation and utilization of existing resources to overcome structural transformation challenges
- (A1.2) Develop training materials and knowledge products with a focus on designing national and CSN group-specific policies and strategies to allocate and utilize existing resources effectively;
- (A1.3) Prepare country studies and thematic studies (including a summary policy document) using the outputs from A1.1, and A1.2;
- (A1.4) Organize six national capacity building workshops: (three) on effective allocation and utilization of existing resources to overcome structural transformation challenges
- (A1.5) Organize CSN group-specific capacity building workshop in these countries on effective allocation and utilization of existing resources to overcome structural transformation challenges;
- (A2.1) Conduct primary diagnosis and analytical work on identifying and formulating forward-looking policies and strategies to mobilise additional financial resources to effectively achieve the 2030 Agenda, implement the AAAA and support their respective global programme of action;
- (A2.2) Develop related training materials and knowledge products with a focus on designing national and CSN group-specific policies and strategies that are forward-looking;
- (A2.3) Prepare country studies and thematic studies (including a summary policy document) by using outputs from A2.1 and A2.2;
- (A2.4) Organize 3 national capacity building workshops on formulating and/or implementing forward-looking policies and financing options for countries;
- (A2.5) Organize 3 CSN group-specific capacity building workshop in the selected countries on formulating and/or implementing forward-looking policies and financing options;
- (A2.6) Provide advisory and technical services to the three selected countries to further support forward-looking policies and financing options;

- (A2.7) Develop a network of policymakers and financing experts, or leverage an existing network, to enable further collaboration and debate among participants on strategies to mobilize financing in support of sustainable development;
- (A2.8) Organize one regional policy dialogue to inform policymakers and major stakeholders on two issues: i) to allocate and utilize existing financial resources and ii) to formulate and/or implement forward-looking policies and strategies to mobilize additional financial resources.

Detailed budget (US dollars)	
<p>Other Staff Costs</p> <ul style="list-style-type: none"> • Temporary assistance to support the analytical work, developing training materials and studies, developing a network, in support of A1.1 (1 month), A1.2 (1 month), A1.3 (1 month), A2.1 (1 month), A2.2 (1 month), A2.3 (1 month) and A2.7. (7 work months) x (\$3,000 per work month) = \$21,000 	21 000
<p>Consultants and Experts</p> <p><u>International Consultants</u></p> <ul style="list-style-type: none"> • International consultants for the tasks of preparing thematic studies and developing training materials in support of activities A1.1 and A2.1. (6 consultants) x (2 work months) x (\$6,000 per month) = \$72,000 • International consultant for the task of consolidating country studies and thematic studies and producing a consolidated study in support of activity A1.4 and A2.4. (2 consultants) x (1 work month) x (\$6,000 per month) = \$12,000 <p><u>National / Regional Consultants</u></p> <ul style="list-style-type: none"> • National/regional consultants for tasks of studies and developing tailored training materials in support of activities A1.3 and A2.3; and A1.4 and A2.4. (6 consultants) x (2 work months) x (\$2,500 per month) = \$30,000 <p><u>Evaluation Consultant</u></p> <ul style="list-style-type: none"> • In support of the evaluation of the project, (2 work months) x (\$6,000) = \$12,000 (inclusive of travel costs and DSA). <p><u>Consultant Travel</u></p> <ul style="list-style-type: none"> • 7 missions by consultants in support of activities A1.4 and A1.5 (3 missions), A2.4 and A2.5 (3 missions) and A2.7 (1 mission) = (\$2,000 average mission cost) x (7 missions) = \$14,000 	140 000
<p>Travel of Staff</p> <p><u>UN Staff from the implementing entity:</u></p> <ul style="list-style-type: none"> • 26 missions by UN staff for the purpose of conducting analytical work and coordination, training and meeting servicing, in support of activities A1.1 and A2.1 (6 missions) x (2 staff), A1.4 and A2.4 (6 missions) x (2 staff) and A2.7 (1 mission) x (2 staff). (26 missions) x (\$2,000 average mission cost) = \$52,000 <p><u>Staff from other UN entities collaborating in project:</u></p> <ul style="list-style-type: none"> • 1 mission by UN DESA staff to the regional meeting in support of activity A2.8. (\$8,000 average mission cost) x (1 mission) = \$8,000 	60 000
<p>Contractual Services</p> <ul style="list-style-type: none"> • A provision of \$12,000 is required for web portal services in support of A2.8 = 12,000; 	40 000

<ul style="list-style-type: none"> • A provision of \$10,500 is required for editing/printing of studies in support of A1.1 and A2.1. (\$1,500 per study) x (7 studies) = \$10,500; • A provision of \$17,500 is required for meeting services in support of A1.4, A2.4 and A2.7. (\$2,500 per event) x (7 events) = \$17,500. 	
<p>General Operating Expenses</p> <ul style="list-style-type: none"> • In support of communications, postage costs, stationery and any other general operating expenses= \$6,000. 	6 000
<p>Furniture and Equipment</p> <ul style="list-style-type: none"> • A provision of \$3,000 is required for USB drive or other electronic medium containing studies and training materials for workshop participants. 	3 000
<p>Grants and Contributions</p> <p><u>National Workshops</u></p> <ul style="list-style-type: none"> • 3 National workshops in support of A1.4. Duration of workshop: 1 day; (\$100 per participant) x (23 participants) x (1 workshop for LDCs), (\$100 per participant) x (23 participants) x (1 workshops for LLDCs), (\$100 per participant) x (24 participants) x (1 workshop for SIDS) = \$7,000 • 3 Group-specific workshops, in support of A1.5. Duration of workshop: 2 days: (\$1,500 per participant) x (22 participants) x (1 workshop for LDCs), (\$1,500 per participant) x (22 participants) x (1 workshops for LLDCs), (\$2,000 per participant) x (30 participants) x (1 workshop for SIDS) = \$126,000 • 3 National workshops in support of A2.4. Duration of workshop: 1 day: (\$100 per participant) x (23 participants) x (1 workshops for LDCs), (\$100 per participant) x (23 participants) x (1 workshops for LLDCs) + (\$100 per participant) x (24 participants) x (1 workshop for SIDS) = \$7,000 • 3 Group-specific workshops, in support of A2.5. Duration of workshop: 2 days: (\$1,500 per participant) x (22 participants) x (1 workshop for LDCs), (\$1,500 per participant) x (22 participants) x (1 workshops for LLDCs), (\$2,000 per participant) x (30 participants) x (1 workshop for SIDS) = \$126,000 <p><u>Regional Workshops</u></p> <ul style="list-style-type: none"> • 1 Regional policy dialogue, in support of A2.7. Duration of workshop: 2 days: (\$2,000 per participant) x (32 participants) x (1 workshop for CSN) = \$64,000 	330 000

Source: United Nations Development Account

Retrieved from <https://www.un.org/development/desa/da/>

Lesson Plan 4

Title of the Course:	Project Proposal Writing for NGO Officers		
Title of the Lesson:	Identifying and analyzing the problem and underlying issues contributing to the problem		
Week / Class Number	4		
Goal of the Lesson:	Course objectives: 1.1 - 1.4; 2.1 - 2.4; 3.1 - 3.3		
Activity 1	Presenting sustainable development issues for project proposal writing		
Goal of the Activity:	Course objectives: 1.1 – 1.4; 2.1 - 2.3; 3.1 - 3.3		
Rationale:	Identifying a specific sustainable development issue is the starting point of project proposal development and central to the PBL-based course. Each group shares the sustainable development issue that the group has selected in brief based on the discussion conducted in Lesson 2. In subsequent sessions, learners will gather more information and data, and further discuss the issue, potential solutions, objectives, expected accomplishments, indicators, and resource requirements in accordance with the project proposal development process. Each group will develop the sense of ownership of the project through this selection process of the specific problem. This activity provides learners with opportunities to engage in the initial problem-solving process and reinforce the use of English.		
Materials:	Handouts distributed at Lessons 1, 2, and 3.		
Equipment:	PC with Internet connection		
Procedures:	Step 1	<ul style="list-style-type: none"> ▪ Each group presents a sustainable development issue for which the group will develop a project proposal based on the information in the “Sustainable Development Issue” format distributed at Lesson 2. 	30 mins.
	Step 2	<ul style="list-style-type: none"> ▪ Teacher facilitates a Q and A and feedback session back to back with each presentation. 	
Assessment:	-		
Homework/Follow-up:	-		
Comments:	-		
Activity 2	Identifying and analyzing the problem and underlying issues contributing to the problem		
Goal of the Activity:	Course objectives: 1.1 - 1.4; 2.1 - 2.3; 3-1. 3.2		
Rationale:	In PBL, problems are used to stimulate learners to engage themselves in a self-directed learning and to construct new knowledge. Thus problems play a central role in the PBL course. In the project proposal development, problems are considered to be issues or shortcomings that the project proposal attempts to mitigate or solve. Thus, identifying a problem as well as clearly analyzing it and underlining issues contributing to the problem at the beginning of the project proposal development process is imperative in formulating the project proposal. Learners learn how to address the problem that the project seeks to mitigate and the underlying issues contributing to the problem. The problem analysis, in this activity, focuses on the challenges faced at the		

	community or country levels. This activity also provides learners with opportunities to exercise problem-solving and reinforce the use of English.	
Materials:	<ul style="list-style-type: none"> ▪ United Nations Development Account project guidelines ▪ The United Nations Development Account project document template 	
Equipment:	PC with Internet connection	
Procedures:	<p>Step 1</p> <ul style="list-style-type: none"> ▪ Teacher distributes the handout on problem and situation analysis. ▪ Teacher facilitates an interactive session on how to identify problems and the underlying issues contributing to the problems, utilizing a DA account project document and the handout on the following points: <ol style="list-style-type: none"> (i) the main problem in the target country that the project seeks to address (ii) the underlying issues contributing to this problem (iii) the vulnerable or disproportionately affected group of people, such as persons with disabilities, women and girls. 	20 mins.
Assessment:	-	
Homework/Follow-up:	-	
Comments:	-	
Activity 3	Reading log 1	
Goal of the Activity:	Course objectives: 1.1 - 1.4; 2.1 - 2.3: 3.1, 3.2	
Rationale:	<p>Reading log activity promotes the student-centered learning. Reading log is utilized as a tool to mainly improve reading and analytical skills. It integrates reading, writing, and speaking in a way that students read an article, summarize it, and write insights regarding the article. Learners discuss their insights and questions in pairs and groups. Reading log, thus, helps learners develop reading skills coupled with critical thinking and discussion skills. In this course, reading logs also focus on the implications of the information learners gathered on their project proposals.</p>	
Materials:	<ul style="list-style-type: none"> ▪ Reading log entry related to the sustainable development issues that the groups selected and underlying issues contributing to the issue. 	
Equipment:	PC with Internet connection	
Procedures:	<p>Step 1</p> <ul style="list-style-type: none"> ▪ Learners, in groups, share their reading logs and discuss the implications of the findings to the problems that the project proposals intend to mitigate. ▪ Teacher goes around the class and provides support, as required. <p>Step 2</p> <ul style="list-style-type: none"> ▪ Each group share the insights discussed with the class. 	30 mins.
Assessment:	-	
Homework/Follow-up:	Second reading log on stakeholders due Lesson 6.	

Comments:			
Activity 4	Group activity: Identifying and analyzing the problem and underlying issues contributing to the problem		
Goal of the Activity:	Course objectives: 1.1 – 1.4; 2.1 - 2.3; 3.1 - 3.3		
Rationale:	The purpose of this activity is to provide learners with opportunities to brainstorm and discuss in analyzing the problems and underlying issues contributing to the problems for the purpose of developing project proposals. Learners are expected to reinforce the use of English in brainstorming and discussion. Learners can apply the language skills learned through the explicit language instruction, such as brainstorming, to immediate situations under the project proposal development process.		
Materials:	<ul style="list-style-type: none"> ▪ United Nations Development Account project guidelines ▪ The United Nations Development Account project document template ▪ Reading log entry related to the sustainable development issues that the groups selected and underlying issues contributing to the issue. 		
Equipment:	PC with Internet connection		
Procedures:	Step 1	<ul style="list-style-type: none"> ▪ Each group brainstorms to analyze the problem and underlying issues contributing to the problem. ▪ Each group drafts project document on the problem and underlying issues. ▪ Teacher goes around the class and provides assistance, as required. 	40 mins.
	Step 2	<ul style="list-style-type: none"> ▪ Teacher instructs each group will present the problem and underlying issues orally at the next lesson. 	
Assessment:	-		
Homework/Follow-up:	Each group completes the draft project proposal document on the problems and situation analysis, and present it at Lesson 5.		
Comments:	-		

Problem and Situation Analysis

The section should elaborate on and map out the principle problem and the underlying issues that the project attempts to address. This section should analyze the problems from a target country perspective.

Please address the following questions:

- What is the main problem in the target countries that the project seeks to address?
- What are the underlying issues contributing to this problem? What are the hierarchical relationships and inter-dependencies between them?
- Are there groups of people such as women, youth, persons with disabilities, older people, refugees, migrants, the poor, etc. who might be more vulnerable, disproportionately affected, or considered 'left behind' in terms of the issue? Please briefly elaborate on how and why these groups are differently affected. Use the strategy section to elaborate on how their concerns can and will be addressed.

While the implementation of the project may be based on a country, sub-regional, regional, interregional or global approach, the problem analysis should refer to the challenges faced at the country level. The problem identified in this section should not consist of a very broad issue, such as poverty, nor should it consist of a description of a mandate or a given intergovernmental process. In many cases, it may not be feasible for one project to address all the underlying issues identified, please be specific about which underlying issues the project is targeting. In this connection, please also keep the duration and resources available to the project in mind.

Example of DA project - Problem and Situation Analysis

Strengthening capacities of selected developing countries to assess progress towards the implementation of the sustainable development agenda in the context of the High-level Political Forum on Sustainable Development (\$395,000)

Background

The General Assembly, in its resolution 67/290, decided that as from 2016, the High-level Political Forum will replace the annual ministerial review of the Economic and Social Council, established by Assembly resolutions 60/1, on the 2005 World Summit outcome, and 61/16, on the strengthening of the Council, in order to review progress towards the implementation of the United Nations development agenda. The annual ministerial review features national voluntary presentations, which are country-led reviews of progress towards the internationally agreed development goals/Millennium Development Goals. The Forum will maintain this feature and continue to conduct voluntary, country-led reviews of progress towards the follow-up and implementation of the post-2015 development agenda.

The national reviews in 2016 and 2017 will be an opportunity to continue to distil lessons learned and share national experiences with regard to the Millennium Development Goals. This effort will assist in examining emerging development challenges and priorities for a post-2015 development agenda and in defining how to successfully transition from the Millennium Development Goals to the sustainable development goals and the post-2015 development framework. It will also be an opportunity to build on lessons learned from the national voluntary presentations under the annual ministerial reviews and from national reviews conducted in preparation for the United Nations Conference on Sustainable Development. Some of these lessons indicate that national reviews have enabled Governments to better align national development strategies with the internationally agreed development goals/Millennium Development Goals. They have also offered Governments the opportunity to ensure that national strategies for sustainable development are more accountable, comprehensive and effective owing to the participatory inputs of a broad range of national stakeholders in policy design, assessment and implementation. However, integrating economic, social and environmental considerations, enhancing the participation of non-governmental actors and incorporating Economic and Social Council recommendations into national development strategies, especially those derived from the national voluntary presentations and the annual ministerial reviews, remain a significant challenge for many countries.

The proposed project aims at addressing these challenges, building on previous and ongoing efforts to strengthen the capacity-building potential of the national reviews under the High-level Political Forum and provide support to countries in the transition towards the new development agenda. The project will also strive to link the national reviews to the regional and global reviews of the Forum and provide a follow-up review mechanism to assess progress in implementing policy recommendations of the national reviews into the national strategies for sustainable development.

The target countries will be six developing countries that volunteer to carry out national reviews in 2016 and 2017, and that explicitly request support for the preparation of these reviews and subsequent follow-up actions. The countries will be self-selected in line with the decision of the General Assembly in resolution 67/290 that the reviews shall be voluntary.

The project will provide support to target countries in carrying out reviews of their national development strategy in line with the post-2015 development agenda. It is expected that more effective reviews of progress and challenges will help countries formulate a more effective sustainable development strategy and plans for the implementation of these goals. The national reviews will be country-led, with support provided by a common analytical framework developed and revised on the basis of lessons learned from previous national voluntary presentations that can be applied to all countries in line with the shift towards a more universal post-2015 development agenda focused on sustainable development. The focus of capacity development support will be on identifying gaps in policy integration and ways to strengthen policy formulation processes and techniques to better address policy integration.

Source: Project programme budget for the biennium 2016-2017 (A/70/6 (Sect. 35)).

Retrieved from [http://undocs.org/A/70/6\(Sect.35\)](http://undocs.org/A/70/6(Sect.35))

Lesson Plan 5

Title of the Course:	Project Proposal Writing for NGO Officers	
Title of the Lesson:	Presenting, reviewing, and finalizing the problem and underlining issues Making presentations	
Week / Class Number	5	
Goal of the Lesson:	Course Objectives: 1.1 - 1.4; 2.2; 3.1, 3.2	
Activity 1	Making presentations	
Goal of the Activity:	Course objectives: 1.1 - 1.4; 2.2; 3.1, 3.2	
Rationale:	Presentation skill is introduced to prepare learners for a number of presentation activities that they need to engage in during the course, such as the simulation of consultative meetings with beneficiaries and funding organizations. At workplace, the ability and skills to present messages, information, and outputs clearly in the target language to their counterparts are crucial for NGO officers. Thus the presentation skill is recognized as one of the important skills required at work.	
Materials:	<ul style="list-style-type: none"> ▪ Useful expressions for presentations ▪ Audio 3.30 from <i>Market Leader Upper-intermediate</i> ▪ Script of the audio 	
Equipment:	PC with Internet connection	
Procedures:	<p>Step 1</p> <ul style="list-style-type: none"> ▪ Teacher instructs learners to listen to a presentation script twice, and check if learners recognized the expressions that are on the handout. ▪ Teacher distributes the list of the useful expressions for presentation. ▪ (Audio) Learners listen to the audio script of the presentation that contains the useful expressions, checking against the handout on the useful expressions. ▪ Teacher distributes the written script of the presentation. ▪ Learners, in pairs, study how the useful expressions for presentations were used in the scripts as well as how they can use the useful expressions in their presentations, as well as study the structure of the presentation and effective points of the presentation. ▪ Learners practice delivering the presentation, if learners have time. ▪ Teacher goes around the classroom and provides assistance, as necessary. 	30 mins.
Assessment:	-	
Homework / Follow-up:	-	
Comments:	-	
Activity 2	Presenting and reviewing the outcome of lesson 4 - Problems and underlying issues contributing to the problems	
Goal of the Activity:	Course objectives: 1.1 – 1.4; 2.1 - 2.3; 3.1 - 3.3	

Rationale:	The first purpose of this activity is to provide each group with opportunities to report to the class the problem and underlying issues contributing to the problem that each group is to solve, and receive feedback from peers for improving. For the PBL course, it is required for learners to collaborate and share information, knowledge, and comments because peer reviews and peer questioning serve the purpose of providing scaffolding (King, 1994). The second purpose is to reinforce the use of English and problem-solving skills through interactions and communications with other learners in the process of project proposal development.		
Materials:	<ul style="list-style-type: none"> ▪ Draft project document on the problems and underlying issues, prepared by each group. ▪ United Nations Development Account project guidelines ▪ The United Nations Development Account project document template ▪ Rubric on problem and underling issues 		
Equipment:	PC with Internet connection		
Procedures:	Step 1	<ul style="list-style-type: none"> ▪ Teacher instructs learners to take note of comments provided by peers during a Q and A and feedback session. ▪ Teacher facilitates the presentations as well as the Q and A and feedback session by learners at the end of each presentation. 	60 mins.
	Step 2	<ul style="list-style-type: none"> ▪ Each group presents the problem and underlying issues contributing to the problem. ▪ Learners comment on each presentation and raise constructive questions. 	
Assessment:	-		
Homework / Follow-up:	-		
Comments:	-		
Activity 3	Finalizing the problems and underlying issues		
Goal of the Activity:	Course objectives: 1.1 – 1.4; 2.1 - 2.3; 3.1 - 3.3		
Rationale:	Finalizing the draft project document on the problems and underlying issues is the prerequisite for the next step of project proposal writing. Groups incorporate the comments received under Activity 2 and finalize the draft project document. The draft will be utilized for a formative assessment by teacher using the rubric explained in Lesson 1. This group activity also provides learners with opportunities to use English and to engage in a problem-solving practice through interactions and communications with other learners.		
Materials:	<ul style="list-style-type: none"> ▪ Draft project documents of the problems and issues contributing to the problem ▪ Rubric on problem and underling issues 		
Equipment:	PC with Internet connection		
Procedures:	Step 1	<ul style="list-style-type: none"> ▪ Each group finalizes the draft document on the problems and underlying issues, incorporating the feedback from peers and other findings through the Q and A and feedback session. 	30 mins.

		<ul style="list-style-type: none"> ▪ Teacher goes around the class and provides assistance, as necessary. 	
	Step 2	<ul style="list-style-type: none"> ▪ Teacher requests each group to submit the finalized draft project document at the next lesson. 	
Assessment:	Teacher assesses the finalized draft project document on the problem and underlining issues of each group and provides feedback using the rubric.		
Homework / Follow-up:	Each group drafts the project proposal outside of the class as necessary, and submits the finalized draft project document in Lesson 6.		
Comments:	-		

Script

Presentation by Susan Drake, Chief Executive of a hotel group

Right, well, as I mentioned earlier, we see the acquisition of Highview as the foundation for our drive into the budget-hotel market here in the UK. We have very ambitious plans for the future of the Highview brand - I'll outline these later in my presentation.

OK, why did we buy Highview? I'd say there were three main reasons: the gap in the market, the market conditions and the opportunity for growth. Firstly, the gap in the market. It's well known that business travelers to the UK are tending to stay in mid-price and budget hotels nowadays rather than in the more up-scale, prestigious hotels. Economic conditions are difficult, everyone's trying to cut costs. But, the truth is, there are not enough budget hotels to meet the demand. Let me give you a simple statistic. Only 13 per cent of hotels in the UK are in the budget section. That's about half the level of budget hotels in Europe and the US. What about the market conditions? Well, this is the ideal time to develop a budget hotel brand in the UK. Hotel occupancy and room rates are continuing to rise. Revenues from available rooms in large cities are at a record high. But, as I mentioned, the demand for rooms is much greater than the supply.

We're incredibly excited about the growth potential of the Highview brands. With our experience in owning and running budget hotels, our unique training programme and our financial strength, we see unlimited possibilities for increasing profits from the acquisition and we firmly believe ... Right, I've told you why we've acquired Highview. And I've explained that this purchase gives us the opportunity to develop a portfolio of branded budget hotels in the UK.

What are our future plans for the group? We have a clear, realistic and ambitious strategy for the Highview brand. We plan to buy other hotels in the UK, improve their performance and market them using the Highview brand. Although all the hotels will be budget hotels with limited service, we'll make sure that customers really enjoy the experience of staying at a Highview hotel. Good value for money will always be our main objective. So where do we see Highview in five years' time? By that time, we'll have built new Highview hotels on this company's four development sites. We'll have integrated a number of US hotels into the group, renaming them Highview. And finally, we'll have developed a portfolio of budget hotels which will make us leader in this sector of the market. Highview will be the future of budget hotels in the UK. Highview will lead the way. Highview will set a new standard for value for money. Right, are you now clear about why we bought Highview and the direction we plan to take? Is there any area I haven't covered? Anything missing? Yes, you have a question, I see. Go ahead, please.

Useful Expressions for Presentation

Starting the purpose

- I'm going to tell you about ...
- The purpose of my talk/presentation today is ...
- What I want to do today is to ...
- My main objective today is to ...

Emphasizing

- I want to stress ...
- That is a major selling point of our product.
- I would like to highlight ...
- I would like to stress ...
- I would like to emphasize that ...

Involving the audience

- What is Quench Iced Tea? What are its ...?
- As I am sure you all know, ...
- As you are (well) aware of (that) ...

Changing the subject

- Turning now to ...
- Moving on to ...
- Now I will talk about ...

Referring to visuals

- Please take a look at the slide/chart/picture.
- Let me draw your attention to this slide.
- Please take a look at the visual.

Discussing implications

- What does this mean?
- What this means is ...
- The consequence of this is ...
- This has resulted in ...

Exemplifying

- In other words, ...
- For instance, ...
- Let me give you an example.

- Let me give you an interesting statistics.

Referring back

- As I said a few minutes ago, ...
- As I mentioned earlier, ...

Looking forward

- I will talk about this later.
- I will outline these later in my presentation.

Talking about the future

- By that time, we will have developed ...
- By 2020, we will have become ...

Quoting someone

- I would like to quote the words of (name) here.
- According to (name),
- (name) would argue ...

Asking for feedback

- Would anyone like to ask any questions?

Ending a presentation

- To summarize,
- I am happy to answer any questions you may have.
- Thank you very much, everyone.

Lesson Plan 6

Title of the Course:	Project Proposal Writing for NGO officers	
Title of the Lesson:	Identifying and analyzing stakeholders	
Week / Class Number	6	
Goal of the Lesson:	Course objectives: 1.1 - 1.4; 2.1 - 2.4; 3.1 - 3.3	
Activity 1	Identifying and analyzing stakeholders and their capacity	
Goal of the Activity:	Course objectives: 1.1 – 1.4; 2.1 - 2.4; 3.1 - 3.3	
Rationale:	This activity identifies the stakeholders of the project, such as donors, beneficiaries, and collaborating organizations as well as those who are affected by the problem outlined in the previous lesson. Each stakeholder is analyzed with respect to the type and level of involvement in the project, capacity assets, capacity gaps, and desired future outcomes for each stakeholder. Learners also reinforce the use of problem-solving skills and English skills in this activity.	
Materials:	<ul style="list-style-type: none"> ▪ United Nations Development Account project guidelines ▪ The United Nations Development Account project document template 	
Equipment:	PC with Internet connection	
Procedures:	<p>Step 1</p> <ul style="list-style-type: none"> ▪ Teacher conducts an interactive session by providing the explanations on stakeholders and by asking questions and eliciting answers on: <ol style="list-style-type: none"> (i) who are the stakeholders? (ii) how does each of the stakeholders relate to the project/problem identified in the previous lessons? (iii) what are the stakeholder’s resources and strengths? (iv) what are the stakeholder’s needs? (v) what are the desired outcomes for the stakeholder as the result of the project implementation? ▪ Teacher utilizes the DA project as an example and a handout on stakeholders. 	30 mins.
Assessment:	-	
Homework/Follow-up:	-	
Comments:	Teacher may utilize, for the interactive sessions, “ <i>Types of question prompts, specific question functions and examples for supporting different processes of ill-structured problem-solving</i> ” suggested by Xun and Land (2004). Teacher can modify the example questions according to the contexts. This material is included in the lesson plan as the material for teacher’s use.	
Activity 2	Reading log 2	
Goal of the Activity:	Course objectives: 1.1 - 1.4; 2.1 - 2.3; 3.1, 3.2	
Rationale:	Reading log activity promotes the student-centered learning. Reading log is utilized as a tool to mainly improve reading and analytical skills. It integrates reading, writing, and speaking in a way that students read	

	<p>an article, summarize it, and write insights regarding the article. Learners discuss their insights and questions in pairs and groups. Reading log, thus, helps learners develop reading skills coupled with critical thinking and discussion skills. In this course, reading logs also focus on the implications of the information learners gathered on their project proposals.</p>		
Materials:	<ul style="list-style-type: none"> ▪ Reading log entry 2 related to the stakeholders 		
Equipment:	PC with Internet connection		
Procedures:	Step 1	<ul style="list-style-type: none"> ▪ Learners, in groups, share their reading logs and discuss the implications of the findings to the problems that the project proposals intend to mitigate. ▪ Teacher goes around the class and provides supports, as required. 	30 mins.
	Step 2	<ul style="list-style-type: none"> ▪ Each group shares the insights discussed with the class. 	
Assessment	-		
Homework/Follow-up:	Third reading log on objectives and expected accomplishments due Lesson 8.		
Comments:	-		
Activity 3	Identifying and analyzing stakeholders and their capacity assessment		
Goal of the Activity:	Course objectives: 1.1 – 1.4; 2.1 - 2.3; 3.1 - 3.3		
Rationale:	<p>The purpose of this activity is to provide learners with opportunities to brainstorm and discuss to identify and analyze the stakeholders who would impact the formulation and implementation of project proposals, such as funding organizations, beneficiaries, and collaborating organizations. Through this activity, learners are expected to reinforce the use of English and problem-solving skills through interactions and communications with other learners.</p>		
Materials:	<ul style="list-style-type: none"> ▪ United Nations Development Account project guidelines ▪ The United Nations Development Account project document template ▪ Reading log entry 2 on stakeholders analysis 		
Equipment:	PC with Internet connection		
Procedures:	Step 1	<ul style="list-style-type: none"> ▪ Learners brainstorm and discuss, in groups, to conduct stakeholder analysis. ▪ Each group drafts the project document on stakeholder analysis. ▪ Teacher goes around the class and provides assistance as required. 	60 mins.
	Step 2	<ul style="list-style-type: none"> ▪ Teacher instructs learners that each group presents the stakeholders orally at Lesson 7. 	
Assessment:	-		
Homework/Follow-up:	<ul style="list-style-type: none"> ▪ Each group completes the draft project document on the stakeholders, and present it at Lesson 7. 		
Comments:	-		

Stakeholder Analysis

Stakeholders	Type and level of involvement in the project	Capacity asset	Capacity gaps	Desired future outcomes
Stakeholders are limited to donor countries and funding organizations, beneficiaries, and collaborating organizations.	How does each of the stakeholders relate to the project/problem outlined in the previous Lessons?	What are the stakeholder's resources and strengths that can help address the problem that the project proposal strives to solve?	What are the stakeholder's needs and vulnerabilities that the project proposal attempts to bridge?	What are the desired outcomes for the stakeholder as a result of the project implementation?
Donor countries				
Funding organizations				
Beneficiaries				
Collaborating organizations				

Source: Guidelines for the preparation of concept notes for the 11th tranche of the development account. Retrieved from <https://www.un.org/development/desa/da/>

Material for Teachers

Types of question prompts, specific question functions and examples for supporting different processes of ill-structured problem-solving.

<i>Problem Solving Process</i>	<i>Type of Question Prompt and Specific Function</i>	<i>Examples</i>
Problem representation	Elaboration prompts: • Elaborating thoughts	<ul style="list-style-type: none"> • What information is missing? • How are interrelated to each other? • What do you think are the primary factors of this problem?
	• Eliciting explanations	<ul style="list-style-type: none"> • Why is it ...? Please explain. • What does... mean?
Generating or selecting solutions	Elaborating prompts: • Elaborating thoughts	<ul style="list-style-type: none"> • What should the system do? • What consequences are likely to occur if...
	• Eliciting explanations	<ul style="list-style-type: none"> • Explain how you proposed system works. • How is this approach compared with the other one?
Making justifications	Elaboration prompts: • Inducing reasoning	<ul style="list-style-type: none"> • If you..., can you explain why you took that approach? • What is your chain of reasoning for selecting that solution?
	• Prompting for justification	<ul style="list-style-type: none"> • Do you have evidence to support your solution? • How do you justify your decision?
Monitoring and evaluating	Reflection prompts: • Monitoring and evaluating	<ul style="list-style-type: none"> • What are the pros and cons of the solution? • Have I thought about alternative solutions? • Have I identified all the constraints? • Have I taken into account the perspectives of different stakeholders? • Am I on the right track? • What would be the side effects?

Source: "A conceptual framework for scaffolding III-structured problem-solving processes using question prompts and peer interactions," by G. E. Xun and S. M. Land, 2004.

Lesson Plan 7

Title of the Course:	Project Proposal Writing for NGO Officers		
Title of the Lesson:	Presenting, reviewing, and finalizing stakeholders analysis Managing questions		
Week / Class Number	7		
Goal of the Lesson:	Course objectives: 1.1 - 1.4; 2.1 - 2.4; 3.1 - 3.3		
Activity 1	Managing questions		
Goal of the Activity:	Course objectives: 1.1 - 1.4; 3.1, 3.2		
Rationale:	Managing question is introduced to prepare learners to raise questions and respond to questions more effectively. Learners are required, during the process of project development, to frequently raise questions during discussions, presentations, and simulations for receiving clarifications and more information, as well as answer questions, providing clarifications and information. Thus, the explicit language instruction on managing questions helps learners proceed with their project proposal development successfully because of its immediate applicability and relevance to the project proposal development.		
Materials:	<ul style="list-style-type: none"> ▪ Useful expressions for managing questions handout ▪ Questions handout ▪ Audio and its script: 3.23 from <i>Market Leader Upper-intermediate</i> 		
Equipment:	PC with Internet connection		
Procedures:	Step 1	<ul style="list-style-type: none"> ▪ Teacher distributes the handouts on useful expressions for managing questions. ▪ Learners, in pairs, discuss the useful expressions as to when the expressions can be used. ▪ Teacher goes around the classroom and provides assistance, as necessary. 	10 mins.
	Step 2	<ul style="list-style-type: none"> ▪ Teacher instructs learners to listen to an audio script and check if learners find the expressions that are on the handout, and to take note of how they were used. ▪ (Audio) Learners listen to the audio in which the useful expressions are used in a real interview. ▪ Teacher distributes the script of the audio. ▪ Learners, in pairs, study how the useful expressions were used in the scripts and how they can use the expressions in their communication and study effective points of questioning in the audio. ▪ Teacher goes around the classroom and provides assistance, as necessary. 	20 mins.
Assessment:	-		
Homework / Follow-up:	-		
Activity 2	Presenting and reviewing the outcome of Lesson 6 – Stakeholders		
Goal of the Activity:	Course objectives: 1.1 – 1.4; 2.1 - 2.3; 3.1 - 3.3		

Rationale:	The first purpose of this activity is to provide each group with opportunities to report to the class the stakeholders identified and receive feedback from peers for improvement. For the PBL course, it is required for learners to collaborate and share information, knowledge, and comments because peer reviews and peer questioning serve the purpose of providing scaffolding (King, 1994). The second purpose is to reinforce the use of English and problem-solving skills through interactions and communications with other learners in the process of project proposal development.		
Materials:	<ul style="list-style-type: none"> ▪ Stakeholders' analysis prepared by each group ▪ United Nations Development Account project guideline ▪ The United Nations Development Account project document template 		
Equipment:	PC with Internet connection		
Procedures:	Step 1	<ul style="list-style-type: none"> ▪ Teacher instructs learners to take note of comments provided by peers during a Q and A and feedback session. ▪ Teacher facilitates the presentation as well as the Q and A and feedback session by learners at the end of each presentation. 	60 mins.
	Step 2	<ul style="list-style-type: none"> ▪ Each group presents the stakeholders. ▪ Learners comment on each presentation and raise constructive questions. 	
Assessment:	-		
Homework/Follow-up:	-		
Comments:	-		
Activity 3	Finalizing the stakeholders analysis		
Goal of the Activity:	Course objectives: 1.1 – 1.4; 2.1 - 2.3; 3.1 - 3.3		
Rationale:	Finalizing the draft project document on the stakeholders is the prerequisite for the next step of project proposal writing. Groups incorporate the comments received under Activity 2 and finalize the draft project documents. The drafts will be utilized for a formative assessment by teacher using the rubric explained in Lesson 1. This group activity provides learners with opportunities to use English and engage in a problem-solving practice through interactions and communications with other learners.		
Materials:	<ul style="list-style-type: none"> ▪ Draft document of the stakeholders ▪ Rubric on stakeholders 		
Equipment:	-		
Procedures:	Step 1	<ul style="list-style-type: none"> ▪ Each group finalizes the draft document on the stakeholders, incorporating the feedback from peers and other findings through the Q and A and feedback session. ▪ Teacher goes around the class and provides assistance, as necessary. 	30 mins.
	Step 2	<ul style="list-style-type: none"> ▪ Teacher requests each group to submit the finalized draft project document at the next lesson. 	

Assessment:	<ul style="list-style-type: none"> ▪ Teacher assesses the finalized draft project document on the stakeholders of each group and provides feedback using the rubric.
Homework / Follow-up:	<ul style="list-style-type: none"> ▪ Each group drafts the project proposal outside of the class as necessary, and submits the finalized draft document in Lesson 8.

Script

Michel Goodrich is a presenter of a television program, and is questioning Tim Bradshaw, the marketing director of a toy company.

MG: Good evening, my name's Michael Goodrich. I'm the presenter of *Consumer Watch*. Tonight, we're investigating toy products. How safe are the imported toys products you're buying for your children? Not very, it seems, if you're buying toys from TG Products, one of the biggest toy retailers in the country. We've had dozens of complaints from parents about some of the toys sold in TG stores. Tonight, the company's Chief Executive, Tim Bradshaw, has agreed to answer questions about his company and to defend its reputation. Good evening, Mr. Bradshaw.

TB: Good evening. May I thank you for inviting me on to your programme, I welcome the opportunity to answer your questions.

MG: Thank you, Mr. Bradshaw, it's a pleasure to meet you. Now, I believe your company sells a range of stuffed toys. Is that correct?

TB: Yes, they're one of our best-selling products. Children love the grey rabbits, the dogs and penguins we market. I'd say the reindeer and elephant are our most popular items. Why do you ask?

MG: Could you please tell me how many of these items you import each month?

TB: Oh, I don't know off the top of my head. A very large number, that's for sure. It's one of our most popular lines.

MG: Could you be a little more precise? What quantity are we talking about, roughly?

TB: Well, I'd say ... um ... about 30,000 a month.

MG: That's a lot, isn't it? Roughly how many complaints about the toys do you receive each week from your customers?

TB: Oh, we get a few complaints, but no higher percentage than any other company.

MG: A few complaints? Mr. Bradshaw, isn't it true you've been receiving dozens of complaints from customers every week? Do you deny people have been phoning you and e-mailing you constantly to complain about the toys?

TB: What do you mean exactly? What are you trying to say?

MG: I'm saying the toys are defective, they should be recalled by your company immediately.

TB: Could you clarify that comment, please?

- MG:** Certainly, I'd be glad to. The stuffed toys have a defect. They have button eyes, and these get pulled off very easily by children. I'll put the buttons into their mouths and then start choking. The toys are highly dangerous, Mr. Bradshaw, you know that. Why are you still selling them?
- TB:** I'd say you're exaggerating the problem. There may have been one or two cases, but not dozens.
- MG:** Isn't your real reason for not recalling the toys very obvious, Mr. Bradshaw?
- TB:** What do you mean?
- MG:** Simple. You've got over 50,000 of the items in your warehouse and if you recall the toys, it'll cost you a lot of money!
- TB:** Good heavens, where did you get that information from? Who gave it to you?
- MG:** I'm sorry, I can't possibly comment on that. But what are you going to do about these defective toys?
- TB:** Do about it? Well, I'll look into the matter, of course, and I'll get back to you. But I don't think ... MG When will that be? When exactly will you get back to us?
- TB:** Oh, as soon as possible.
- MG:** Would you answer my question, please? I think you owe it to your customers to give us an exact date.
- TB:** I'm sorry, I don't know the answer to your question, but I'll get our Customer Services to check our records. We'll treat this matter very seriously, I promise you.
- MB:** That's good to hear. Now let me ask you another question...

Useful Expressions for Managing Questions

Asking questions politely

- Could you please tell me ...?
- I am interested to know why ...
- I'd be interested to hear ...
- I'd like to know/ask...
- Do you think you could ...?
- Would you mind telling me ...?
- I was wondering if you ...
- I am sure we'd all like to hear why ...

Asking proving questions

- Could you be more specific, please?
- Could you be a little more precise?
- Let me put it another way.
- I will rephrase the question.

Asking questions aggressively

- Are you saying that ...?
- Do you deny that ...?
- Are you denying ...?
- Yes, but what I'd like to know is ...
- With all due respect, you have not answered my question.
- Surely you are not saying ...?

Dealing diplomatically with questions

- I am happy to answer that.
- That is an interesting question. Let me answer it this way...

Checking if you understood

- Have I got this right?
- Are you saying/suggesting ...?
- I am not sure if I understood you. Could you rephrase that, please?

Avoiding a straight/precise answer

- Sorry, I am not sure I know the answer to that one.
- I have to think about it.
- I cannot give you an answer off the top of my head.

Playing for time

- Sorry, I cannot give you an answer straight away.
- I will have to get back to you on that one.

Paraphrasing the question

- So your question is...
- I am not sure if I entirely understand your question. Do you mean ...?
- If I understand you correctly, ...
- Are you asking/saying...?

Dealing with interruptions

- If I could just finish what I was saying, ...
- If you'd just let me finish, ...
- Hang on a minute. (very informal)

Lesson Plan 8

Title of the Course:	Project Proposal Writing for NGO Officers		
Title of the Lesson:	Determining objectives and expected accomplishments		
Week / Class Number	8		
Goal of the Lesson:	Course objectives: 1.1 - 1.4; 2.1 - 2.4: 3.1 - 3.3		
Activity 1	Determining objectives and expected accomplishments		
Goal of the Activity:	Course objectives: Course objectives: 1.1 - 1.4; 2.1 - 2.4: 3.1 - 3.3		
Rationale:	Objectives outline the overall goal of the project proposal and should be achieved through expected accomplishments. The expected accomplishments describe the desirable conditions or changes that can be reasonably associated with the project proposal. It is essential for learners to determine the objectives and expected accomplishments to clarify rationales why the project is worth implementing and how benefits can be derived from the project. Objectives and expected accomplishments are also essential to plan activities and calculate the level of resources required to achieve expected accomplishments. Learners are expected to use language skills and problem-solving skills through this activity.		
Materials:	<ul style="list-style-type: none"> ▪ United Nations Development Account project guideline ▪ The United Nations Development Account project document template ▪ Sample DA project document 		
Equipment:	PC with Internet connection		
Procedures:	Step 1	<ul style="list-style-type: none"> ▪ Teacher conducts an interactive session by providing the explanations on objectives and expected accomplishments as well as by asking questions and eliciting answers on the following, according to the handout on objectives and expected accomplishments: <ul style="list-style-type: none"> (i) how to determine an objective (ii) how to design expected accomplishment, by establishing the relationship between an objective and its expected accomplishment in solving the problem (iii) how to develop realistic objectives and feasible expected accomplishments. ▪ Teacher uses DA projects as an actual example. 	30 mins.
	Step 2	<ul style="list-style-type: none"> ▪ Teacher explains the language and writing styles that should be used for developing objectives and expected accomplishments. ▪ Teacher conducts a Q and A session. ▪ Teacher conducts activities to practice drafting objectives and expected accomplishments using the suggested writing style. <ul style="list-style-type: none"> - Learners read the background given in the sample DA project document, and draft an objective and expected accomplishments. 	

		<ul style="list-style-type: none"> - Teacher examines and reviews, with learners, a couple of the objectives and expected accomplishments that learners drafted. - Teacher compares them with the sample objective and expected accomplishments. 	
Assessment:	-		
Homework/Follow-up:	-		
Comments:	-		
Activity 2	Reading log 3		
Goal of the Activity:	Course objectives: 1.1 - 1.4; 2.1 - 2.3: 3.1, 3.2		
Rationale:	<p>Reading log activity promotes the student-centered learning. Reading log is utilized as a tool to mainly improve reading and analytical skills. It integrates reading, writing, and speaking in a way that students read an article, summarize it, and write insights regarding the article. Learners discuss their insights and questions in pairs and groups. Reading log, thus, helps learners develop reading skills coupled with critical thinking and discussion skills. In this course, reading logs also focus on the implications of the information learners gathered on their project proposals.</p>		
Materials:	<ul style="list-style-type: none"> ▪ Reading log entry related to the objectives and expected accomplishments. 		
Equipment:	PC with Internet connection		
Procedures:	<p>Step 1</p> <p>Step 2</p>	<ul style="list-style-type: none"> ▪ Learners, in groups, share their reading logs and discuss the implications of the findings to the problems that the project proposals intend to mitigate. ▪ Teacher goes around the class and provides supports, as required. ▪ Each group share the insights discussed with the class. 	30 mins.
Assessment:	-		
Homework/Follow-up:	Reading log 4 on the indicators of achievement due Lesson 10.		
Comments:			
Activity 3	Determining objectives and expected accomplishments		
Goal of the Activity:	Course objectives: 1.1 - 1.4; 2.1 - 2.4: 3.1 - 3.3		
Rationale:	<p>The purpose of this activity is to provide learners with opportunities to brainstorm and discuss in determining objectives and building expected accomplishments. Through this activity, learners can reinforce the use of English skills and problem-solving skills through communications and interactions with other learners.</p>		
Materials:	<ul style="list-style-type: none"> ▪ United Nations Development Account project guideline ▪ The United Nations Development Account project document template ▪ Reading log entry on the objectives and expected accomplishments 		
Equipment:	PC with Internet connection		
Procedures:	Step 1	<ul style="list-style-type: none"> ▪ Learners brainstorm and discuss, in groups, to determine the objectives and build expected accomplishment. 	60 mins.

		<ul style="list-style-type: none"> ▪ Each group drafts the project document on objectives and expected accomplishments. ▪ Teacher goes around the class and provides support, as required. 	
	Step 2	<ul style="list-style-type: none"> ▪ Teacher informs learners that each group presents the objectives and expected accomplishments orally at the next lesson. 	
Assessment:	-		
Homework/Follow-up:	<ul style="list-style-type: none"> ▪ Each group completes the draft project document on the objective and expected accomplishments, and present it at Lesson 9. 		
Comments:	-		

Objectives

The objective is the overall intended goal of the project. The project will contribute to achieving the objective through the expected accomplishments. The objective will not be achieved by the project alone and not within the timeframe of the project (it will only provide a contribution to the achievement of the overall objective). A well-formulated objective should answer the question, “What does the project intend to achieve?” It should be concise, not longer than one sentence. It should include the beneficiaries and the geographical scope and should not attempt to explain how the implementing entity intends to go about achieving the objective. **There should be only one objective.**

Examples of objectives:

- To increase national / local government capacity to identify/ apply/ develop...
- To improve the formulation of national/ local policies on...;
- To increase the knowledge of public officials and development practitioners on....

Expected Accomplishments

The expected accomplishments describe the desirable future conditions of the individual stakeholders or institutional changes of partner organizations or the society as a whole that can be reasonably attributed to or associated with the project. They indicate in what way the capacity benefits will be used for the accomplishment of the objective. Examples include the application of knowledge, adoption of practices, and/or utilization of technology. Expected accomplishments should be achievable within the project timeframe and budget, and specific enough to be measured by the associated indicators of achievement. A clear distinction should be made between the expected accomplishments (results) and the activities utilized for achieving each of them. There should be a maximum of three expected accomplishments that are logically linked to the project objective.

Examples of expected accomplishments:

- Increased levels of knowledge and awareness of...
- Increased skills in...
- Increased understanding of...
- Establishment of a network to...
- Improved organization of...
- Adoption of international measures of....

Source: Guidelines for the preparation of concept notes for the 11th tranche of the development account. Retrieved from <https://www.un.org/development/desa/da/>

Example of DA project - Objectives and Expected Accomplishments

Fostering inclusive and sustainable development through increased SME participation in global value chains in Asian least developed and landlocked developing countries

Economic and Social Commission for Asia and the Pacific in collaboration with United Nations Conference on Trade and Development (\$500,000)

Background

18. Global value chains (GVCs) have become a key feature of the global economy and important building blocks of regional and global integration processes. Led by businesses and the foreign direct investment (FDI) and intra-firm trade they engage in, close to 80% of global trade now take place within GVCs. Enabled by the emergence of advanced information and communication technologies and the spread of low-cost transport, GVCs are characterized by a reorganization of production processes (i.e. fragmentation of production and relocation/outsourcing), leading to goods and services being produced with inputs from many countries.
19. The opportunities for growth, technological and skills upgrading that accompany GVCs make them potential entry points for upgrading the capacity of local enterprises. As GVC-linked trade and investments normally come with quality control systems and prevailing global standards that can exceed those in domestic economies, GVCs can facilitate learning, innovation, industrial upgrading, and the adoption of more sustainable business practices. The participation in GVCs thus offers considerable opportunities for upgrading the capacity of developing country SMEs and increasing their access to both global markets and FDI capital.
20. However, the continued global stagnation and the related economic restructuring places more importance than ever on understanding the determinants of modern FDI and trade, and the associated policies that would enhance SME's sustainable participation in GVCs. For this purpose, the project seeks to increase the capacity of policymakers to apply cross-sectoral evidence-based policies for attracting GVC-linked sustainable FDI and increasing the capacity of SMEs to join GVCs. Targeted national training courses will be coupled with multi-stakeholder consultations at the national and regional level to share knowledge of evidence-based policies.
21. To maximise resources, national capacity building activities under the project will focus on 4-5 target countries. Project beneficiary countries will be selected based on (a) level of development (priority for LDCs), and (b) industrial/services structure and related opportunities for entering GVCs, and basic legal and institutional operability to attract FDI, (c) landlocked country. Thus, priority will be given to LDCs and LLDCs with an industrial or services structure that presents potential to enter agricultural, manufacturing or services GVCs.
22. As the global UN entity tasked with trade and investment issues, and with specialized expertise on investment agreements and investment policy, UNCTAD will be involved in the project by sharing expertise, contributing to peer-reviews, as well as contributing or recommending resource persons for capacity building events (from UNCTAD or other organizations).

<p><i>Objective of the Organization:</i> To strengthen capacity of least developed and landlocked developing countries in Asia to attract sustainable FDI and promote integration of SMEs into global value chains</p>	<p><i>Summary budget</i> (Thousands of United States dollars)</p> <table> <tr> <td>Consultants & experts</td> <td>133.0</td> </tr> <tr> <td>Travel of Staff</td> <td>88.0</td> </tr> <tr> <td>Contractual Services</td> <td>134.0</td> </tr> <tr> <td>Gen. Operating Expenses</td> <td>2.5</td> </tr> <tr> <td>Grants & Contributions</td> <td><u>142.5</u></td> </tr> <tr> <td>Total</td> <td>500.0</td> </tr> </table>	Consultants & experts	133.0	Travel of Staff	88.0	Contractual Services	134.0	Gen. Operating Expenses	2.5	Grants & Contributions	<u>142.5</u>	Total	500.0
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<p><i>Expected accomplishments of the Secretariat</i></p>	<p><i>Indicators of achievement</i></p>												
<p>(EA1) Increased capacity of policy makers to implement cross-sectoral evidence-based policies to attract sustainable FDI and link domestic SMEs to GVCs</p>	<p>(IA1.1) At least 70 per cent of policymakers have indicated that their capacity to implement policies to attract sustainable FDI and link domestic SMEs to GVCs has been enhanced</p> <p>(IA1.2) At least 70 per cent of policymakers surveyed find the comprehensive set of sustainable development indicators/criteria and related checklist developed to be useful</p> <p>(IA1.3) At least two of the participating countries can give examples of their use of the tool/checklist</p>												
<p>(EA2) Increased capacity of policy makers to implement policies to support SMEs integration into GVCs</p>	<p>(IA2.1) At least 70 per cent of policymakers indicate that their capacity to implement policies to support SMEs integration into GVCs has been increased</p> <p>(IA2.2) At least two of the FDI promotion and SME development agencies in beneficiary countries can provide examples of policy changes being drafted or implemented to facilitate for SMEs to integrate into GVCs</p>												

Source: Project programme budget for the biennium 2016-2017 (A/70/6 (Sect. 35)). Retrieved from [http://undocs.org/A/70/6\(Sect.35\)](http://undocs.org/A/70/6(Sect.35))

Lesson Plan 9

Title of the Course:	Project Proposal Writing for NGO Officers		
Title of the Lesson:	Presenting, reviewing, and finalizing the objectives and expected accomplishments Active listening		
Week / Class Number	9		
Goal of the Lesson:	Course objectives: 1.1 - 1.4; 2.1 - 2.4; 3.1 - 3.3		
Activity 1	Active listening		
Goal of the Activity:	Course objectives: 1.1 - 1.4; 3.1		
Rationale:	Active listening means to be attentive to what others are expressing and speaking. It is, thus, an essential component of effective communication. A significant proportion of listening in real-life is interactive. In this PBL-based course, the majority of listening is of interactive nature as the course utilizes problem-solving activities in real life situations and collaborative group settings that require learners a great deal of interactive communications, such as discussions, negotiations and question and answers. The explicit language instruction helps learners proceed with the project proposal development successfully because of its immediate applicability and relevance to the project proposal development.		
Materials:	<ul style="list-style-type: none"> ▪ Youtube on “Improve Your Listening Skills with Active Listening” https://www.youtube.com/watch?v=t2z9mdX1j4A&feature=youtu.be ▪ Useful expressions for active listening 		
Equipment:	PC with Internet connection		
Procedures:	Step 1	<ul style="list-style-type: none"> ▪ Teacher explains why active listening is important, asking questions “<i>How do you know if someone is not listening to and understanding you?</i>” and “<i>How do you show that you are listening to and understanding someone?</i>” ▪ Teacher shows a YouTube on “Improve your listening skills with active listening”. ▪ Learners discuss, in groups, the steps involved in active listening shown in the above YouTube and how they can apply them to their work situation: <ul style="list-style-type: none"> - Pay attention - Show you are listening - Provide feedback - Question - Do not interrupt ▪ Learners, in pairs, study the useful expressions for active listening, and brainstorm the meaning of the expressions and how they can be used. ▪ Teacher goes around the classroom and provides supports, as necessary. 	20 mins.
	Step 2	<ul style="list-style-type: none"> ▪ Teacher instructs learners to discuss, in pairs, how they can use active listening when communicating with someone from a different (cultural and social) 	10 mins.

		background from themselves and what expressions would be most useful for them in such situations.	
Assessment:	-		
Homework/Follow-up:	-		
Comments:	-		
Activity 2	Presenting and reviewing the outcome of Lesson 8: Objectives and expected accomplishments		
Goal of the Activity:	Course objectives: 1.1 - 1.4; 3.1		
Rationale:	The primary purpose of this activity is to provide each group with opportunities to report the objectives and expected accomplishments that each group developed and receive feedback from peers for the purpose of refining them. For the PBL course, it is required for learners to collaborate and share information, knowledge, and comments because peer reviews and peer questioning serve the purpose of providing scaffolding (King, 1994). The second purpose is to reinforce the use of English and problem-solving skills through interactions and communications with other learners in the process of project proposal development.		
Materials:	<ul style="list-style-type: none"> ▪ Objective and expected accomplishments developed by learners 		
Equipment:	PC with Internet connection		
Procedures:	Step 1	<ul style="list-style-type: none"> ▪ Teacher instructs learners to take note of comments provided by peers during a Q and A and feedback session. ▪ Teacher facilitates the presentation as well as the Q and A and feedback session by learners at the end of each presentation. 	60 mins.
	Step 2	<ul style="list-style-type: none"> ▪ Each group presents the stakeholders. ▪ Learners comment on each presentation and raise questions. 	
Assessment:	-		
Homework/Follow-up:	-		
Comments:	-		
Activity 3	Finalizing the objectives and expected accomplishments		
Goal of the Activity:	Course objectives: 1.1 – 1.4; 2.1 - 2.3; 3.1 - 3.3		
Rationale:	Finalizing the objectives and expected accomplishments is the prerequisite of the next step of project proposal development. Groups incorporate the comments received under Activity 2 and finalize the draft project documents. The drafts will be utilized for a formative assessment by teacher using the rubric explained in Lesson 1. This group activity also provides learners with opportunities to use English and to engage in a problem-solving practice through interactions and communications with other learners.		
Materials:	<ul style="list-style-type: none"> ▪ Draft documents of the objectives, expected accomplishments, and background ▪ Rubric on objectives and expected accomplishments 		
Equipment:	-		

Procedures:	Step 1	<ul style="list-style-type: none"> ▪ Each group finalizes the document on the objective and expected accomplishments, incorporating the feedback from peers and other findings through the Q and A and feedback session. ▪ Teacher goes around the class and provides support, as necessary. 	30 mins.
	Step 2	<ul style="list-style-type: none"> ▪ Teacher requests each group to submit the finalized draft project document at the next lesson. 	
Assessment:	<ul style="list-style-type: none"> ▪ Teacher assesses the finalized draft project document on the objectives and expected accomplishments of each group and provides feedback using the rubric. 		
Homework/Follow-up:	<ul style="list-style-type: none"> ▪ Each group drafts the project proposal outside of the class as necessary, and submits the finalized draft project document in Lesson 10. 		
Comments:	-		

How to Actively Listen

Active listening is a technique incorporating various listening strategies, giving the speaker feedback that the listener clearly understands what is being said. It is commonly used in counseling, but it also helps in personal and professional communication.

1. Pay attention

Focus your attention entirely on the speaker. This will not only help you remember the conversation, but it will help your listener feel more comfortable sharing more personal information. We are more likely to delve more deeply into a conversation if we believe the other person is hearing us.

2. Make eye contact with the speaker

Eye contact is an easy way to indicate to the other person that you are paying attention to them. Sometimes eye contact feels uncomfortable, but force yourself to do it. It will get easier with practice.

- It's okay to break eye contact -- you don't need to stare them down. Too much eye contact can be unnerving. Natural breaks would include watching their hand gestures, looking where they are pointing, or looking away as though you are deep in thought.
- If you find making eye contact with another person uncomfortable, you could try looking somewhere on their face instead, like their forehead.
- You can also nod while you make eye contact with the other person, to encourage them to continue speaking.

3. Use your voice to convey attentiveness.

Sometimes important conversations happen over the phone or in the car, or other places where it may not be possible to show attentiveness with your body language. In this case, convey you're listening by interjecting minimal encouragers. These are vocalizations to let others know you are listening.

- For example, you could say things like “mm-hmm,” “yes,” “uh-huh,” “I see,” or “oh.”
- You can also use minimal encouragers in person, though attentive body language is more effective in conveying presence and willingness to listen.

Useful Expressions for Active Listening

Showing interest

- How can I help?
- That's interesting.
- Let's hear the full story.
- Ok, go on. (informal)

Paraphrasing

- I'm not sure I'm with you but...
- If I'm hearing you correctly...
- It appears to you...
- Listening to you it seems as if...
- So, as you see it...
- The thing you feel is most important is...
- To me it's almost like you're saying...

Asking open-ended questions

- What alternatives have you thought about...?
- What do you mean by...?
- What could some of the consequences be...?
- What other possibilities are there...?
- What were the considerations that led up to this...?
- Why is this element the most important aspect?
- Where might this rule not necessarily hold true?
- How else could this situation be explained?

Asking for details

- What has happened?
- What did you do next?
- How did you deal with it?
- What did you like especially about ...?
- What else impressed you?

Clarifying

- Yes, that's right.
- Are you saying ...?
- What exactly do you mean by...?

- Could you be more specific, please?
- Have I got this right?

Summarizing

- You are saying ...
- What you are really concerned is...
- What you are unhappy about is...

Showing empathy

- I know what you mean.
- I'm not surprised you are upset.
- I really understand how you feel.

Lesson Plan 10

Title of the Course:	Project Proposal Writing for NGO Officers		
Title of the Lesson:	Developing the indicators of achievement		
Week / Class Number	10		
Goal of the Lesson:	Course objectives: 1.1 - 1.4; 2.1 - 2.4: 3.1 - 3.3		
Activity 1	Developing the indicators of achievement		
Goal of the Activity:	Course objectives: 1.1 - 1.4; 2.1 - 2.4: 3.1 - 3.3		
Rationale:	The indicators of achievement determine the extent the stated expected accomplishments have been achieved. Indicators refer to the data and information required to measure progress towards meeting the objective of the project. This activity also provides learners with opportunities to interact and communicate each other, reinforcing the use of language and problem-solving skills.		
Materials:	<ul style="list-style-type: none"> ▪ United Nations Development Account project guidelines ▪ The United Nations Development Account project document template ▪ Sample DA project document 		
Equipment:	PC with Internet connection		
Procedures:	Step 1	<ul style="list-style-type: none"> ▪ Teacher conducts an interactive session by providing explanations on the indicators of achievement based on the hand out on the following specific points, accomplishments. <ul style="list-style-type: none"> (i) function (ii) characteristics of effective indicators of achievement (iii) examples of indicators ▪ Teacher uses the DA projects as an actual example. 	30 mins.
	Step 2	<ul style="list-style-type: none"> ▪ Teacher explains the language and writing style that should be used for developing the indicators of achievement. ▪ Teacher conducts a Q and A session. ▪ Teacher conducts activities to practice drafting the indicators of achievement, using the suggested writing style. <ul style="list-style-type: none"> - Learners read the background as well as the objectives and expected accomplishments given in the sample DA project document, and draft the indicators of achievement. - Teacher examines and reviews, with learners, a couple of the indicators of achievement that learners drafted. - Teacher compares them with the sample objective and expected accomplishments. 	
Assessment:	-		
Homework/Follow-up:	-		
Comments:	-		
Activity 2	Reading log 4		

Goal of the Activity:	Course objectives: 1.1 - 1.4; 2.1 - 2.3: 3.1, 3.2		
Rationale:	Reading log activity promotes the student-centered learning. Reading log is utilized as a tool to mainly improve reading and analytical skills. It integrates reading, writing, and speaking in a way that students read an article, summarize it, and write insights regarding the article. Learners discuss their insights and questions in pairs and groups. Reading log, thus, helps students develop reading skills coupled with critical thinking and discussion skills. In this course, reading logs also focus on the implications of the information learners gathered on their project proposals.		
Materials:	Reading log entry related to the indicators of achievement		
Equipment:	PC with Internet connection		
Procedures:	Step 1	<ul style="list-style-type: none"> ▪ Learners, in groups, share their reading logs and discuss the implications of the findings to the problems that the project proposals intend to mitigate. ▪ Teacher goes around the class and provides supports, as required. 	30 mins.
	Step 2	<ul style="list-style-type: none"> ▪ Each group share the insights discussed with the class. 	
Assessment:	-		
Homework/Follow-up:	Reading log 5 on activities due Lesson 12		
Comments:			
Activity 3	Developing the indicators of achievement		
Goal of the Activity:	Course objectives: 1.1 - 1.4; 2.1 - 2.4: 3.1 - 3.3		
Rationale:	The purpose of this activity is to provide learners with opportunities to brainstorm and discuss in determining the indicators of achievement. Through this activity, learners are expected to reinforce the use of English skills through project proposal development and problem-solving processes.		
Materials:	<ul style="list-style-type: none"> ▪ United Nations Development Account project guidelines ▪ The United Nations Development Account project document template ▪ Reading log entry on the indicators of achievement. 		
Equipment:	PC with Internet connection		
Procedures:	Step 1	<ul style="list-style-type: none"> ▪ Learners brainstorm and discuss, in groups, to develop the indicators of achievement. ▪ Each group drafts the project document on indicators of achievement. ▪ Teacher goes around the class and provides support, as required. 	60 mins.
	Step 2	<ul style="list-style-type: none"> ▪ Teacher instructs each group to present the indicators of achievement orally in Lesson 11. 	
Assessment:	-		
Homework/Follow-up:	Each group completes the draft project document on the indicators of achievement, and present it at Lesson 11.		
Comments:	-		

Indicators of Achievement

- Indicators should provide a measure of the degree of attainment of the expected accomplishments, and not a measure of the completion of the project's activities. This requires a clear distinction between means and goals. Indicators of achievement assess whether the project is meeting its goal after mobilizing the means (activities).
- Indicators utilizing general terms such as “initiatives”, “concepts” or “measures” should be avoided. Indicators should instead use specific terminology related to what the project seeks to change (e.g. a regional agreement on...; a draft policy on... etc.). Where the use of such terms is unavoidable, it is recommended that a defining foot note be provided.

Characteristics of effective indicators of achievement

- **Specific** - indicators need to be specific and to relate to changes in conditions of beneficiaries that can reasonably be attributed to or credibly be associated with the Development Account project.
- **Measurable** - both quality and quantity indicators are useful - quantifiable indicators, to the extent that they are appropriate and available are preferred because they are precise and can in some cases be aggregated.
- **Achievable and attainable** - the indicator (information) must be attainable within the timeframe of the project and at reasonable cost
- **Realistic and relevant** - indicators should be relevant to the management information needs of stakeholders who will use the data
- **Time bound** - indicator that provides information on the timeframe, within which accomplishments need to be achieved.

Examples of indicators

- Five National Action Plans (one per target country) for sustainable energy developed and submitted to the respective Governments
- A multi-stakeholder platform for guiding implementation of the national sustainable development strategy has been established in four out of five project target countries
- Five out of six target countries established national data collection systems on sustainable energy in compliance with the United Nations Fundamental Principles of Official Statistics
- Three out of four project countries develop a measurement instrument to monitoring and follow up their digital economy policies
- Each of the selected target cities has endorsed a new participatory urban crime prevention and safety policy.
- At least six out of the eight target cities adopt and implement the City Prosperity Initiative as the local monitoring framework for SDGs urban indicators by 2019.

Source: Guidelines for the preparation of concept notes for the 11th tranche of the development account. Retrieved from <https://www.un.org/development/desa/da/>

Example of DA project – Indicators of Achievement

Fostering inclusive and sustainable development through increased SME participation in global value chains in Asian least developed and landlocked developing countries

Economic and Social Commission for Asia and the Pacific in collaboration with United Nations Conference on Trade and Development (\$500,000)

Background

1. Global value chains (GVCs) have become a key feature of the global economy and important building blocks of regional and global integration processes. Led by businesses and the foreign direct investment (FDI) and intra-firm trade they engage in, close to 80% of global trade now take place within GVCs. Enabled by the emergence of advanced information and communication technologies and the spread of low-cost transport, GVCs are characterized by a reorganization of production processes (i.e. fragmentation of production and relocation/outsourcing), leading to goods and services being produced with inputs from many countries.
2. The opportunities for growth, technological and skills upgrading that accompany GVCs make them potential entry points for upgrading the capacity of local enterprises. As GVC-linked trade and investments normally come with quality control systems and prevailing global standards that can exceed those in domestic economies, GVCs can facilitate learning, innovation, industrial upgrading, and the adoption of more sustainable business practices. The participation in GVCs thus offers considerable opportunities for upgrading the capacity of developing country SMEs and increasing their access to both global markets and FDI capital.
3. However, the continued global stagnation and the related economic restructuring places more importance than ever on understanding the determinants of modern FDI and trade, and the associated policies that would enhance SME's sustainable participation in GVCs. For this purpose, the project seeks to increase the capacity of policymakers to apply cross-sectoral evidence-based policies for attracting GVC-linked sustainable FDI and increasing the capacity of SMEs to join GVCs. Targeted national training courses will be coupled with multi-stakeholder consultations at the national and regional level to share knowledge of evidence-based policies.
4. To maximise resources, national capacity building activities under the project will focus on 4-5 target countries. Project beneficiary countries will be selected based on (a) level of development (priority for LDCs), and (b) industrial/services structure and related opportunities for entering GVCs, and basic legal and institutional operability to attract FDI, (c) landlocked country. Thus, priority will be given to LDCs and LLDCs with an industrial or services structure that presents potential to enter agricultural, manufacturing or services GVCs.
5. As the global UN entity tasked with trade and investment issues, and with specialized expertise on investment agreements and investment policy, UNCTAD will be involved in the project by sharing expertise, contributing to peer-reviews, as well as contributing or recommending resource persons for capacity building events (from UNCTAD or other organizations).

<p><i>Objective of the Organization:</i> To strengthen capacity of least developed and landlocked developing countries in Asia to attract sustainable FDI and promote integration of SMEs into global value chains</p>	<p><i>Summary budget</i> (Thousands of United States dollars)</p> <table> <tr> <td>Consultants & experts</td> <td>133.0</td> </tr> <tr> <td>Travel of Staff</td> <td>88.0</td> </tr> <tr> <td>Contractual Services</td> <td>134.0</td> </tr> <tr> <td>Gen. Operating Expenses</td> <td>2.5</td> </tr> <tr> <td>Grants & Contributions</td> <td><u>142.5</u></td> </tr> <tr> <td>Total</td> <td>500.0</td> </tr> </table>	Consultants & experts	133.0	Travel of Staff	88.0	Contractual Services	134.0	Gen. Operating Expenses	2.5	Grants & Contributions	<u>142.5</u>	Total	500.0
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<p>(EA2) Increased capacity of policy makers to implement policies to support SMEs integration into GVCs</p>	<p>(IA2.1) At least 70 per cent of policymakers indicate that their capacity to implement policies to support SMEs integration into GVCs has been increased</p> <p>(IA2.2) At least two of the FDI promotion and SME development agencies in beneficiary countries can provide examples of policy changes being drafted or implemented to facilitate for SMEs to integrate into GVCs</p>												

Source: Project programme budget for the biennium 2016-2017 (A/70/6 (Sect. 35)). Retrieved from [http://undocs.org/A/70/6\(Sect.35\)](http://undocs.org/A/70/6(Sect.35))

Lesson Plan 11

Title of the Course:	Project Proposal Writing for NGO Officers		
Title of the Lesson:	Presenting, reviewing, and finalizing the indicators of achievement Clarifying and confirming		
Week / Class Number	11		
Goal of the Lesson:	Course objectives: 1.1 - 1.4; 2.1 - 2.4: 3.1 - 3.3		
Activity 1	Clarifying and confirming		
Goal of the Activity:	Course objectives: 1.1 - 1.4		
Rationale:	Clarifying is a way of obtaining an accurate, clear, and complete understanding of what the speaker communicates. Confirming is the skill by which listeners check if they understand the contents and intentions of the speaker. This activity is an extension of active listening. Learners need to develop both clarifying and confirming skills in order to have effective communications, leaving any ambiguity in communication. Such clear and accurate communication is a must in the real world work situations. The explicit language instruction helps learners proceed with their project proposal development successfully because of its immediate applicability and relevance to the project proposal development.		
Materials:	<ul style="list-style-type: none"> ▪ Useful expressions for clarifying and confirming 		
Equipment:	PC with Internet connection		
Procedures:	Step 1	<ul style="list-style-type: none"> ▪ Teacher explains when clarifying and confirming understanding as well as correcting misunderstanding can be used. ▪ Learners, in pairs, study the useful expressions for confirming and clarifying, and discuss the meaning of the expressions and how they can be used. ▪ (Audio) Learners listen to a conversation in which two speakers are clarifying and confirming, and learn how the useful expressions are used. ▪ Teacher goes around the classroom and provides supports, as necessary. 	20 mins.
	Step 2:	<ul style="list-style-type: none"> ▪ Learners conduct, in pairs, a training workshop they are to organize, using the expressions for clarifying and confirming based on the situation provided in a handout. ▪ Teacher goes around the classroom and provides supports, as necessary. 	10 mins.
Assessment:	-		
Homework / Follow-up:	-		
Comments:	-		
Activity 2	Presenting and reviewing the outcome of Lesson 10 – Indicators of achievement		
Goal of the Activity:	Course objectives: 1.1 - 1.4; 2.1 - 2.4: 3.1 - 3.3		
Rationale:	The primary purpose of this activity is to provide each group with opportunities to report the indicators of achievement that each group developed and receive feedback from peers for the purpose of refining		

	them. For the PBL course, it is important for learners to share information, knowledge, and comments as peer reviews and peer questioning serve the purpose of providing scaffolding (King, 1994). Another purpose is to reinforce the use of English and problem-solving skills through interactions and communications with other learners in the process of project proposal development.		
Materials:	▪ Indicators of achievement developed by each group		
Equipment:	PC with Internet connection		
Procedures:	Step 1	<ul style="list-style-type: none"> ▪ Teacher instructs learners to take note of comments provided by peers during a Q and A and feedback session. ▪ Teacher facilitates the presentations as well as the Q and A and feedback session by learners at the end of each presentation. 	60 mins.
	Step 2	<ul style="list-style-type: none"> ▪ Each group presents the indicators of achievement. ▪ Learners comment on each presentation and raise constructive questions. 	
Assessment:	-		
Homework / Follow-up:	-		
Comments:	-		
Activity 3	Finalizing the indicators of achievement		
Goal of the Activity:	Course objectives: 1.1 - 1.4; 2.1 - 2.4: 3.1 - 3.3		
Rationale:	Finalizing the indicators of achievement is the prerequisite for the next step of project proposal development. Teacher uses the draft project proposal for a formative assessment with the rubric. Group activity also provides learners with opportunities to use the four skills of English through interactions and communications with other learners through engaging in problem-solving and project proposal writing.		
Materials:	<ul style="list-style-type: none"> ▪ Draft project document of the indicators of achievement ▪ Rubric on the indicators of achievement. 		
Equipment:	-		
Procedures:	Step 1	<ul style="list-style-type: none"> ▪ Each group finalizes the draft document on the indicators of achievement, incorporating the feedback from peers and other findings through the Q and A and feedback session. ▪ Teacher goes around the class and provides assistance, as necessary. 	30 mins.
	Step 2	<ul style="list-style-type: none"> ▪ Teacher requests each group to submit the finalized draft project document at the next lesson. 	
Assessment:	<ul style="list-style-type: none"> ▪ Teacher provides feedback. ▪ The finalized draft project documents on the indicators of achievement will be assessed by teacher using the rubric. 		
Homework / Follow-up:	<ul style="list-style-type: none"> ▪ Each group drafts the project proposal outside of the class as necessary, and submits the finalized draft project document at Lesson 12. 		
Comments:	-		

Useful Expressions for Clarifying and Confirming

Clarifying phrases and questions

- Would you mind repeating that...?
- Would you mind going over that again for me?
- Sorry, could I ask you to give me those details again?
- Could you explain what you meant by?
- Could you clarify when you said ...?
- Could you please illustrate it?
- Could you please give examples?

Correcting misunderstandings

- No, I meant to say that ...
- No what I meant was...
- Not quite, it is ...
- Actually, what I said was ...
- Not exactly, I meant that ...

Confirming phrases and questions

- Let me see if I understood you correctly.
- Let me make sure if I understood you correctly.
- Is that right? Is that correct?
- I'd just like to confirm that.

Confirming the understanding

- Thank you for clarifying. I understand better now.
- Thank you for repeating that. It makes more sense to me.
- Thank you for explaining your point of view again. That helps me see where you are coming from.
- Thank you. We seem to be on the same page now.
- I appreciate the clarification. Glad we agree on that.

Source: Market Leader Advance

Clarifying What You Heard and Confirming Your Understanding in Business English.
Retrieved from <https://www.youtube.com/watch?v=CNlpdgcAE3>

Script

(M: Mel Van Der Horst; N: Naomi Taylor)

M: Human Resources. Mel Van Der Horst speaking.

N: Yes. It's Naomi Taylor. I've just started working at the Richmond office.

M: Hello, Ms. Taylor. How can I help you?

N: Well, I'm coming to head office for the induction course on, er, Thursday, and I don't know what time it starts, or even which room to go to.

M: So, you didn't receive the programme we e-mailed you?

N: Well, no, not exactly ... um, I think I might have deleted your e-mail, sorry.

M: Not to worry, I'll give you the details now. It starts at nine-thirty in meeting room B15.

N: Uh, OK, can I just check that? Did you say half past nine?

M: Yes, that's right. But get here a bit earlier to sign in at reception and get your security pass and things.

N: And the room was, er...?

M: Meeting room B15. Just ask at reception, they'll give you directions.

N: So, that's B15, thanks. And it doesn't matter if I haven't got a copy of the programme?

M: No, don't worry. Look, I'll e-mail you another one now, and I'll bring some extra copies on Thursday.

N: Oh, thank you very much.

M: Can I help you with anything helpful. Thanks.

N: See you on Thursday, Ms. Taylor. Bye-bye.

Training workshop

1. Use appropriate techniques to check, confirm, and correct information.
2. Based on the correct information and confirmation, please finalize the training schedule, including fees.

Student A

You are Mel Van Der Horst, the training manager at Sustainable Development Co. You have planned a series of courses on sustainable development with a freelance trainer. You now want to finalize the details and make some changes. Look at your notes and phone the trainer. Check and confirm the details, including fees.

Course Title	No. of participants	Date
1. Objectives and expected accomplishments p.m.	26	May 15, half day,
2. Indicators of achievement	25	May 17, full day?
3. Stakeholders	8?	May 20, full day?
(Cancelled, not enough interest. Replace with effective communication? The numbers and date to be confirmed.)		
4. Activities	30	May 30, full day
Fee schedule		
	Half day (3 hours)	Full day (6 hours)
Up to 12 participants	\$900	\$1,600
Up to 20 participants	\$1,500	\$2,800
Up to 30 participants	\$2,200	\$4,300

Student B

You are a freelance trainer for Sustainable Development Co. Look at the information you have about the latest courses they require. Mel Van Der Horst, the training manager at the company, phones you to finalize the courses. Check and confirm the details, including the fees.

Course Title	No. of participants	Date
1. Objectives and expected accomplishments	18?	May 13, full day?
2. Indicators of achievement	20?	May 17, full day?
3. Stakeholders	8?	May 20, full day?
4. Activities	22?	To be confirmed.
Fee schedule		
	Half day (3 hours)	Full day (6 hours)
Up to 12 participants	\$900	\$1,600
Up to 20 participants	\$1,500	\$2,800
Up to 30 participants	\$2,200	\$4,300

Source: Market Leader Advanced

Lesson Plan 12

Title of the Course:	Project Proposal Writing for NGO Officers		
Title of the Lesson:	Developing activities		
Week / Class Number	12		
Goal of the Lesson:	Course objectives: 1.1 - 1.4; 2.1 - 2.4: 3.1 - 3.3		
Activity 1	Developing activities		
Goal of the Activity:	Course objectives: 1.1 - 1.4; 2.1 - 2.4: 3.1 - 3.3		
Rationale:	Activities are the actions that must be undertaken in order to achieve the expected accomplishments. The three elements discussed under the previous lessons, namely objective, expected accomplishments, and the indicators of achievement should be linked with activities in a way that each activity contributes to achieving expected accomplishments and objectives. Learners are expected to reinforce the use of language skills through interactions and communications with other learners and enhance problem-solving skills through the project proposal development process.		
Materials:	<ul style="list-style-type: none"> ▪ United Nations Development Account project guidelines ▪ The United Nations Development Account project document template ▪ Sample DA project document 		
Equipment:	PC with Internet connection		
Procedures:	Step 1	<ul style="list-style-type: none"> ▪ Teacher conducts an interactive session by providing the explanations on activity development as well as by asking questions and eliciting answers on: <ul style="list-style-type: none"> (i) how to develop necessary activities (ii) how to link to the objectives and expected accomplishments (iii) how the objective can be met by implementing activities (iv) how the expected accomplishment can be achieved (v) If the project delivers the activity successfully, what can be achieved? (vi) If the project achieves the expected accomplishment, will this help in meeting the objective? ▪ Teacher conducts a Q and A session. 	30 mins.
	Step 2	<ul style="list-style-type: none"> ▪ Teacher explains the language and writing style that should be used for developing activities. ▪ Teacher conducts activities to practice drafting the activities of the project, using the suggested writing style. <ul style="list-style-type: none"> - Learners, based on the background, objectives, expected accomplishments, and indicators of achievement given in the sample DA project document, draft the indicators of achievement. 	

		<ul style="list-style-type: none"> - Teacher examines and reviews, with learners, a couple of the indicators of achievement that learners drafted. - Teacher compares them with the sample objective and expected accomplishments. 	
Assessment:	-		
Homework/Follow-up:	-		
Comments:	-		
Activity 2	Reading log 5		
Goal of the Activity:	Course objectives: 1.1 - 1.4; 2.1 - 2.3: 3.1, 3.2		
Rationale:	<p>Reading log activity promotes the student-centered learning. Reading log is utilized as a tool to mainly improve reading and analytical skills. It integrates reading, writing, and speaking in a way that students read an article, summarize it, and write insights regarding the article. Learners discuss their insights and questions in pairs and groups. Reading log, thus, helps students develop reading skills coupled with critical thinking and discussion skills. In this course, reading logs also focus on the implications of the information learners gathered on their project proposals.</p>		
Materials:	<ul style="list-style-type: none"> ▪ Reading log entry related to the activities. 		
Equipment:	PC with Internet connection		
Procedures:	Step 1	<ul style="list-style-type: none"> ▪ Learners, in groups, share their reading logs and discuss the implications of the findings to the problems that the project proposals intend to mitigate. ▪ Teacher goes around the class and provides supports, as required. 	30 mins.
	Step 2	<ul style="list-style-type: none"> ▪ Each group share the insights discussed with the class. 	
Assessment:	-		
Homework/Follow-up:	Reading log 6 on human resources due Lesson 14		
Comments:	-		
Activity 3	Developing activities		
Goal of the Activity:	Course objectives: 1.1 - 1.4; 2.1 - 2.4: 3.1 - 3.3		
Rationale:	<p>The primary purpose of this activity is to provide learners with opportunities to brainstorm and discuss in developing the activities. Through this activity, learners are expected to reinforce the use of English skills through project proposal development and problem-solving processes.</p>		
Materials:	<ul style="list-style-type: none"> ▪ United Nations Development Account project guidelines ▪ The United Nations Development Account project document template ▪ Reading log entry on activities 		
Equipment:	PC with Internet connection		
Procedures:	Step 1	<ul style="list-style-type: none"> ▪ Learners brainstorm and discuss, in groups, to develop activities. ▪ Each group drafts the project document on the activities. 	60 mins.

		<ul style="list-style-type: none"> ▪ Teacher goes around the class and provide supports, as required. 	
	Step 2	<ul style="list-style-type: none"> ▪ Teacher instructs each group to present the activities orally in Lesson 13. 	
Assessment:	-		
Homework/Follow-up:	Each group completes the draft project document on activities, and present it at Lesson 13.		
Comments:	-		

Activities

Well-formulated activities can answer the question: “What specific actions need to be taken by the project team, in cooperation with the beneficiaries, to achieve the expected accomplishments?”

Formulating effective activities

The main activities are the specific set of actions and means that will be undertaken to achieve the expected accomplishments. These should focus on achieving high value addition and tangible change with a strong focus on the national level. It will be useful to consider interventions at different levels (skills, institutions, enabling environment) for increased and sustainable impact. Examples of activities across capacity development efforts include: conducting workshops; developing toolkits; establishment of networks and provision of advisory services.

It is important that the link between the activities and the expected accomplishments be kept at the forefront during project design. Successful implementation of the activities should be sufficient to plausibly achieve the expected accomplishment that they support.

Entities are encouraged to engage in a thorough review process that involves linking the activities to the relevant expected accomplishments and also the project objective, to ensure soundness and consistency with the overall approach and log frame of the project. In doing so, the following questions should be considered:

- **Suggested top-down questions:**

How can the objective be met?by achieving the EA1 and EA2.
How can the EA1 be achieved?by undertaking A1.1, A1.2 and A1.3.

- **Suggested bottom-up questions:**

If the project delivers A1.1, A1.2, and A1.3 successfully, what will be achieved?.. EA 1. If the project achieves EA1 and EA2, will this help in meeting the objective?.....Yes

In designing the project activities entities should give strong consideration to means of ensuring national ownership and assign priority to national processes and institutions. Where possible, means of south-south cooperation should be explored.

Example of DA project – Activities

Fostering inclusive and sustainable development through increased SME participation in global value chains in Asian least developed and landlocked developing countries

Economic and Social Commission for Asia and the Pacific in collaboration with United Nations Conference on Trade and Development (\$500,000)

Background

1. Global value chains (GVCs) have become a key feature of the global economy and important building blocks of regional and global integration processes. Led by businesses and the foreign direct investment (FDI) and intra-firm trade they engage in, close to 80% of global trade now take place within GVCs. Enabled by the emergence of advanced information and communication technologies and the spread of low-cost transport, GVCs are characterized by a reorganization of production processes (i.e. fragmentation of production and relocation/outsourcing), leading to goods and services being produced with inputs from many countries.
2. The opportunities for growth, technological and skills upgrading that accompany GVCs make them potential entry points for upgrading the capacity of local enterprises. As GVC-linked trade and investments normally come with quality control systems and prevailing global standards that can exceed those in domestic economies, GVCs can facilitate learning, innovation, industrial upgrading, and the adoption of more sustainable business practices. The participation in GVCs thus offers considerable opportunities for upgrading the capacity of developing country SMEs and increasing their access to both global markets and FDI capital.
3. However, the continued global stagnation and the related economic restructuring places more importance than ever on understanding the determinants of modern FDI and trade, and the associated policies that would enhance SME's sustainable participation in GVCs. For this purpose, the project seeks to increase the capacity of policymakers to apply cross-sectoral evidence-based policies for attracting GVC-linked sustainable FDI and increasing the capacity of SMEs to join GVCs. Targeted national training courses will be coupled with multi-stakeholder consultations at the national and regional level to share knowledge of evidence-based policies.
4. To maximise resources, national capacity building activities under the project will focus on 4-5 target countries. Project beneficiary countries will be selected based on (a) level of development (priority for LDCs), and (b) industrial/services structure and related opportunities for entering GVCs, and basic legal and institutional operability to attract FDI, (c) landlocked country. Thus, priority will be given to LDCs and LLDCs with an industrial or services structure that presents potential to enter agricultural, manufacturing or services GVCs.
5. As the global UN entity tasked with trade and investment issues, and with specialized expertise on investment agreements and investment policy, UNCTAD will be involved in the project by sharing expertise, contributing to peer-reviews, as well as contributing or recommending resource persons for capacity building events (from UNCTAD or other organizations).

<p><i>Objective of the Organization:</i> To strengthen capacity of least developed and landlocked developing countries in Asia to attract sustainable FDI and promote integration of SMEs into global value chains</p>	<p><i>Summary budget</i> (Thousands of United States dollars)</p> <table> <tr> <td>Consultants & experts</td> <td>133.0</td> </tr> <tr> <td>Travel of Staff</td> <td>88.0</td> </tr> <tr> <td>Contractual Services</td> <td>134.0</td> </tr> <tr> <td>Gen. Operating Expenses</td> <td>2.5</td> </tr> <tr> <td>Grants & Contributions</td> <td><u>142.5</u></td> </tr> <tr> <td>Total</td> <td>500.0</td> </tr> </table>	Consultants & experts	133.0	Travel of Staff	88.0	Contractual Services	134.0	Gen. Operating Expenses	2.5	Grants & Contributions	<u>142.5</u>	Total	500.0
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Total	500.0												
<p><i>Relationship to the biennial programme plan for the period 2018-2019:</i> Economic and social development in Asia and the Pacific, subprogramme 2 (Trade, investment and innovation) and Trade and development, subprogramme 2 (Investment and enterprise)</p>													
<p><i>Relationship to the SDGs and targets:</i> 8.3, 9.3, 9.c, 12.1-12.c, 17.5, 17.14 and 17.16</p>													

<i>Expected accomplishments of the Secretariat</i>	<i>Indicators of achievement</i>
<p>(EA1) Increased capacity of policy makers to implement cross-sectoral evidence-based policies to attract sustainable FDI and link domestic SMEs to GVCs</p>	<p>(IA1.1) At least 70 per cent of policymakers have indicated that their capacity to implement policies to attract sustainable FDI and link domestic SMEs to GVCs has been enhanced</p> <p>(IA1.2) At least 70 per cent of policymakers surveyed find the comprehensive set of sustainable development indicators/criteria and related checklist developed to be useful</p> <p>(IA1.3) At least two of the participating countries can give examples of their use of the tool/checklist</p>
<p>(EA2) Increased capacity of policy makers to implement policies to support SMEs integration into GVCs</p>	<p>(IA2.1) At least 70 per cent of policymakers indicate that their capacity to implement policies to support SMEs integration into GVCs has been increased</p> <p>(IA2.2) At least two of the FDI promotion and SME development agencies in beneficiary countries can provide examples of policy changes being drafted or implemented to facilitate for SMEs to integrate into GVCs</p>

Main activities

- The main activities of the project will include:

- (A1.1) Expand and finalize an FDI policy handbook and develop an attached modular training course on how to promote, attract and facilitate sustainable FDI and link domestic SMEs to GVCs;
- (A1.2) Develop a comprehensive set of sustainable development indicators/criteria and related checklist to facilitate policy makers to assess the potential of different kinds of FDI in terms of (i) sustainability impacts, and (ii) opportunities for increasing linkages of SMEs with GVCs;
- (A1.3) Organize five national training courses and provide advisory services on promotion and facilitation of FDI for sustainable development, and attraction of GVC linked FDI for SME development for government officials in investment promotion and/or SME development related ministries/agencies at national and subnational (regional) levels;
- (A1.4) Organize two regional seminars to exchange experiences and lessons learned on how countries in the region are working to attract FDI for sustainable development and link SMEs to GVCs;
- (A2.1) Expand and improve the ESCAP Policy Guidebook for SME development, and develop a training course on the development of an enabling policy environment to support the integration of SMEs in global value chains drawing from existing TIID material;
- (A2.2) Organize five national training courses and provide advisory services on development of an enabling environment that supports SMEs to effectively integrate into global value chains for government officials working on SME development/industrial development issues;
- (A2.3) Develop two national level online platforms to facilitate linking domestic SMEs with international markets, for use by investment promotion and SME development agencies as well as business associations in helping SMEs link up with foreign investors and multinationals within their GVCs;
- (A2.4) Organize two regional business forums to share experiences, promote networking and linkages, and advocate for an enabling policy environment to support SMEs integration into GVCs.

Source: Project programme budget for the biennium 2016-2017 (A/70/6 (Sect. 35)). Retrieved from [http://undocs.org/A/70/6\(Sect.35\)](http://undocs.org/A/70/6(Sect.35))

Lesson Plan 13

Title of the Course:	Project Proposal Writing for NGO Officers		
Title of the Lesson:	Presenting, reviewing, and finalizing activities Negotiating		
Week / Class Number	13		
Goal of the Lesson:	Course objectives: 1.1 - 1.4; 2.1 - 2.4: 3.1 - 3.3		
Activity 1	Negotiating		
Goal of the Activity:	Course objectives: 1.1 - 1.4; 2.1 - 2.4: 3.1 - 3.3		
Rationale:	<p>The project proposal development involves various stakeholders who might possess conflicting interests, requirements, and goals on various aspects of the project proposal, including resource requirements as well as the duration and location of the project. In addition, there might be varying opinions among colleagues at work places and NGO officers might have to negotiate regarding the outcomes of the project proposals among their colleagues. Negotiation skills, therefore, play an important role in project development process to persuade various stakeholders and colleagues to adopt the course of action in developing and implementing project proposals. Negotiation, thus, is introduced to prepare learners for the project proposal development process, including the consultative meetings with stakeholders, such as beneficiaries and funding organizations. The explicit language instruction helps learners proceed with their project proposal development because of its immediate applicability and relevance to the project proposal development.</p>		
Materials:	<ul style="list-style-type: none"> ▪ Useful expressions for negotiating ▪ Audio “Preparation for a negotiation” adopted from <i>Communicating in Business</i> ▪ Script on the preparation for a negotiation ▪ Questions in preparation for a negotiation ▪ Questions on the four aspects of good preparation for negotiation ▪ Negotiation techniques 		
Equipment:	PC with Internet connection		
Procedures:	Step 1	<ul style="list-style-type: none"> ▪ Teacher instructs learners to suggest, in pairs, what considerations are important in preparing negotiations. ▪ (Audio) Learners listen to audio in preparation for a negotiation, and work on the question in the handout in groups: <ul style="list-style-type: none"> - Identify the seven key points of negotiation - Discuss how to apply the points to negotiation ▪ (Audio) Learners listen to audio in preparation for a negotiation, and work on the question the four aspects of good preparation for negotiation and reasons in the handout in groups: <ul style="list-style-type: none"> - Discuss how you to apply the aspects of good preparation to the negotiation. 	30 mins.

	<ul style="list-style-type: none"> ▪ Teacher distributes the useful expression for negotiation. ▪ Teacher instructs learners to discuss, in pairs, how the useful expressions for negotiation can be applied to negotiations learners will be engaged in. ▪ Teacher goes around the classroom and provides assistance, as necessary. 						
Assessment:	-						
Homework / Follow-up:	-						
Comments:	-						
Activity 2	Presenting and reviewing the outcome of Lesson 12 – Activities						
Goal of the Activity:	Course objectives: 1.1 - 1.4; 2.1 - 2.4; 3.1 - 3.3						
Rationale:	The primary purpose of this activity is to provide each group with opportunities to report the activities that each group developed and receive feedback from peers for improvement. For the PBL course, it is required for learners to share information, knowledge and comments as peer reviews and peer questioning serve the purpose of providing scaffolding (King, 1994). Another purpose is to reinforce the use of English through interactions and communications with other learners and problem-solving skills through the project proposal development process.						
Materials:	<ul style="list-style-type: none"> ▪ Activities developed by each group ▪ United Nations Development Account project guideline ▪ The United Nations Development Account project document template 						
Equipment:	PC with Internet connection						
Procedures:	<table border="1"> <tr> <td>Step 1</td> <td> <ul style="list-style-type: none"> ▪ Teacher instructs learners to take note of comments provided by peers during a Q and A and feedback session. ▪ Teacher facilitates the presentation as well as the Q and A and feedback session by learners at the end of each presentation. </td> <td rowspan="2">60 mins.</td> </tr> <tr> <td>Step 2</td> <td> <ul style="list-style-type: none"> ▪ Each group presents the activities. ▪ Learners comment on each presentation and raise constructive questions. </td> </tr> </table>	Step 1	<ul style="list-style-type: none"> ▪ Teacher instructs learners to take note of comments provided by peers during a Q and A and feedback session. ▪ Teacher facilitates the presentation as well as the Q and A and feedback session by learners at the end of each presentation. 	60 mins.	Step 2	<ul style="list-style-type: none"> ▪ Each group presents the activities. ▪ Learners comment on each presentation and raise constructive questions. 	
Step 1	<ul style="list-style-type: none"> ▪ Teacher instructs learners to take note of comments provided by peers during a Q and A and feedback session. ▪ Teacher facilitates the presentation as well as the Q and A and feedback session by learners at the end of each presentation. 	60 mins.					
Step 2	<ul style="list-style-type: none"> ▪ Each group presents the activities. ▪ Learners comment on each presentation and raise constructive questions. 						
Assessment:	-						
Homework / Follow-up:	-						
Comments:	-						
Activity 3	Finalizing the activities						
Goal of the Activity:	Course objectives: 1.1 - 1.4; 2.1 - 2.4; 3.1 - 3.3						
Rationale:	Finalizing the draft project document on the activities is the prerequisite for the next step of project proposal writing. Groups incorporate the comments received under Activity 2 and finalize the draft project documents. The drafts will be utilized for a formative assessment by teacher using the rubric explained in Lesson 1. This group activity also provides learners with opportunities to use English and to engage in a problem-solving practice through interactions and communications with other learners.						

Materials:	<ul style="list-style-type: none"> ▪ Draft document of the activities ▪ Rubric on activities 		
Equipment:	-		
Procedures:	Step 1	<ul style="list-style-type: none"> ▪ Each group finalizes the draft document on the activities, incorporating the feedback from peers and other findings through the Q and A and feedback session. ▪ Teacher goes around the class and provides assistance, as necessary. 	30 mins.
	Step 2	<ul style="list-style-type: none"> ▪ Teacher requests each group to submit the finalized draft project document at the next lesson. 	
Assessment:	<ul style="list-style-type: none"> ▪ Teacher assesses the finalized draft project document on the activities of each group and provides feedback using the rubric. 		
Homework / Follow-up:	<ul style="list-style-type: none"> ▪ Each group drafts the project proposal outside of the class as necessary, and submits the finalized draft project document in Lesson 14. 		
Comments:	-		

Script: Preparing for a negotiation

I think first of all...I would have to say that one needs to be very... er prepared...I mean to know what you want from a negotiation, what's our purpose, your aims and objectives. Without clear aims, you can't have clear thinking, so aims are vital, to have a clear purpose. What do you want? A contract? You want a firm agreement - or just to find out a few things?

Then, you ...you have to know what's the minimum deal. Decide what is the least – the lowest offer you can accept for a deal – an agreement.

Then you have to know where you can give way – or make concessions. So fixing concessions – and targets – is important. Without that you end up agreeing to something and later you think “Oh no, that's a bad deal!” – or you miss out on what seemed like a bad deal at the time but was in fact...okay – not bad anyway.

Another area - perhaps obvious – is to know your strengths and your weakness. If we take the classic marketing SWOT analysis – you have to understand our own strengths and weakness as well as the opportunities and threats – or dangers – that exist outside, from competitors for example.

So, know the market, know your strength, know about prices and other possibilities. If you do this, you can see the negotiation in its proper context.

Then you need to prepare all support information. Figures, numbers, pictures, whatever. It could be anything – but the most important thing is that you can support what you say. It helps you to be clear.

Next, the team has to be well prepared, well managed. If...if it's a team you have, everyone needs a clear role, clear responsibilities – to have roles.

Finally, your opening remarks. Prepare what to say. Begin in general terms what you hope to achieve – the general intention, what you're looking for. The opening statement sets up the right atmosphere, the right expectations, it helps things to be clear between the two sides.

Question: Preparation for a negotiation

- 1. Please mark the seven key points below in the order in which the audio indicated.**
- 2. Please discuss how you can apply these points to the negotiations you will be engaged in.**

1 Identify your minimum requirements.

1. Prepare your opening statement.
2. Decide what concessions you could make.
3. Know your own strength and weakness.
4. Know your role as part of a team.
5. Prepare your negotiating position – know your aims and objectives.
6. Prepare any figures, any calculations and any support materials you may need.

(Answer: f, a, c, d, g, e, b)

The four aspects of good preparation for negotiation and reasons

1. Please match the aspects and reasons.
2. Please discuss how you can apply these aspects of good preparation to the negotiations you will be engaged in.

Aspects of good preparation for negotiation:

1. Knowing your aims and objectives
2. Knowing our own strengths and weaknesses
3. Preparing any figures, calculations and other materials
4. Preparing an opening statement

Reasons:

- a. Means you can support your argument
- b. Helps clear thinking and purpose
- c. Creates reasonable expectations
- d. Helps you to know the market, the context in which you want to work.

(Answer: 1 = b; 2 = d; 3 = a; 4 = c)

Useful Expressions for negotiating

Opening questions

- What other sources of finance do you have?
- What did you have in mind?

Signaling

- I'd like to make a proposal. I think I should...
- Could I make a suggestion?
- Let's look at this another way?
- If you increase..., we will give you ...
- We can deliver ... by that date, providing we have ...

Closed questions

- Do you have any other backers?
- Can you transfer the money by next week?

Summarizing

- Let's see what we have got so far.
- Let's recap before we go on to ...
- To sum up, ...

Softening phrases

- I'm sorry, we cannot go that high.
- We were hoping to ...
- That seems ...

Lesson Plan 14

Title of the Course:	Project Proposal Writing for NGO Officers		
Title of the Lesson:	Determining and allocating human resources		
Week / Class Number	14		
Goal of the Lesson:	Course objectives: 1.1 - 1.4; 2.1 - 2.4: 3.1 - 3.3		
Activity 1	Determining and allocating human resources		
Goal of the Activity:	Course objectives: 1.1 - 1.4; 2.1 - 2.4: 3.1 - 3.3		
Rationale:	This activity determines human resources, such as temporary assistants and external consultants in terms of work months, required for each activity. This information is the basis for calculating financial resources requirement associated with the human resources allocated to each activity. Human resources must be allocated within the pre-determined budget provision. Learners are expected to reinforce the use of language skills through interactions and communications with other learners in conducting this activity.		
Materials:	<ul style="list-style-type: none"> ▪ United Nations Development Account project guidelines ▪ The United Nations Development Account project document template ▪ Resource categories handout ▪ Daily subsistence allowance list 		
Equipment:	PC with Internet connection		
Procedures:	Step 1	<ul style="list-style-type: none"> ▪ Teacher explains the categories of human resources, such as short-term staff, external consultants, and external experts. ▪ Teacher explains how to calculate work months, followed by a Q and A session. 	30 mins.
	Step 2	<ul style="list-style-type: none"> ▪ Teacher conducts an interactive session by providing explanations on the definitions of budget lines as well as how to calculate human resources and related resource requirements on the following budget lines: <ul style="list-style-type: none"> (iv) general temporary assistance (v) consultants (vi) expert groups (vii) travel of staff (viii) contractual services (ix) operating expenses (x) study tours (xi) seminars and workshops ▪ Teacher uses the DA projects as an actual example. 	
Assessment:	-		
Homework/Follow-up:	-		
Comments:	-		
Activity 2	Reading log 6		
Goal of the Activity:	Course objectives: 1.1 - 1.4; 2.1 - 2.3: 3.1, 3.2		
Rationale:	Reading log activity promotes the student-centered learning. Reading log is utilized as a tool to mainly improve reading and analytical skills.		

	It integrates reading, writing, and speaking in a way that students read an article, summarize it, and write insights regarding the article. Learners discuss their insights and questions in pairs and groups. Reading log, thus, helps learners develop reading skills coupled with critical thinking and discussion skills. In this course, reading logs also focus on the implications of the information learners gathered on their project proposals.		
Materials:	Reading log entry related to human resources		
Equipment:	PC with Internet connection		
Procedures:	Step 1	<ul style="list-style-type: none"> ▪ Learners, in groups, share their reading logs and discuss the implications of the findings to the problems that the project proposals intend to mitigate. ▪ Teacher goes around the class and provides supports, as required. 	30 mins.
	Step 2	<ul style="list-style-type: none"> ▪ Each group shares the insights discussed with the class. 	
Assessment:	-		
Homework/Follow-up:	Reading log 7 on financial resources due Lesson 16.		
Comments:			
Activity 3	Determining and allocating human resources		
Goal of the Activity:	Course objectives: 1.1 - 1.4; 2.1 - 2.4: 3.1 - 3.3		
Rationale:	The main purpose of this activity is to provide learners with opportunities to brainstorm and discuss in determining and allocating human resources for each activity envisaged in the project proposals. Through this activity, learners are expected to reinforce the use of English through interactions and communications with other learners in conducting resource allocation activities.		
Materials:	<ul style="list-style-type: none"> ▪ United Nations Development Account project guidelines ▪ The United Nations Development Account project document template ▪ Reading log entry on human resources ▪ Resource categories handout 		
Equipment:	PC with Internet connection		
Procedures:	Step 1	<ul style="list-style-type: none"> ▪ Learners brainstorm and discuss, in groups, to determine and allocate human resources to each envisaged activity. ▪ Each group drafts the project document on human resources. ▪ Teacher goes around the class and provides support, as required. 	60 mins.
	Step 2	<ul style="list-style-type: none"> ▪ Teacher informs learners that each group presents the human resources orally at the next lesson. 	
Assessment:	-		
Homework/Follow-up:	<ul style="list-style-type: none"> ▪ Each group completes the draft project document on human resources, and present it at the lesson 16. 		
Comments:	-		

Resources Categories

The budget categories used to prepare budgets. Each budget line item should be supported by a brief, easy-to-understand narrative providing information on activity-related expenditures.

1. General temporary assistance

GTA should be used to respond to temporary assistance needs through the recruitment and/or extensions of staff members only, and are usually located with the entity implementing the project. GTA should not be used for the recruitment of consultants or UNVs. The share of GTA should be reasonable.

2. Consultants

Please differentiate between international consultants and national/ regional consultants. The budget should include fees and travel. The share of international consultancies should be limited.

3. Expert groups

Expert groups should be used if meetings are required to discuss policy issues/publications related to the project. Only expert panelists are to be captured under this budget line. Other participants to expert group meetings are to be captured under seminars and workshops.

4. Travel of staff

This budget line is for UN staff travel only, for all types of travel (participation in expert groups, workshops, and providing advisory services). Travel of experts, consultants and participants to workshops should be budgeted under their respective budget lines. Do not include the travel of staff under workshops.

5. Contractual services

The contractual services budget line might include institutional contracts for preparing publications or, for example, for NGOs that might organize activities through subcontract or grant arrangements. Contractual services with local and regional institutions and/or NGOs are encouraged for the implementation of certain activities of the projects.

6. Operating expenses

The operating expenses budget line should be used for postage, communications, in-house or low-value printing of reports, etc. For major undertakings relate to printing services, use object class 612, contractual services. Most of these costs will be covered from regular budget, so its share in the project budget should be limited.

7. Equipment and supplies

This line should be used for office equipment, office automation equipment, software and supplies for beneficiary countries. Laptops for support staff will not be considered.

8. Study tours (fellowships)

In the UN, the term “fellowships” has also been used in a similar context to study tours. Fellowships should only be used if the duration is more than six months.

9. Seminars and workshops

The seminars and workshops budget line should be used for capacity-building/training activities other than expert group meetings, and include costs related to the travel/DSA of participants, as well as rental of venue and local conference-related expenditures, including interpretation and translations services (if non-UN venue). Subcontracts which are issued to implementing partners to carry out training activities should be charged to contractual services. Travel of staff for workshops needs to be budgeted under travel of staff.

Lesson Plan 15

Title of the Course:	Project Proposal Writing for NGO Officers						
Title of the Lesson:	Presenting, reviewing, and finalizing human resources Reaching agreements						
Week / Class Number	15						
Goal of the Lesson:	Course objectives: 1.1 - 1.4; 2.1 - 2.4; 3.1 - 3.3						
Activity 1	Reaching agreements						
Goal of the Activity:	Course objectives: 1.1 - 1.4; 2.2; 3.1, 3.2						
Rationale:	The project proposal development involves various stakeholders who might possess conflicting interests, requirements, and goals on various aspects of the project proposal, including the location, human and financial resources for the project as well as the procedures of consultative meetings. Negotiation skills, thus, play an important role in project development process, in particular when consensus agreements among various stakeholders are required. Reaching agreement is a continuation of the language instruction on negotiations, dealing with the language skills effective to close negotiations and reach agreements. The explicit language instruction helps learners proceed with their project proposal development successfully because of its immediate applicability and relevance to the project proposal development.						
Materials:	<ul style="list-style-type: none"> ▪ Useful expressions for reaching agreements ▪ Questions 						
Equipment:	PC with Internet connection						
Procedures:	<table border="1"> <tr> <td>Step 1</td> <td> <ul style="list-style-type: none"> ▪ Teacher instructs learners to listen to the audio on reaching an agreement. ▪ (Audio) Learners listen to a dialogue, and (i) find answers to the questions; (ii) identify the expressions for reaching agreement used in the dialogue; and (iii) the agreement reached. ▪ Teacher goes around the classroom and provides assistance, as necessary. </td> <td rowspan="2">30 mins.</td> </tr> <tr> <td>Step 2</td> <td> <ul style="list-style-type: none"> ▪ Teacher distributes the useful expressions for reaching agreement. ▪ Teacher instructs learners to discuss, in pairs, the useful expressions for reaching agreements and how the useful expressions can be applied at learners' work place. ▪ Teacher goes around the classroom and provides assistance, as necessary. </td> </tr> </table>	Step 1	<ul style="list-style-type: none"> ▪ Teacher instructs learners to listen to the audio on reaching an agreement. ▪ (Audio) Learners listen to a dialogue, and (i) find answers to the questions; (ii) identify the expressions for reaching agreement used in the dialogue; and (iii) the agreement reached. ▪ Teacher goes around the classroom and provides assistance, as necessary. 	30 mins.	Step 2	<ul style="list-style-type: none"> ▪ Teacher distributes the useful expressions for reaching agreement. ▪ Teacher instructs learners to discuss, in pairs, the useful expressions for reaching agreements and how the useful expressions can be applied at learners' work place. ▪ Teacher goes around the classroom and provides assistance, as necessary. 	
Step 1	<ul style="list-style-type: none"> ▪ Teacher instructs learners to listen to the audio on reaching an agreement. ▪ (Audio) Learners listen to a dialogue, and (i) find answers to the questions; (ii) identify the expressions for reaching agreement used in the dialogue; and (iii) the agreement reached. ▪ Teacher goes around the classroom and provides assistance, as necessary. 	30 mins.					
Step 2	<ul style="list-style-type: none"> ▪ Teacher distributes the useful expressions for reaching agreement. ▪ Teacher instructs learners to discuss, in pairs, the useful expressions for reaching agreements and how the useful expressions can be applied at learners' work place. ▪ Teacher goes around the classroom and provides assistance, as necessary. 						
Assessment:	-						
Homework / Follow-up:	-						
Comments:	-						
Activity 2	Presenting and reviewing the outcome of Lesson 14 - Human resources requirement						
Goal of the Activity:	Course objectives: 1.1 - 1.4; 2.1 - 2.4; 3.1 - 3.3						

Rationale:	The primary purpose of this activity is to provide each group with opportunities to report the human resources requirements that each group developed and receive feedback from peers for the purpose of further rationalizing and improving them. Human resources allocations are required to be cost- and time-effective in order to maximize the use of limited amount of resources. For the PBL course, it is required for learners to collaborate and share information, knowledge, and comments because peer reviews and peer questioning serve the purpose of providing scaffolding (King, 1994). The second purpose is to reinforce the use of English and problem-solving skills through interactions and communications with other learners in the process of project proposal development.		
Materials:	<ul style="list-style-type: none"> ▪ Human resources requirement developed by each group 		
Equipment:	PC with Internet connection		
Procedures:	Step 1	<ul style="list-style-type: none"> ▪ Teacher instructs learners to take note of comments provided by peers during a Q and A and feedback session. ▪ Teacher facilitates the presentation as well as the Q and A and feedback session by learners at the end of each presentation. 	60 mins.
	Step 2	<ul style="list-style-type: none"> ▪ Each group presents the human resources. ▪ Learners comment on each presentation and raise questions. 	
Assessment:	-		
Homework / Follow-up:	-		
Comments:	-		
Activity 3	Finalizing the human resources requirement		
Goal of the Activity:	Course objectives: 1.1 - 1.4; 2.1 - 2.4; 3.1 - 3.3		
Rationale:	Finalizing the human resources requirement is the prerequisite of the next step of project proposal development, which is financial resources requirements. Groups incorporate the comments received under Activity 2 and finalize the draft project documents. The drafts will be utilized for a formative assessment by Teacher using the rubric explained in Lesson 1. This group activity also provides learners with opportunities to use English and to engage in a problem-solving practice through interactions and communications with other learners.		
Materials:	<ul style="list-style-type: none"> ▪ Draft document of the human resources ▪ United Nations Development Account project guidelines ▪ Resource categories handout ▪ Rubric on resources requirement 		
Equipment:	-		
Procedures:	Step 1	<ul style="list-style-type: none"> ▪ Each group finalizes the draft document on the human resources, incorporating the feedback from peers and other findings through the Q and A and feedback session. ▪ Teacher goes around the class and provides assistance, as necessary. 	30 mins.

	Step 2	▪ Teacher requests each group to submit the finalized draft project document at the next lesson.	
Assessment:		▪ Teacher assesses the finalized draft project document on the human resources of each group and provides feedback using the rubric.	
Homework / Follow-up:		▪ Each group drafts the project proposal outside of the class as necessary, and submits the finalized draft project document at Lesson 16.	
Comments:		-	

Useful Expressions for Reaching Agreement

Giving opinions

- I'm sorry to say, I think...
- I cannot see what the problem is.
- Unfortunately, we are going to ...

Agreeing

- I think I agree with you.
- I couldn't agree with you more.
- Absolutely.
- Exactly.

Disagreeing

- I cannot go along with that.
- I cannot agree with you.

Adding a condition

- I agree, providing we can ...
- We agree as long as ...
- That is okay if...

Making suggestions

- What about if we ...
- How about ...
- I think we should ...

Emphasizing

- I don't want to repeat myself, but ...
- I'm sorry to go on about this, but ...
- I do think this is really important.

Summarizing

- We have agreed that ...
- I will sum up what we have agreed.
- Let me recap ...

Script – Reaching agreement

(Martin THOMAS, Caroline HOLLOWAY, Guillen ROJAS, Carol RUECKERT)

- Martin: Hi, good morning everyone, so the purpose of the meeting this morning is to have a look at the international sales conference we're having next, um, year in January, and our objective here is to come up with location, activities that we can do in the, um, in the conference and look also at the accommodation and also some leisure-time activities so ... What I'd like is for us to, um, brainstorm some ideas. OK, guys?
- Caroline: Yeah, it sounds great.
- Martin: OK. So maybe Caroline, do you want to ... have you got any ideas for where we can have this?
- Caroline: Yeah, um, I was thinking, maybe we should go to Amsterdam and we've had a few, um, conferences there in the past and they've been really successful, the facilities were great, so I think that would be a really good idea.
- Martin: OK, anyone else?
- Guillen: Actually, yeah, I also tend to like the summer conferences, like in Amsterdam, it was great, I ... I'm just a bit worried about, you know, like the time of the year because it's January, so it might just as well be just like a location more like in southern Europe, maybe like south of Portugal which would be, you know, it could be interesting like for everybody, you know.
- Martin: That's great. Any other ideas, any options?
- Caroline: Well, I, my ... my suggestion would be Florence. I think it's a great city, um, lots of things to do there, there's great food obviously, um, and they have very nice accommodation as well.
- Martine: Mm-hm, OK, that's great. Now, can we think of some, um, activities that, or, we can do in this sales conference?
- Caroline: Mm, um, product launches, um, we always have something coming out, um, ah, at the beginning of the year, so, um, that'd be a great, um, session to have.
- Carol: Mm, and probably following that would be some product training?
- Caroline: Good idea, yeah, mm-hm.
- Martin: That sounds ... that's an excellent suggestion, yeah, that's great. OK, what about the accommodation, anybody any ideas on that?
- Carol: Well, I suppose we could do some different things, um, I mean, we could just go for a four-star hotel or, um, look at maybe some boutique hotels.
- Caroline: Mm, that's a good idea, but, um, yeah, I think it'll end up coming down to price, but, um, accommo- um, there's great accommodation in all the locations we've mentioned, so ...

- Guillen: Definitely, let's see if we can get a good deal, you know, like research a bit on each, on each case, you know?
- Caroline: Yeah.
- Guillen: And it depends on the deal, I guess that will decide.
- Caroline: Yeah.
- Guillen: And it depends on the deal, I guess that will decide.
- Caroline: Yeah.
- Guillen: It'll be budget is always important.
- Martin: Yeah, any other ideas about what we ... what we can do with the participants in their free time, what they - you know, all the delegates - can do?
- Carol: Well, I think it'll depend on how long we're actually going to have the conference...
- Martin: Mm-hm.
- Carol: ...um, but it would be nice to maybe take a half a day or something and go and see some of the sights.
- Martin: That's a good idea, yeah.
- Caroline: Mm, excursions, yeah, you're right, um, what's always been successful, I think, is, um, gala dinner, the ... um, it's quite nice in the ... in the evening to get to know, um, other delegates from all over the world, so dinner is a great way to interact with other colleagues.
- Martin: That's true.
- Carol: It's a good idea.
- Guillen: And finally, you know, ah, maybe like, just like to indicate some time you know, like doing, like I don't know how many cases we're going to like to have the conference, but like for networking, you know, because during the gala dinner you are not usually like discussing about too mall)' issues about work. So just that you know there are no like, ah, an hour, a day, you know, where the people can meet to discuss about anything.
- Martin: OK, good, that's really great, yeah.
- Caroline: Mm-hm, that sounds good.
- Martine: Thanks, guys, that's ... there's some really brilliant ideas, so O K, we need to look at the location, then - we've got some ideas of Amsterdam, southern Portugal or Florence; we need to look at the ... the timing more, but we know that we should take a half day out for some kind of leisure-time activity to do with, um, the delegates for this. And the accommodation, we'll look at depending on price, and also who can accommodate these, um, these people, and also we need to look at the, um, the

workshops that you've suggested and the different sessions. OK, that's great, thank you very much for some brilliant ideas.

Caroline: No problem, thanks.

Questions

- **Listen to the meeting and note down what they agreed about these items.**

1. Location
2. Workshop activities
3. Dinner
4. Month

- **Identify the expressions for reaching agreement used in the dialogue**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.

Lesson Plan 16

Title of the Course:	Project Proposal Writing for NGO Officers		
Title of the Lesson:	Determining and allocating financial resources		
Week / Class Number	16		
Goal of the Lesson:	Course objectives: 1.1 - 1.4; 2.1 - 2.4: 3.1 - 3.3		
Activity 1	Determining and allocating financial resources		
Goal of the Activity:	Course objectives: 1.1 - 1.4; 2.1 - 2.4: 3.1 - 3.3		
Rationale:	The implementation of projects requires financial resources. This activity determines and allocates financial resources to each envisaged activity within the pre-determined budget provision. The use of appropriate budget lines is required in order to standardize financial resources calculations across all projects for rational and fair resource allocations. Learners are also expected to reinforce the use of language skills through communications and interactions with other learners and problem-solving skills through the project proposal development.		
Materials:	<ul style="list-style-type: none"> ▪ United Nations Development Account project guidelines ▪ The United Nations Development Account project document template ▪ Resource categories handout distributed at Lesson 14. 		
Equipment:	PC with Internet connection		
Procedures:	Step 1	<ul style="list-style-type: none"> ▪ Teacher conducts an interactive session by providing explanations on the definitions of budget lines and how to calculate other financial resource requirements than human resources regarding the following budget lines: <ul style="list-style-type: none"> (i) consultants (ii) expert groups (iii) travel of staff (iv) contractual services (v) operating expenses (vi) equipment and supplies (vii) study tours (viii) seminars and workshops (ix) daily subsistence allowance ▪ Teacher uses the DA projects as an actual example. 	30 mins.
Assessment:	-		
Homework/Follow-up:	-		
Comments:	-		
Activity 2	Reading log 7		
Goal of the Activity:	Course objectives: 1.1 - 1.4; 2.1 - 2.3: 3.1, 3.2		
Rationale:	Reading log activity promotes the student-centered learning. Reading log is utilized as a tool to mainly improve reading and analytical skills. Reading log integrates reading, writing, and speaking skills in a way that learners read an article, summarize and write insights regarding the article, and then discuss their insights and questions in pairs and groups. Reading log, thus, help learners develop reading skills coupled with critical thinking and discussion skills. In this course, reading logs also		

	focus on the implications of the information learners gathered on their project proposals.		
Materials:	Reading log entry related to financial resources		
Equipment:	PC with Internet connection		
Procedures:	Step 1	<ul style="list-style-type: none"> ▪ Learners, in groups, share their reading logs and discuss the implications of the findings to the problems that the project proposals intend to mitigate. ▪ Teacher goes around the class and provides supports, as required. 	30 mins.
	Step 2	<ul style="list-style-type: none"> ▪ Each group share the insights discussed with the class. 	
Assessment:	-		
Homework/Follow-up:	-		
Comments:	-		
Activity 3	Determining and allocating financial resources		
Goal of the Activity:	Course objectives: 1.1 - 1.4; 2.1 - 2.4; 3.1 - 3.3		
Rationale:	The primary purpose of this activity is to provide each group with opportunities to brainstorm and discuss in determining and allocating financial resources for each activity envisaged in the project proposal. Through this activity, learners are also expected to reinforce the use of English skills through communications and interactions with other learners and problem-solving skills through project proposal development.		
Materials:	<ul style="list-style-type: none"> ▪ United Nations Development Account project guidelines ▪ The United Nations Development Account project document template ▪ Reading log entry on financial resources ▪ Resource categories handout distributed at Lesson 14. 		
Equipment:	PC with Internet connection		
Procedures:	Step 1	<ul style="list-style-type: none"> ▪ Learners brainstorm and discuss, in groups, to determine and allocate financial resources. ▪ Each group drafts the project document on the financial resources. ▪ Teacher goes around the class and provide supports, as required. 	60 mins.
		<ul style="list-style-type: none"> ▪ Teacher instructs each group to present the financial resources orally in Lesson 17. 	
Assessment:	-		
Homework/Follow-up:	Each group completes the draft project document on financial resources, and present it at Lesson 17.		
Comments:	-		

Lesson Plan 17

Title of the Course:	Project Proposal Writing for NGO Officers		
Title of the Lesson:	Presenting, reviewing, and finalizing financial resources requirement Making decisions		
Week / Class Number	17		
Goal of the Lesson:	Course objectives: 1.1 - 1.4; 2.1 - 2.4: 3.1 - 3.3		
Activity 1	Explicit language instruction: Decision making		
Goal of the Activity:	Course objectives: 1.1 - 1.4; 2.1 - 2.4: 3.1 - 3.3		
Rationale:	Incorporating various feedback and finalizing the draft project proposals require learners a number of decision making whether to incorporate feedback or which feedback to be reflected in the draft project proposals. Furthermore, simulations envisaged at Lessons 20 and 21 require various decision making during the process of negotiation and discussion with the stakeholders. The explicit language instruction helps learners proceed with their project proposal development successfully because of its immediate applicability and relevance to the project proposal development.		
Materials:	<ul style="list-style-type: none"> ▪ Useful expressions for making decision ▪ Script of the audio 		
Equipment:	PC with Internet connection		
Procedures:	Step 1	<ul style="list-style-type: none"> ▪ Teacher explains the structure of decision making meeting: <ul style="list-style-type: none"> - study/discuss/analyze the situation - define the problem - set an objective - state imperatives and desirables - generate alternatives - establish evaluation criteria - evaluate alternatives - choose among alternatives - close with the restatement of objective, a summary of accomplishment, and a list of action agreed. ▪ (Audio) Learners listen to the audio of a decision making meeting. ▪ Teacher distributes the useful expression for decision making. ▪ Learners, in pairs, discuss how the expressions for decision making are used in the script, how the useful expressions for decision making can be used, and how the decision making in the script can be improved. ▪ Teacher goes around the class room and provides assistance, as necessary. 	30 mins.
Assessment:	-		
Homework / Follow-up:	-		
Comments:	-		

Activity 2	Presenting and reviewing the outcome of Lesson 16 – Financial resources		
Goal of the Activity:	Course objectives: 1.1 - 1.4; 2.1 - 2.4: 3.1 - 3.3		
Rationale:	<p>The primary purpose of this activity is to provide each group with opportunities to report the financial resources requirements that each group developed and receive feedback from peers for the purpose of further rationalizing financial resource requirements and allocations. The cost- and time-effective resource allocations are imperative in order to maximize the use of limited amount of financial resources. For the PBL course, it is required for learners to collaborate and share information, knowledge, and comments because peer reviews and peer questioning serve the purpose of providing scaffolding (King, 1994). The second purpose is to reinforce the use of English and problem-solving skills through interactions and communications with other learners in the process of project proposal development.</p>		
Materials:	Financial resources developed by each group		
Equipment:	PC with Internet connection		
Procedures:	Step 1	<ul style="list-style-type: none"> ▪ Teacher instructs learners to take note of comments provided by peers during a Q and A and feedback session. ▪ Teacher facilitates the presentation as well as the Q and A and feedback session by learners at the end of each presentation. 	60 mins.
	Step 2	<ul style="list-style-type: none"> ▪ Each group presents the financial resources requirement and allocation. ▪ Learners comment on each presentation and raise constructive questions. 	
Assessment:	-		
Homework/Follow-up:	-		
Comments:	-		
Activity 3	Finalizing the financial resources		
Goal of the Activity:	Course objectives: 1.1 - 1.4; 2.1 - 2.4: 3.1 - 3.3		
Rationale:	<p>Finalizing the financial resources requirements can conclude the project proposal development of this project proposal writing. Groups incorporate the comments received under Activity 2 and finalize the draft project document. The draft will be utilized for a formative assessment by Teacher using the rubric explained in Lesson 1. This group activity also provides learners with opportunities to use English and to engage in a problem-solving practice through interactions and communications with other learners.</p>		
Materials:	<ul style="list-style-type: none"> ▪ Draft project document of the financial resources ▪ United Nations Development Account project guidelines ▪ Resource categories handout ▪ Rubric on the financial resources 		
Equipment:	-		
Procedures:	Step 1	<ul style="list-style-type: none"> ▪ Each group finalizes the draft document on the financial resources requirements, incorporating the 	30 mins.

		<p>feedback from peers and other findings through the Q and A and feedback session.</p> <ul style="list-style-type: none"> ▪ Teacher goes around the class and provides assistance, as necessary. 	
	Step 2	<ul style="list-style-type: none"> ▪ Teacher requests each group to submit the finalized draft project document at the next lesson. 	
Assessment:		<ul style="list-style-type: none"> ▪ Teacher assesses the finalized draft project document on the financial resources of each group and provides feedback using the rubric. 	
Homework / Follow-up:		<ul style="list-style-type: none"> ▪ Each group draft the project proposal outside of the class as necessary, and submits the finalized draft project document at Lesson 18. 	
Comments:		-	

Script

- Victoria: So, possible locations for the plant. First, the infrastructure for the region is generally very good, at least between the three main cities, Bilbao, Victoria in the south – and San Sebastian. There is now a fast train link to the south of France – and to the rest of Spain. Other improvements affect Bilbao, principally, but the whole region benefits. First, the port area has been completely modernized and relocated and the airport has also been extended. So, infrastructure is good.
- Fred: Right, so are we in a position to choose one of these cities?
- Victoria: Well, let's not rush into anything. I think it would be a bad idea to assume we're going to choose a city. It might be better to think about one of the smaller towns.
- Fred: ... smaller places, yes. So, should we get details on these possible places?
- Victoria: Yes, we could do that, but we need, I think, first, to check a few things. For example, tax benefits, grants and anything like that – for locating to a smaller place, not to one of the main cities. Then we could make a better decision.
- John: Yes, I agree, but also, one moment. Er...you've talked about the improved transportation links, the trains, the airport, the port in Bilbao. What about the rail links, to these er...the smaller towns? If it's a mountainous or hilly region, it could take an hour – or more – for a truck to reach a main road. So I don't think we can decide at this stage. I think we need to look at the road and train links for smaller towns...
- Victoria: Yes, you are right – road and rail – and the financial position. In fact, I have some – a bit on the transportation question.
- John: So I think that's about as far as we can go, isn't it, Vict...?
- Victoria: ...Yes, I think so, unless there are any more questions?
- John: No, I think we're through with that, Fred?
- Fred: Okay.
- John: So, can you summarize, Victoria?
- Victoria: Yes, well, we've discussed the Spanish Basque Country as a possible site for locating a new plant. The area looks like a good long-term prospect and there is a high quality transportation infrastructure and telecommunication systems – also excellent. The one thing we have to make more inquiries about, to find out more about, is the financial aspect relating to choosing a city location – or a small town location. So ...that's all.
- Fred: Good. That's it then?

John: Okay, thanks for coming. Oh Fred, can I have a word with you about something else...er thanks.

Victoria: I'll see you later.

The useful expressions for Decision Making

Putting forward proposals

- We could consider...
- One option would be to...
- Unfortunately, we are going to ...

Asking for opinion

- I'd like to hear from...
- Could we hear from...?
- What's your view?
- What do you think about?
- Do you have any strong views on...?
- Any comments?

Disagreeing indirectly

- I'm not so sure I agree with you there.
- I see things a little differently from you.
- Yes, but I'm not convinced that...
- Another way of looking at it is that...

Emphasizing a point

- I do think it's important to...
- We just can't afford to...
- I know I keep going on about this, but...

Confirming action

- We'll contact...
- John will...
- We've should...
- We need to look at...

Delaying decisions

- Let's not make hasty decisions.
- Let's keep our options open.
- We should think this through a little more.
- We need more time to consider this.
- Can we leave this until another date?
- It would be wrong to make a final decision...

- I think we should postpone a decision

Lesson Plan 18

Title of the Course:	Project Proposal Writing for NGO Officers	
Title of the Lesson:	Finalizing the first draft project proposal	
Week / Class Number	18	
Goal of the Lesson:	Course objectives: 1.1 - 1.4; 2.1 - 2.4; 3.1 - 3.3	
Activity 2	Group activity: Finalizing the first draft project proposals	
Goal of the Activity:	Course objectives: 1.1 - 1.4; 2.1 - 2.4; 3.1 - 3.3	
Rationale:	Each group finalizes the first draft project proposal for the peer- and teacher-reviews scheduled in the next lesson. This group activity also provides learners with opportunities to use English through communication and interactions with other learners and to engage in the finalization of the project proposal, which is the culminating output of the course.	
Materials:	<ul style="list-style-type: none"> ▪ First draft project proposal of each group ▪ United Nations Development Account project guideline ▪ All rubrics and rubric for simulation 	
Equipment:	PC with Internet connection	
Procedures:	<p>Step 1</p> <ul style="list-style-type: none"> ▪ Each group discusses and finalizes the first draft project document. ▪ Each group prepares a 20-minute presentation and presentation materials for the review session to be conducted in Lesson 19 and two simulations scheduled in Lessons 20 and 21. ▪ Teacher explains, in brief, the arrangement for the simulations in Lessons 20 and 21. A group presents its project proposal and other two groups act as beneficiaries for the simulation in Lesson 20 and act as funding organizations for the simulation at Lesson 21. Learners should recycle the information regarding stakeholders analysis conducted at Lessons 6 and 7, and prepare inquiries to be raised at the simulations. ▪ Teacher conducts a Q and A session. ▪ Teacher goes around the class and provides assistance, as required. 	120 mins.
Assessment:	-	
Homework / Follow-up:	Each group presents the first project proposal document at Lesson 19.	
Comments:	-	

Assessment: Simulation

	Exceeding	Meeting	Approaching
Problem recognition	Demonstrates the ability to identify problems.	Demonstrates the ability to identify problems with some assistance.	Demonstrates the ability to identify problems with a great deal of assistance.
Understanding of the topic	Demonstrates the in-depth understanding of the problems and issues.	Demonstrates the understanding of the problems and issues.	Demonstrates the low level of understanding of the problems and issues.
Argument	Presents accurate and relevant information with clear logics and evidence in the arguments.	Presents some accurate and relevant information with some logics and evidence in the arguments.	Presents a few accurate and relevant information with some logics and evidence in the arguments.
Counter-argument	Presents relevant and effective counter-arguments with evidence.	Presents some relevant and effective counter-arguments with evidence.	Presents a few relevant and effective counter-arguments with evidence.
Learning outcome	Demonstrates the complete understanding of content and information used in project proposal writing. Demonstrates problem-solving skills effectively.	Demonstrates the good understanding of content information used in project proposal writing. Demonstrates problem-solving skills sufficiently.	Demonstrates some understanding of content information used in project proposal writing. Demonstrates problem-solving skills with some difficulties.

Lesson Plan 19

Title of the Course:	Project Proposal Writing for NGO Officers		
Title of the Lesson:	Presenting and peer-reviewing the first draft project proposal		
Week / Class Number	19		
Goal of the Lesson:	Course objectives: 1.1 - 1.4; 2.1 - 2.4; 3.1 - 3.3		
Activity 1	Presenting and peer-reviewing the first draft project proposal		
Goal of the Activity:	Course objectives: 1.1 - 1.4; 2.1 - 2.4; 3.1 - 3.3		
Rationale:	<p>This activity provides learners with opportunities to review the draft project proposals, share feedback, and finalize the first draft project proposals. For the PBL course, it is important for learners to share information, knowledge, and comments as peer reviews and peer questioning serve the purpose of providing scaffolding (King, 1994). Learners are required to demonstrate English skills and problem-solving skills that they have acquired through the course, in presenting, reviewing, and revising the first draft proposals, as well as providing feedback to the project proposals developed by other groups.</p>		
Materials:	<ul style="list-style-type: none"> ▪ First draft project proposal of each group ▪ United Nations Development Account project guidelines ▪ All rubrics used in the previous lessons and a rubric for simulation 		
Equipment:	PC with Internet connection		
Procedures:	Step 1	<ul style="list-style-type: none"> ▪ Teacher facilitates the presentations as well as facilitates and participates in the Q and A and feedback sessions. ▪ Each group presents the first draft project proposal for 20 minutes, followed by a 10-minute Q and A and feedback session. 	90 mins.
	Step 2	<ul style="list-style-type: none"> ▪ Each group discusses and confirms the feedback received and findings identified at the presentation as well as the Q and A and feedback session. ▪ Each group revises and finalizes the project proposal, incorporating feedback and findings. ▪ Teacher goes around the class and provides support, as necessary. ▪ Teacher requests each group to finalize the project proposal by the next lesson. ▪ Teacher explains the simulation procedures and requests each group to prepare inquiries and objections, if any, to be raised at the simulations to be held in Lessons 20 and 21. ▪ Simulation procedures are: A group presents its project proposal and other two groups play a role of the representatives of beneficiaries and funding organizations. <p>The acting beneficiaries and the representatives of funding organizations are expected to raise inquiries, requests, objections; propose alternatives; and</p>	30 mins.

		<p>provide other comments. The presenting group should respond to inquiries, requests, proposed alternatives, and comments as well as defend against objections.</p> <p>Teacher may invite external participants, such as university faculty members and development experts, if feasible.</p>	
Assessment:	Peer- and teacher-reviews		
Homework / Follow-up:	<ul style="list-style-type: none"> ▪ Each group finalizes the first draft, and presents it at the first round of simulation with the beneficiaries in Lesson 20. 		
Comments:	-		

Lesson Plan 20

Title of the Course:	Project Proposal Writing for NGO Officers		
Title of the Lesson:	Simulation with beneficiaries		
Week / Class Number	20		
Goal of the Lesson:	Course objectives: 1.1 - 1.4; 2.1 - 2.4; 3.1 - 3.3		
Activity 1	Simulation with beneficiaries		
Goal of the Activity:	Course objectives: 1.1 - 1.4; 2.1 - 2.4; 3.1 - 3.3		
Rationale:	<p>Simulations offer opportunities to practice model consultative meetings with various stakeholders in order to negotiate and agree on goals, activities, requirements, and outcomes of the project. Funding organizations and beneficiaries do not necessarily share same goals, requirements, and outcomes. They might present unexpected changes, requests, and objections. Furthermore, immersing issues must be taken into consideration and dealt with in project proposals. Therefore, this simulation is useful for learners to reflect and respond such situations and conditions that may take place in real world work places.</p> <p>A group presents its project proposal and other two groups play a role of the representatives of beneficiaries. The acting beneficiaries are expected to raise inquiries, requests, objections; propose alternatives; and provide comments for improving the project proposals. The presenting group should respond to inquiries, requests, proposed alternatives, and comments as well as defend against objections.</p> <p>The experts who work in the field of development or international cooperation as well as university faculty members can be invited to serve as beneficiaries or the representatives of funding organizations, if feasible. This arrangement is expected to increase the authenticity of the simulation. The rubric on simulation is utilized.</p> <p>Simulations provide learners with opportunities to deploy and reinforce their language and problem-solving competences acquired throughout the course. Teacher can use the simulations for summative assessment.</p>		
Materials:	<ul style="list-style-type: none"> ▪ First draft project proposal of each group ▪ United Nations Development Account project guidelines ▪ All rubrics used in the previous lessons and the rubric for simulation 		
Equipment:	PC with Internet connection		
Procedures:	Step 1	<ul style="list-style-type: none"> ▪ Teacher facilitates the simulation. ▪ Each group presents the project proposal and other two groups play a role of beneficiaries, followed by a Q and A session. 	90 mins.
	Step 2	<ul style="list-style-type: none"> ▪ Each group discusses and confirms the feedback received and any findings identified at the simulation. ▪ Each group revises and finalizes the project proposal, incorporating feedback. 	30 mins.

		<ul style="list-style-type: none"> ▪ Teacher goes around the class and provide support, as necessary. ▪ Teacher instructs the groups to revise the first draft and present the second drafts at the second round of simulation with funding organizations at Lesson 21. 	
Assessment:	Peer-review as well as teacher- and expert-assessment, if feasible.		
Homework/Follow-up:	<ul style="list-style-type: none"> ▪ Groups revise the first draft, and present the second drafts at the second round of simulation with funding organizations in Lesson 21. ▪ Learners are requested to work outside of the class, as necessary, to prepare the simulation in Lesson 21. 		
Comments:	-		

Lesson Plan 21

Title of the Course:	Project Proposal Writing for NGO Officers		
Title of the Lesson:	Simulation with funding organizations		
Week / Class Number	21		
Goal of the Lesson:	Course objectives: 1.1 - 1.4; 2.1 - 2.4; 3.1 - 3.3		
Activity 1	Simulation – a consultative meeting with funding organizations		
Goal of the Activity:	Course objectives: 1.1 - 1.4; 2.1 - 2.4; 3.1 - 3.3		
Rationale:	<p>Simulations offer opportunities to practice model consultative meetings with various stakeholders in order to negotiate and agree on goals, activities, requirements, and outcomes of the project. Funding organizations and beneficiaries do not necessarily share same goals, requirements, and outcomes. They might present unexpected changes, requests, and objections. Furthermore, immersing issues must be taken into consideration and dealt with in project proposals. Therefore, this simulation is useful for learners to reflect and respond such situations and conditions that may take place in real world work places.</p> <p>A group presents its project proposal and other two groups play a role of the representatives of funding organizations. The acting funding organizations are expected to raise inquiries, requests, objections; propose alternatives; and provide comments for improving the project proposals. The presenting group should respond to inquiries, requests, proposed alternatives, and comments as well as defend against objections.</p> <p>The experts who work in the field of development or international cooperation as well as university faculty members can be invited to serve as the representatives of funding organizations, if feasible. This arrangement is expected to increase the authenticity of the simulation. The rubric on simulation is utilized.</p> <p>Simulations provide learners with opportunities to deploy and reinforce their language and problem-solving competences acquired throughout the course. Teacher can use the simulations for summative assessment.</p>		
Materials:	<ul style="list-style-type: none"> ▪ Second drafts project proposals revised at Session 20. ▪ United Nations Development Account project guidelines ▪ All rubrics used in the previous lessons and the rubric for simulations 		
Equipment:	PC with Internet connection		
Procedures:	Step 1	<ul style="list-style-type: none"> ▪ Teacher facilitates the simulation. ▪ Each group presents the project proposal and other two groups play a role of funding organizations, followed by a Q and A session. 	90 mins.
	Step 2	<ul style="list-style-type: none"> ▪ Each group discusses and confirms the feedback received and any findings identified at the simulation. 	30 mins.

		<ul style="list-style-type: none"> ▪ Each group revises and finalizes the project proposal, incorporating feedback. ▪ Teacher goes around the class and provides support, as necessary. ▪ Teacher instructs the groups to revise the second draft and submit the final project proposals at Lesson 23. 	
Assessment:	Peer-review as well as and teacher- and expert-assessment, if feasible.		
Homework / Follow-up:	-		
Comments:	-		

Lesson Plan 22

Title of the Course:	Project Proposal Writing for NGO Officers	
Title of the Lesson:	Finalizing the second draft project proposal	
Week / Class Number	22	
Goal of the Lesson:	Course objectives: 1.1 - 1.4; 2.1 - 2.4; 3.1 - 3.3	
Activity 1	Finalizing the second draft project proposal	
Goal of the Activity:	Course objectives: 1.1 - 1.4; 2.1 - 2.4; 3.1 - 3.3	
Rationale:	This session is fully designated to finalizing the second draft project proposals as a culminating output of the course. Learners incorporate all feedback received at the simulations at the previous two lessons, as well as reflect any findings and feedback into the project proposals, and finalize them. The finalizing process provides learners with opportunities to use and reinforce their language skills and problem-solving skills acquired throughout the course.	
Materials:	Three drafts project proposals revised at Session 21.	
Equipment:	PC with Internet connection	
Procedures:	Step 1: <ul style="list-style-type: none"> ▪ Each group revises and finalizes the project proposal, incorporating the feedback and findings. ▪ Teacher goes around the class and provide support, as necessary. ▪ Teacher instructs each group to submit the final version of project proposals at the next lesson. 	120 mins.
Assessment:	-	
Homework / Follow-up:	Each group finalizes the second draft project proposals and submit the final project proposals at Lesson 23.	
Comments:	-	

Lesson Plan 23

Title of the Course:	Project Proposal Writing for NGO Officers		
Title of the Lesson:	Course assessment		
Week / Class Number	23		
Goal of the Lesson:	Assessing the course		
Activity 1	Assessing the course		
Goal of the Activity:	-		
Rationale:	This session is fully designated to assessing the course. Learners exchange their feedback and suggestions for improving the course as well as reflect on what they have learned throughout the course. Learners also evaluate the course and the teacher, using the evaluation form.		
Materials:	Post-course evaluation form		
Equipment:	-		
Procedures:	Step 1	▪ Each group conducts a review session on what learners have learned, possible improvements, and other feedback and requests.	60 mins.
	Step 2	▪ Teacher facilitates a review session, eliciting comments from learners.	
	Step 3	▪ Each learner complete a post-course evaluation form and submit it.	
Assessment:	-		
Homework/Follow-up:	Teacher will inform the learners of assessments at the later stage.		
Comments:	-		

Course Evaluation Form

Name (optional):

Name of the course:

Date:

Please circle a number for each item below.

- 1 Below expectation
 3 Meeting expectation
 5 Exceeding expectation

- | | | | |
|--|----------|----------|----------|
| a. Clarified objectives. | 1 | 3 | 5 |
| Comment: | | | |
| b. Was aware of learning needs of learners. | 1 | 3 | 5 |
| Comment: | | | |
| c. Guided learners in meeting objectives. | 1 | 3 | 5 |
| Comment: | | | |
| d. Guided learners to identify learning issues. | 1 | 3 | 5 |
| Comment: | | | |
| e. Guided about information resources. | 1 | 3 | 5 |
| Comment: | | | |
| f. Stimulated learners to participate actively. | 1 | 3 | 5 |
| Comment: | | | |
| g. Stimulated interest in learning. | 1 | 3 | 5 |
| Comment: | | | |
| h. Encouraged learners' efforts and contributions | 1 | 3 | 5 |
| Comment: | | | |
| i. Communicated clearly. | 1 | 3 | 5 |

Comment:

j. Was enthusiastic about the role of teacher. **1** **3** **5**

Comment:

k. Overall rating. **1** **3** **5**

Comment:

Source: Student perceptions of tutor skills in problem-based learning tutorials (Das, Mpofu, Hasan, & Stewart, 2002)