STUDENT'S BOOK

ENGLISH FOR NGOs

COURSE MATERIALS

Supported by the Public Affairs Section
of the U.S. Embassy in Ukraine.
The views of the authors do not necessarily
reflect the official position of the U.S. Government.

NGO FORUM UKRAINE

Посольство США в Україні
U.S. Embassy in Ukraine

Table of Contents

Foreword 2
Unit 1, classes 1-2 3
Unit 2, classes 3-4 12
Unit 3, classes 5-6 24
Unit 4, classes 7-8 31
Unit 5, classes 9-10 42
Unit 6, classes 11-12 51
Unit 7, classes 13-14 65
Unit 8, classes 15-16 72
Unit 9, classes 17-18 80
Unit 10, class 19 88
Unit 10, class 20 98
Unit 11, classes 21-22 112
Unit 12, classes 23-24 126
Unit 13, classes 25-26 135
Unit 14, classes 27-28 148
Unit 15, classes 29-30 160
Unit 16, classes 31-32 164
Unit 17, classes 33-34 172
Unit 18, classes 35-36 177

Foreword

Ukraine NGO Forum has developed this course with the support of the Regional English Language Office of the U.S. Embassy Kyiv to promote operational-level discussion amongst humanitarian actors responding to the crisis in Ukraine, and to assist those individuals and organizations to build and enhance their capacity.

The active participation of civil society in all spheres of public life is an important cornerstone for Ukraine going forward in order to address the enormous challenges it faces. Clear and precise communication is critical to this participation, specifically to avoid overlaps, identify synergies, and to successfully advocate. We would go further and say it's a fundamental and necessary skill to render humanitarian efforts effective. Improving the national capacity to communicate should be seen as a key component of improving ownership of the overall humanitarian response. Inclusive participation is key and, when achieved, has a positive impact on planning and management processes as well as the effectiveness of executed projects.

English is a universal tool of communication and has become increasingly important among NGO staff members in Ukraine. Our hope is that the implementation of this pilot project will help NGO staff to receive much needed advancement in their English knowledge, promote the active engagement of these stakeholders by helping them better communicate with international colleagues and partner organizations, apply for grants, convey their points of view to donors, and be able to review important international publications and documents in English.

Fredric Larsson
Ukraine NGO Forum

Course developers:
Nataly Sytnyk, Oksana Kharchenko, Oksana Kosenko, Anissa Toscano

All rights reserved. This material is copyright but may be reproduced by any method without fee for educational purposes but not for resale. Formal permission is required for all such uses but normally will be granted immediately. For copying in other circumstances, for posting online or for reuse in other publications, or for translation or adaptation, prior written permission must be obtained from the copyright owner. Please contact us for additional information or for copyright: okosenko@ngoforum.org.ua; ovlasiuk@ngoforum.org.ua

What is a Non-Governmental Organization?

VIDEO

Watch the video episode and answer the questions below.
https://www.youtube.com/watch?v=PCxJ1Ug0v6s

ACCORDING TO THE SPEAKERS:

- what is an NGO?
- what is common for all NGOs?
- what is the mission of an NGO?
- what are the main rules of NGOs?

Key:

- *NGO – is a non-governmental organization;*
- *NGOs abide by the principles of humanity. NGOs do not take sides, they are neutral and they put people first;*
- *NGOs are private and independent. NGOs may take funding from governments but they do not work for governments. NGO workers never carry guns;*
- *NGO missions may differ but can include the following: to relieve suffering, to promote the interests of the poor, to protect the environment, to reduce child mortality, to improve maternal health, to increase education, to combat diseases.*

READING

The following reading is based on an excerpt from:
http://www3.fundsforngos.org/cat/1-1-what-is-a-non-governmental-organization/

Historical records suggest that the term Non-Governmental Organizations (NGOs) came into use in 1945. The term was **coined** during one of the conferences of The United Nations, as a measure to distinguish non-governmental organizations from **inter-governmental** and member organizations.

NGO is a **broad** term encompassing organizations that are not **affiliated** to a government or a private company. Some countries use the term Non-Profit Organization (NPO), Voluntary Organization, or Charitable Organization to represent an organization that is independent of government. An organization should have the following features for it to qualify as an NGO:

- **Non Profit:** An NGO is not meant to make a profit. In the event that an NGO conducts some **revenue** generating activity, the profit earned should not be distributed amongst the **board members**. Instead it should be used for carrying out the NGO's activities;
- **Social Values:** An NGO should **address a social cause** and should work for the public good. The activities undertaken by the NGO should improve the conditions of **disadvantaged people**;
- **Voluntary:** These organizations are formed by the **free will** of the founding member;
- **Legally registered:** An NGO should be legally registered as per country norms;
- **Independent:** NGOs should be independent of government or private interference. They are controlled by their management board and work independently for **social welfare**;
- **Non-criminal:** NGOs should not **indulge in** anti-social or criminal activities.

Considering the above-mentioned features, *an NGO can be described as a legally constituted organization, created voluntarily by an individual or a group of people that operates independently of government* ***interference*** *for the welfare of people*. NGOs are classified on the basis of numerous aspects. Some classify themselves on the basis of their activity, while others classify themselves on the basis of their orientation. The World Bank classifies NGOs as two types based on their activity:

1. **Operational NGOs:** These organizations are engaged in the **implementation** of development related projects. There are a wide range of activities that are undertaken by operational NGOs. Based on the scope of the work, operational NGOs are further classified into:

- Community-based organizations (CBOs): Operations restricted to a small geographic area;
- National organizations: Operate in individual countries;
- International organizations: Operate in multiple countries.

2. **Advocacy NGOs:** These organizations promote and advocate for policy changes related to a particular cause. These organizations carry out public advocacy campaigns (demonstrations, **rallies** and **events**) **to generate awareness** to influence policy change or work more discretely by engaging with the relevant actors to influence change.

NGOs can also be classified based on the sector they work in, for example:

- Health NGOs: Their activities revolve around health promotion and delivery. This can include **promoting awareness of health-related issues**, conducting direct health services, distribution of medicines, etc;
- Environmental NGOs: NGOs that work on environmental issues, which range from awareness generation, climate change **negotiations**, etc;
- Educational NGOs: NGOs that conduct activities related to education, etc.

In many cases, however, NGOs work across several sectors in an integrated way, and engage in both advocacy as well as operational activities, making it difficult to classify them solely into one of the categories mentioned above.

Reliefweb glossary of humanitarian terms

http://reliefweb.int/report/world/reliefweb-glossary-humanitarian-terms

Intergovernmental Organization (IGO): An organization made up of State members. Examples include the United Nations (UN), the Organization of African Unity (OAU), the Organization of American States (OAS), the European Union (EU), and the Commonwealth of Independent States (CIS). (UNHCR)

Non-Governmental Organization (NGO): An organized entity that is functionally independent of, and does not represent, a government or State. It is normally applied to organizations devoted to humanitarian and human rights causes, a number of which have official consultative status at the United Nations. (OCHA)

Advocacy: Advocacy refers in a broad sense to efforts to promote, in the domain of humanitarian aid, respect for humanitarian principles and law with a view to influencing the relevant political authorities, whether recognised governments, insurgent groups or other non-state actors. One could add 'international, national and local assistance agencies'. (ALNAP)

VOCABULARY FOCUS

- To coin — to invent
- To be affiliated — to be connected to
- Non-profit
- Board members
- To address a social cause
- Disadvantaged people
- Free will
- Social welfare
- To indulge in
- Interference
- Implementation
- Rallies
- To generate awareness
- Negotiations

VOCABULARY EXERCISES

EXERCISE 1 Insert the appropriate word (in its correct form) into the corresponding sentence below.

• disadvantage • rally • coin • implementation • affiliate

1. The term NGO was ..... during one of the conferences of The United Nations.
2. The Society is not ..... with any political party, they work on their own.
3. The activities undertaken by the NGO should improve the conditions of the ..... people.
4. About 1,000 people attended the ..... to protest against the latest government decision.
5. Our team is responsible for the ..... of this project.

Key: *1 coined, 2 affiliated, 3 disadvantaged, 4 rally, 5 implementation*

EXERCISE 2 Match the words with their synonyms.

1. done through free will
2. to take part in
3. broad
4. revenue
5. understanding

A. wide
B. income
C. to get involved
D. voluntary
E. awareness

Key: *1D, 2C, 3A, 4B, 5E*

EXERCISE 3 Re-create the word combinations as they were used in the article.

1. social
2. board
3. government
4. to generate

A. awareness
B. interference
C. welfare
D. members

Key: *1C (social welfare), 2D (board members), 3B (government interference), 4A (to generate awareness)*

EXERCISE 4 Create the appropriate nouns out of the following verbs.
to interfere to govern to negotiate to depend to influence

Key:

To interfere – interference;
To govern – government;
To negotiate – negotiation;
To depend – dependence, independence;
To influence – influence.

IT'S TIME TO SPEAK! COMPREHENSION CHECK

Questions:

1. When was the term NGO first used?
2. What synonyms to NGOs are used in other countries?
3. What features should an organization have for it to qualify as an NGO?
4. What types of NGOs, based on their activity, are mentioned in the article?

Key:

1. *The term Non-Governmental Organizations (NGOs) came into use in 1945.*
2. *Some countries use the term Non-Profit Organization, Voluntary Organization, Charitable Organization to represent organizations that are independent of government.*

3. *An organization should have the following features for it to qualify as an NGO: to be non-profit, to possess social values, to be voluntary, legally registered, independent, and non-criminal.*
4. *NGOs can be classified as two types based on their activity: Operational NGOs, Advocacy NGOs*

OVER TO YOU

1. With what type of organization do you work?
2. If it is an NGO, what type of NGO is it?
3. What activities does your organization undertake?

A ROLE PLAY

Imagine that a donor is visiting your office. Introduce your organization and describe your main activities. Be ready to answer the donor's questions.

IT'S GRAMMAR TIME!

The Present Simple Tense

The simple present expresses *general statements of fact and timeless truths, habitual or everyday activities*. Present Simple formation:

Have a look at the text below to see how the present simple is used there:

NGO is a broad term encompassing organizations that are not affiliated to the government or a private company. Some countries **use** the term Non-Profit Organization, Voluntary Organization, Charitable Organization to represent organizations that are independent of government.

Advocacy NGOs: These organizations **promote and advocate** for policy changes related to a particular cause. These organizations may **carry out** demonstrations, rallies and events to generate awareness to influence policy change.

Health NGOs: Their activities **revolve** around health promotion and delivery. This can include delivering health services, distribution of medicines and advocating on health related issues, etc.

Environmental NGOs: NGOs that **work** only for environmental related issues, which range from awareness generation, climate change negotiations etc.

Educational NGOs: NGOs that **conduct** activities related to education, etc.

Most often smaller NGOs **carry out** several activities like advocacy, empowerment, service delivery and work across several sectors, making it difficult to classify them into one of the categories mentioned above.

The Present Continuous Tense

The present continuous expresses 1) an activity that *is taking place at the moment of speaking* 2) a temporary activity which is going on, but not at the very moment of speaking; 3) arranged plans for the future; 4) changing or developing situations.

We also should remember the following verb **exceptions** which are never used in the continuous tense. For example:

1. MENTAL STATE — *know, believe, imagine, realize, doubt, understand, suppose, remember, recognize, think (to have an opinion), forget;*
2. EMOTIONAL STATE — *love, hate, mind, like, dislike, care, appreciate, prefer;*
3. POSSESSION — *possess, have, own, belong;*
4. SENSE PERCEPTIONS — *taste, smell (to have a characteristic), hear, see;*
5. OTHER EXISTING STATES — *seem, cost, be, look (to appear) owe, exist, appear, weigh, matter, equal, resemble, look like, want, need, desire, mean, astonish, amaze, surprise, consist of, contain, include.*

The Present Perfect Continuous Tense

The Present Perfect Continuous Tense is used to put emphasis on the duration of an action which started in the past and continues up to the present, especially with time expressions such as ***since, for, all morning, all day***, etc.

She has been working for two hours (since two o'clock) and she is still busy.

It can also be used for an action which started in the past and lasted for some time. The result of an action is visible in the present.

He is dirty. He has been fixing his car.

EXERCISE: SIMPLE PRESENT

EXERCISE 1 Fill in the sentences with the verbs in **present simple**.

1. In case an NGO ..... (to conduct) some revenue generating activity, the profit earned should not be distributed.
2. An NGO ..... (to operate) independently of government interference.
3. The World Bank ..... (to classify) NGOs in two types based on their activity.
4. What ..... advocacy NGOs .....(to promote)?
5. NGOs ....(not/to make) personal profit.
6. What ..... the term NGO .....(to mean)?
7. The government ..... (not/to interfere) in the actions undertaken by NGOs.

Key: *1 conducts 2 operates 3 classifies 4 do… promote 5 don't make 6 does…mean 7 doesn't interfere*

EXERCISE: SIMPLE PRESENT VS. PRESENT CONTINUOUS

EXERCISE 2 Fill in the sentences with the verbs in the present simple or present continuous tense.

1. Diane can't come to the phone because she ..... (wash) her hair.
2. Please be quiet. I ..... (try) to concentrate.
3. ..... (you, lock, always) all the windows when you leave?
4. I wrote to my friend last week. She hasn't answered my letter yet. I ..... (wait, still) for a reply.
5. After six days of rain, I'm glad that the sun ..... (shine) again today.
6. Every morning, the sun ..... (shine) in my bedroom window and ..... (wake) me up.
7. — Look! It ..... (snow)
   — It's beautiful! It ..... (snow, not) in my country.

Key:

1. is washing, 2 am trying, 3 do you always lock, 4 am still waiting, 5 is shining, 6 shines, wakes, 7 is snowing, doesn't snow

EXERCISE 3 Fill in the sentences with the verbs in the present simple or present continuous tense.

1. What ..... (you/to do) here now? — We ..... (to listen) to their discussion.
2. ..... (You /to want) to see my father? — Yes, I …
3. Michael ..... (to know) German rather well. He ..... (to want) to know English, too, but he ..... (to have) little time for it now.
4. What magazine ..... (you/to read)? — It ..... (to be) a French magazine. There ..... (to be) good articles on sports here. ..... (You /to be) interested in sports? — Yes, I … But I ..... (not to know) French.
5. Lena usually ..... (to prepare) her homework at the institute? — No, she … . As a rule, she ..... (to work) at home. — And what ..... (she /to write) now? — Oh, she ..... (to write) an article for the newspaper.
6. Who ..... that man (to be) who ..... (to stand) in the doorway? — ..... (You/ not to recognize) him? It ..... (to be) John, my cousin.
7. I ..... (to have) no time now, I ..... (to have) dinner.
8. ..... (Your family /to leave) London in summer? — Yes, we always ..... (to go) to the sea-side. We all ..... (to like) the sea. Mother ..... (to stay) with us to the end of August, but father ..... (to return) much earlier.
9. Where ..... Tom and Nick (to be) now? — They ..... (to have) a smoke in the garden.
10. It ..... (to take) me forty minutes to get to work.
11. Hello, Pete, where ..... (you /to go)? — I ..... (to hurry) to the meeting.
12. Andrew ..... (to get) up very early as he ..... (to live) far from work. He ..... (to be) never late.

Key:

1. Are you doing; are listening. 2. Do you want; do 3. knows, wants, has 4. Are you reading; is; are; are you; am; don't know. 5. Does Lena prepare; doesn't; works; is she writing; is writing; 6. Is; is standing; don't you recognise; is; 7. Have, am having 8. Does your family leave, go, like; stays, returns 9. Are; are having 10. Takes 11. Are you going; am hurrying; 12. Gets, lives; is;

EXERCISE 4 Fill in the sentences with the verbs in the present simple, present continuous, or present perfect continuous, as appropriate.

1. He ..... (to run) now. He ..... (to run) for ten minutes without any rest.
2. What they ..... (to do) now? — They ..... (to work) in the conference room. They (to work) there for three hours.
3. Where he (to be) now? — He ..... (to be) in the garden. He (to play) volleyball with his friends. They ..... (to play) since breakfast time.
4. I ..... (to live) in Kyiv. I ..... (to live) in Kyiv since 1990.
5. She ..... (to do) her presentation for two hours.
6. I ..... (to wait) for you since two o'clock.
7. What you ..... (to do) here since morning?
8. This is the company where my friend ..... (to work). He ..... (to work) here for fifteen years.
9. Wake up! You ..... (to sleep) for ten hours already.
10. I ..... (to wait) for a letter from my partner for a month.
11. The weather ..... (to be) fine today. The sun ..... (to shine) ever since we got up.

Key:

1 is running; has been running 2 are they doing; are working; have been working 3 is he; is; his playing; have been playing 4 live; have been living; 5 has been doing 6 have been waiting 7 have you been doing 8 works; has been working 9 have been sleeping 10 have been waiting 11 is; has been shining.

T

WRITING. AN E-MAIL AND ITS STRUCTURE.

EXERCISE 1 Match each item to the correct meaning.

1. To
2. From
3. Subject
4. Cc
5. Bcc
6. Attached
7. Signature

A. a document or other file you want to send with the email
B. the name and email address of the person you are writing to
C. the name and email address of someone you want to send a 'blind copy' to (other people who receive the message can't see that this person has also received the copy)
D. your full name, address and other details you automatically put at the end of the email
E. the topic you are writing about
F. your name and email address
G. the name and email address of someone you want to send a copy to

Key: *1B, 2F, 3E, 4G, 5C, 6A, 7D*

Here are some ways to start an email message:

Dear Sir or Madam – to a company
Dear Sir – to a man if you don't know his name
Dear Madam – to a woman if you don't know her name
Dear Mr Brown – to a married or unmarried man
Dear Ms Brown – to a married or unmarried woman
Dear Mrs Brown – to a married woman
Dear Miss Brown – to an unmarried woman
Dear Jon – to someone you know well

The way you close the message depends on how you open it

Dear Sir or Madam	Yours faithfully
Dear Mr/Miss/Mrs/Ms Brown	Yours sincerely
Dear John	Best wishes

READING

What is a Humanitarian Emergency?

A humanitarian **emergency** is an event or series of events that represents a critical threat to the health, safety, security or wellbeing of a community or other large group of people, usually over a wide area.

Vulnerability

A humanitarian emergency arises when such an event affects vulnerable populations who are unable to withstand the negative consequences by themselves. "Vulnerability" refers to a reduced **capacity** of individuals or groups to resist and recover from life-threatening **hazards**, and is most often connected to poverty. That is, poor populations are more likely to be more vulnerable to man-made or **natural disasters**. Within affected communities, typically vulnerable groups include children, pregnant and nursing women, migrants, and displaced people.

Types of Crises

Armed conflicts, epidemics, famine, natural disasters and other major emergencies may all involve or lead to a humanitarian disaster that extends beyond the **mandate** or **capacity** of any single agency. Regardless of the type of disaster, survivors are left in urgent need of life-saving assistance such as shelter, food, water and health care.

Humanitarian crises can be grouped under the following headings:

- **Natural disasters**, which can be geophysical (e.g. earthquakes, tsunamis and volcanic eruptions), hydrological (e.g. floods, avalanches), climatological (e.g. droughts), meteorological (e.g. storms, cyclones), or biological (e.g. epidemics, plagues).
- Man-made emergencies, such as **armed conflicts**, plane and train crashes, fires and industrial accidents.
- **Complex emergencies**, which often have a combination of natural and man-made elements, and different causes of **vulnerability** and a combination of factors leads to a humanitarian crisis. Examples include **food insecurity, armed conflicts**, and displaced populations.

Complex emergencies are typically characterized by:

- **Extensive violence** and loss of life.
- **Displacements** of populations.
- Widespread **damage** to societies and economies.
- The need for large-scale, multi-faceted **humanitarian assistance**.
- The hindrance or prevention of **humanitarian assistance** by political and/or military constraints.
- Significant security risks for humanitarian **relief** workers in some areas.

It is not always easy to categorize a humanitarian disaster. However, the priority in any humanitarian response, regardless of the kind of disaster, is to save lives and reduce suffering through meeting humanitarian needs. How such needs are met depends on the specific emergency. For example, in armed conflicts more effort is taken to protect the lives of humanitarian workers. In floods and tsunamis, access to affected populations might sometimes be challenging.

Each humanitarian disaster has its own set of challenges, and must be responded to accordingly. Phenomena such as unplanned urbanization, under-development, poverty and climate change are all factors that can make humanitarian emergencies more complex.

More Information

- *ReliefWeb: www.reliefweb.int*
  Information website on complex emergencies and natural disasters, hosted by the UN Office for the Coordination of Humanitarian Affairs (OCHA).
- *IRIN News: www.irinnews.org*
  Integrated Regional Information Networks (IRIN) Useful country profiles for sub-Saharan Africa, the Middle East and Central Asia with daily and weekly news updates.
- *AlertNet: www.alertnet.org*
  A Reuters service for aid agencies that includes the latest humanitarian news.

Reliefweb glossary of humanitarian terms

http://reliefweb.int/report/world/reliefweb-glossary-humanitarian-terms

Emergency: A sudden and usually unforeseen event that calls for immediate measures to minimize its adverse consequences. (UN DHA)

Vulnerability: The conditions determined by physical, social, economic and environmental factors or processes, which increase the susceptibility of a community to the impact of hazards. For positive factors, which increase the ability of people to cope with hazards, see definition of 'capacity'. (ISDR)

Capacity: A combination of all the strengths and resources available within a community, society or organization that can reduce the level of risk, or the effects of a disaster.

Hazard: Natural processes or phenomena or human activities that can cause the loss of life or injury, property damage, social and economic disruption or environmental degradation.

Natural Disaster: Natural disasters are events brought about by natural hazards that seriously affect the society, economy and/or infrastructure of a region. Depending on population vulnerability and local response capacity, natural disasters will pose challenges and problems of a humanitarian nature.

Armed Conflict: A dispute involving the use of armed force between two or more parties. International humanitarian law distinguishes between international or non-international armed conflicts.

- **International armed conflict:** A war involving two or more States, regardless of whether declaration of war has been made or whether the parties recognize that there is a state of war.
- **Non-international armed conflict:** A conflict in which government forces are fighting with armed insurgents, or armed groups are fighting amongst themselves. (OCHA)

Epidemic(s): Affecting or tending to affect a disproportionately large number of individuals within a population, community, or region at the same time. Non-pandemic disease attacking many individuals in a same community during short terms (days, weeks, months maximum), such as cholera, typhoid, bubonic plague, etc. (GLIDE)

Famine: A catastrophic food shortage affecting large numbers of people due to climatic, environmental and socio-economic reasons. (UN DHA)

Disaster: A serious disruption of the functioning of a community or a society causing widespread human, material, economic or environmental losses which exceed the ability of the affected community or society to cope using its own resources.

Mandate: The legal framework that defines the responsibilities of UN Agencies, peacekeeping operations and other international organisations such as the International Committee for the Red Cross.

- *The mandates of UN Agencies*, such as UNICEF and UNHCR, are agreed upon by the General Assembly. It is imperative that Agencies have clear and adequate mandates to ensure that all humanitarian issues are addressed appropriately and consistently. The protection of internally displaced persons (IDPs) is one issue that does not fall squarely within any Agency's mandate. Until such time, it is OCHA's responsibility through the IDP Unit to collaborate with Agencies to ensure that IDP interests are protected.
- Peacekeeping Mission mandates are agreed upon by the Security Council. It is imperative that an authorized UN Force is sufficiently large, well equipped and appropriately empowered with matching resources for the situation called for on the ground. (OCHA)

Complex Emergency: A multifaceted humanitarian crisis in a country, region or society where there is a total or considerable breakdown of authority resulting from internal or external conflict and which requires a multi-sectoral, international response that goes beyond the mandate or capacity of any single agency and/or the ongoing UN country program. Such emergencies have, in particular, a devastating effect on children and women, and call for a complex range of responses. (OCHA)

Food Insecurity: A situation that exists when people lack secure access to sufficient amounts of safe and nutritious food for normal growth and development and an active and healthy life. It may be caused by the unavailability of food, insufficient purchasing power, inappropriate distribution, or inadequate use of food at the household level. Food insecurity, poor conditions of health and sanitation, and inappropriate care and feeding practices are the major causes of poor nutritional status. Food insecurity may be chronic, seasonal or transitory. (FIVIMS)

Food Security: A situation that exists when all people, at all times, have physical, social and economic access to sufficient, safe and nutritious food that meets their dietary needs and food preferences for an active and healthy life. (FIVIMS)

Violence: The concept of violence is contested, and definitions generally reflect moral and political motivations. A relatively neutral definition is "psychological or physical force exerted for the purpose of injuring, damaging, or abusing people or property" (US Department of Justice, 1996:D-3). (+) (FEWER)

- **Violence, cultural:** New term introduced by J. Galtung,; "[t]hose aspects of culture, the symbolic sphere of our existence - exemplified by religion and ideology, language and art, empirical science and formal science (logic, mathematics) - that can be used to justify, legitimise, or direct structural violence" (Galtung, 1996:196). (FEWER)
- **Violence, psychological:** Indirect acts of negative influence that aim to affect or arouse fear or break mental resistance of a target audience by indoctrination (brainwashing), misinformation, propaganda, blackmail or terror. (FEWER)
- **Violence, structural:** Introduced by J. Galtung this is a broad concept referring to concealed violence in unjust, unequal and unrepresentative social structures, and to situations in which the "actual somatic and mental realisations of human beings are below their potential realisations." (cit. International Alert, II:5). (FEWER)

Displacement: Forcible or voluntary uprooting of persons from their homes by violent conflicts, gross violations of human rights and other traumatic events, or threats thereof. Persons who remain within the borders of their own country are known as internally displaced persons. Persons who are forced to flee outside the borders of their state of nationality or residence for reasons based on a well-founded fear of persecution on the grounds identified in the 1951 Refugee Convention or to flee conflict in the case of States Parties to the 1969 OAU Convention or 1984 Cartagena Declaration on Refugees are known as refugees. (OCHA)

Damage Classification: Evaluation and recording of damage to structures, facilities, or objects according to three (or more) categories:

1. "severe damage" which precludes further use of the structure, facility, or object for its intended purpose.
2. "moderate damage" or the degree of damage to principal members, which precludes effective use of the structure, facility, or object for its intended purpose, unless major repairs are made short of complete reconstruction.
3. "light damage" such as broken windows, slight damage to roofing and siding, interior partitions blown down, and cracked walls; the damage is not severe enough to preclude use of the installation for the purpose for which was intended. (UN DHA)

Humanitarian Assistance: Aid that seeks, to save lives and alleviate suffering of a crisis-affected population. Humanitarian assistance must be provided in accordance with the basic humanitarian principles of humanity, impartiality and neutrality, as stated in General Assembly Resolution 46/182. In addition, the UN seeks to provide humanitarian assistance with full respect for the sovereignty of States. Assistance may be divided into three categories - direct assistance, indirect assistance and infrastructure support - which have diminishing degrees of contact with the affected population. (OCHA)

Relief: Assistance and/or intervention during or after disaster to meet the life preservation and basic subsistence needs. It can be of emergency or protracted duration. (UN DHA)

PAY ATTENTION TO THE FOLLOWING PHRASES:

1. **By oneself – alone; without anybody's help.**
   A humanitarian emergency arises when such an event affects vulnerable populations who are unable to withstand the negative consequences **by themselves**.
2. **To meet one's needs**
   However, the priority in any humanitarian response, regardless of the kind of disaster, is to save lives and reduce suffering through **meeting** humanitarian **needs**.
3. **To depend on**
   How such needs are met **depends on** the specific emergency.

VOCABULARY FOCUS

- to withstand – to resist
- consequences – results – outcomes
- to recover – to get better / to recuperate / to get back on one's feet
- to include – to consist of
- major – main – important – significant – great
- to extend – to spread out
- regardless of – in spite of – despite
- urgent – immediate
- cause of – reason for
- loss of life – death
- widespread – large-scale – wide-ranging – extensive
- multi-faceted – many-sided
- hindrance – barrier – obstacle – obstruction – restriction – constraint
- to reduce – to decrease – to lower – to

Vocabulary focus ends at the next page →

diminish
- effort – attempt
- challenging – difficult – hard – complex
- set – batch – collection – series
- accordingly – appropriately – correspondingly – properly
- to respond to – to react to; to answer – to reply
- assistance – help

VOCABULARY EXERCISES

EXERCISE 1 Match the words to form meaningful phrases:

1. humanitarian	A. insecurity
2. armed	B. community
3. food	C. emergency
4. affected	D. conflict
5. displaced	E. population

Key: *humanitarian emergency, armed conflict, food insecurity, affected community, displaced population.*

IT'S TIME TO SPEAK!

Questions:

1. What is a humanitarian emergency?
2. Who are the most vulnerable groups in case of man-made or natural disasters?
3. What kind of life-saving assistance do survivors usually require?
4. What kinds of humanitarian crises can be identified?
5. What are the common typical features of complex emergencies?

Key:

1. *A humanitarian **emergency** is an event or series of events that represents a critical threat to the health, safety, security or wellbeing of a community or other large group of people, usually over a wide area.*
2. *Poor populations are more likely to be more vulnerable to man-made or **natural disasters**. Within affected communities, typically vulnerable groups include children, pregnant and nursing women, migrants, and displaced people.*
3. *Regardless of the type of disaster, survivors are left in urgent need of life-saving assistance such as shelter, food, water and health care.*
4. *Humanitarian crises can be grouped under the following headings:*

   - **Natural disasters**, which can be geophysical (e.g. earthquakes, tsunamis and volcanic eruptions), hydrological (e.g. floods, avalanches), climatological (e.g. droughts), meteorological (e.g. storms, cyclones), or biological (e.g. epidemics, plagues).
   - Man-made emergencies, such as **armed conflicts**, plane and train crashes, fires and industrial accidents.

- **Complex emergencies**, which often have a combination of natural and man-made elements, and different causes of **vulnerability** and a combination of factors leads to a humanitarian crisis. Examples include food insecurity, armed conflicts, and displaced populations.

5. **Complex emergencies** are typically characterized by:
   - **Extensive violence** and loss of life.
   - **Displacements** of populations.
   - Widespread **damage** to societies and economies.
   - The need for large-scale, multi-faceted **humanitarian assistance**.
   - The hindrance or prevention of **humanitarian assistance** by political and military constraints.
   - Significant security risks for humanitarian **relief** workers in some areas.

OVER TO YOU

1. What kinds of humanitarian crises do you have to deal with in your work?
2. What are the common challenges of the emergencies you respond to?

VIDEO

Watch the video https://www.youtube.com/watch?v=oIwB-Y6FUjY and answer the following questions.

1. When and where does the story take place? (June 1859, Northern Italy)
2. Who was Henry Dunant? What did he do? (Genevan merchant)
3. Where was Henry Dunant going? (he was on important business: was determined to be given an audience by Napoleon III, the powerful Emperor of France)
4. Who was fighting in the Battle of Solferino? (the French and Austrian Armies)
5. When Henry Dunant witnessed the horrible battle leaving thousands of the dead and wounded on both sides, what did he do?
   (Help was crucially needed. Resolutely he set up a makeshift hospital in the village church for the dying and wounded)
6. When was his book “A Memory of Solferino” published? (1862)
7. What did Dunant propose? (to establish in each country an independent body of helpers who could provide protection and care for the wounded in case of war regardless of the side)
8. Who formed the International Committee of the Red Cross (ICRC) (Dunant and four other men)
9. When was the International Diplomatic Conference in Geneva called? (1864)
10. What was the result of the conference? (the First Geneva Convention for mutual humanitarian aid and protection for wounded soldiers)

GRAMMAR FOCUS

The words in **bold type** are just common nouns used in the plural form. Make sure you know their singular forms. (See: Azar B.S. (2002) Understanding and Using English Grammar. Third Edition. White Plains, N. Y.: Pearson Education. P.100-101).

The *italicized nouns* are usually not used in the plural form. (See: Azar B.S. (2002) Understanding and Using English Grammar. Third Edition. White Plains, N. Y.: Pearson Education. P. 108-110).

What is a Humanitarian Emergency?

A humanitarian emergency is an event or series of **events** that represents a critical threat to the *health, safety, security or wellbeing* of a community or other large group of **people**, usually over a wide area.

Vulnerability

A humanitarian emergency arises when such an event affects vulnerable **populations** who are unable to withstand the negative **consequences** by themselves. "Vulnerability" refers to a reduced capacity of **individuals** or **groups** to resist and recover from life-threatening **hazards**, and is most often connected to *poverty*. That is, poor **populations** are more likely to be more vulnerable to man-made or natural **disasters**. Within affected **communities**, typically vulnerable **groups** include **children**, pregnant and nursing **women**, **migrants**, and displaced **people**.

Types of **Crises**

Armed **conflicts**, **epidemics**, *famine*, natural **disasters** and other major **emergencies** may all involve or lead to a humanitarian disaster that extends beyond the mandate or capacity of any single agency. Regardless of the type of disaster, **survivors** are left in urgent need of life-saving *assistance* such as shelter, *food*, *water* and *health care*.

Humanitarian **crises** can be grouped under the following **headings**:

- Natural **disasters**, which can be geophysical (e.g. **earthquakes**, **tsunamis** and volcanic **eruptions**), hydrological (e.g. **floods**, **avalanches**), climatological (e.g. **droughts**), meteorological (e.g. **storms**, **cyclones**), or biological (e.g. **epidemics**, **plagues**).
- Man-made **emergencies**, such as armed **conflicts**, plane and train **crashes**, **fires** and industrial **accidents**.
- Complex **emergencies**, which often have a combination of natural and man-made **elements**, and different **causes** of *vulnerability* and a combination of **factors** leads to a humanitarian crisis. Examples include food *insecurity*, armed **conflicts**, and displaced **populations**.

Complex **emergencies** are typically characterized by:

- Extensive *violence* and loss of life.
- **Displacements** of **populations**.
- Widespread damage to **societies** and **economies**.
- The need for large-scale, multi-faceted humanitarian *assistance*.
- The hindrance or *prevention* of humanitarian *assistance* by political and/or military **constraints**.
- Significant security **risks** for humanitarian relief **workers** in some **areas**.

It is not always easy to categorize a humanitarian disaster. However, the priority in any humanitarian response, regardless of the kind of disaster, is to save **lives** and reduce suffering through meeting humanitarian **needs**. How such **needs** are met depends on the specific emergency. For example, in armed **conflicts** more effort is taken to protect the **lives** of humanitarian **workers**. In **floods** and **tsunamis**, access to affected **populations** might sometimes be challenging.

Each humanitarian disaster has its own set of **challenges**, and must be responded to accordingly. **Phenomena** such as unplanned *urbanization*, *under-development*, *poverty* and climate change are all **factors** that can make humanitarian **emergencies** more complex.

VOCABULARY EXERCISES

EXERCISE 1 Match the words closest in meaning.

1. batch	11. many-sided	A. cause of	K. set
2. to reply	12. immediate	B. consequences	L. accordingly
3. reason for	13. to focus on	C. to recover	M. loss of life
4. main	14. obstacle	D. effort	N. to respond
5. results	15. to resist	E. to reduce	O. challenging
6. to consist of	16. to spread out	F. widespread	P. regardless of
7. to recuperate	17. correspondingly	G. multi-faceted	Q. to concentrate on
8. attempt	18. in spite of	H. to include	R. major
9. to decrease	19. difficult	I. hindrance	S. to extend
10. wide-ranging	20. death	J. to withstand	T. urgent

Key: *1K, 2N, 3A, 4R, 5B, 6H, 7C, 8D, 9E, 10F, 11G, 12T, 13Q, 14I, 15J, 16S, 17L, 18P, 19O, 20M*

A job advert: discussing interview techniques

Read the following job advert based on the **SOURCE**
https://hh.ua/vacancy/19286192?query=ngo

Emergency Response Advisor

SOS Children's Villages International is the umbrella organisation for over 130 SOS Children's Villages associations worldwide. As a non-governmental social development organisation we work in the field of alternative child care and prevention of separation of children from their families. For the **Regional Office CEE/CIS** we are looking for a committed Emergency Response Advisor.

Location Kiev, Ukraine

Tasks and Responsibilities:

- Providing expert advice to the regional management, key stakeholders in Member Associations and the federation
- Plan and monitor the Emergency Response Programmes
- Monitor jointly with Member Associations and with help of Early Warning Systems of potential humanitarian crisis in the region feeding information and observations into the global alert system
- Provide guidance and trainings to the Member Associations colleagues on every aspect of emergency programme implementation
- Advise Member Associations and regional colleagues and check standard emergency response documents (Humanitarian Appeal, Crisis Response form, Project documentation) in collaboration with relevant regional colleagues
- Supporting Member Associations in planning an emergency response project, including provision of technical and hands-on support during the implementation and evaluation phases of a respective ER project
- Active collaboration and information sharing with Global Emergency Response (GER) network
- Jointly with Regional Human Resources & Organisation Development team and MA HR Department assess capacity building needs of field staff and thereby coordinate trainings and capacity building measures

Requirements:

- Master's Degree in Disaster Management, Humanitarian Emergencies or other related field

- Minimum five years of experience in humanitarian aid context and/or work in the area of disaster management with focus on conflict sensitivity, post-conflict development and migratory crisis
- Minimum three years of experience relevant to PCM including project planning, budgeting, monitoring and reporting
- Demonstrated critical thinking, strategic planning, performance monitoring and knowledge on technical aspects of emergency project management and activities
- Demonstrable expertise on the use and contextualisation of humanitarian standards and principles such as The Sphere, Child Protection Minimum Standards, LEGS, INEE etc.
- Willingness and ability to commit 30% of working time to international travels, often to emergency countries within region and on short-term notice
- High level of computer literacy
- Fluency in English language, knowledge of Russian or any other language of the region is an asset

We Offer:

- Working for a meaningful cause
- A diverse range of interesting tasks in a leading international NGO's multicultural working environment
- Opportunities for further training and development

If you are interested in this position, please send your CV and motivation letter in English by 20 January 2017.

Nota Bene:

Interviewing technique affects both the style of an interview and the type of questions asked. Many interviews use a combination of approaches to discover as much as possible about the applicant.

EXERCISE With your partner, classify the following interview questions into three groups: Personal/ Psychological (PP), Academic and Professional Background (AP), Hypothetical (H). Then assess them on a scale of 1 to 5: where 5 = most useful in a job interview, and 1 = not useful at all. Give reasons for your assessments.

1. Can you give an example of a situation in your present job or in a previous job where you have been in conflict with colleagues?
2. Do you enjoy working alone or do you prefer teamwork?
3. How does your experience until now prepare you for the work in this organisation?
4. How does your family feel about your relocation to Kiev?
5. Given your lack of experience with NGOs – your background is in the education sector – is this likely to be a problem?

6. What do you do when you need to relax?
7. If the project you were responsible for was obviously failing to meet a deadline, what would you do to resolve the situation?
8. How do you see the future of Humanitarian Assistance and Emergency Response in ten years' time?
9. Can you describe a particular project that you have been closely involved with in your present job?

You may use the following phrases to express your thoughts:

Judging	**Agreeing / disagreeing**	**Hesitating**
I'm convinced / sure / positive	I agree with you/that…	Actually,
I think / believe / feel...	Up to a point, I agree with	Basically,
I tend to think . . .	you/that.	You see…
I'm inclined to think . . .	(I'm afraid) I disagree with	You know….
	you/that.	It's like this, you see….

Share your feedback with the rest of the group. Can you think of a few more most useful questions for a job interview?

For additional inquiry in formal writing, please see: Paul Emmerson, Email in English, Macmillan. P. 8-9.

EXERCISE Match the synonyms:

1. assistance	6. information	11.repair
2. due to	7. obtain / receive	12.request
3. enquire	8. occupation	13.requirements
4. further	9. possess	14.reserve
5. inform	10.provide	15.verify
A. ask	F. facts	K. help
B. ask for	G. to fix	L. job
C. because of	H. to get	M. more
D. to book	I. to give	N. needs
E. check/prove	J. to have	O. to tell

Key: *1K, 2C, 3A, 4M, 5O, 6F, 7H, 8I, 9J, 10I, 11G, 12B, 13N, 14D, 15E*

READING

What are Humanitarian Principles?

SOURCE OCHA On Message: What are Humanitarian Principles?

Humanitarian principles provide the **fundamental** foundations for humanitarian action.

Humanitarian principles are central to establishing and maintaining access to **affected populations** whether in the context of **a natural disaster**, **an armed conflict** or a complex **emergency**. Promoting **compliance with** humanitarian principles in humanitarian response is an essential element of effective **humanitarian coordination**.

Humanitarian Principles

Humanity – Human suffering must be **addressed** wherever it is found. The purpose of humanitarian action is **to protect** life and health and ensure respect for **human beings**.

Neutrality – Humanitarian actors must not take sides in hostilities or engage in controversies of a political, racial, religious or ideological nature.

Impartiality – Humanitarian action must be **carried out** on the basis of need alone, giving **priority** to the most urgent cases of distress and making no distinctions on the basis of nationality, race, gender, religious belief, class or political opinions

Operational Independence – Humanitarian action must be **autonomous** from the political, economic, military or other objectives that any actor may hold with regard to areas where humanitarian action is being implemented.

Much humanitarian action takes place in contexts of conflict or great **instability**. **Adherence to** the principles is what allows humanitarian action to be distinguished from the activities and objectives of other actors, and thus not considered **improper** interference in States' **domestic affairs**.

There are multiple pressures on humanitarian workers from various sources to compromise humanitarian principles. For example, **to provide humanitarian aid** as part of efforts to **achieve**

political **goals**. Maintaining principled humanitarian action in the face of these pressures is an essential task, but not an easy one. To compromise is **detrimental to** effective humanitarian action.

Humanitarian negotiations with all parties to conflict, for humanitarian purposes alone, are **essential**. This includes ongoing liaison and negotiation with non-state **armed groups**. Humanitarian principles underpin and inform such negotiations and help to realize the application of humanitarian principles in practice.

Reliefweb glossary of humanitarian terms

http://reliefweb.int/report/world/reliefweb-glossary-humanitarian-terms

Humanitarian Coordination: An approach based on the belief that a coherent response to an emergency will maximize its benefits and minimizes potential pitfalls. In each country, the coordination of UN humanitarian assistance is entrusted to the UN Resident and Humanitarian Coordinator. OCHA, under the direction of the Emergency Relief Coordinator, is responsible for the coordination of a humanitarian response in the event of a crisis and carries out this role according to approved policies and structures set by the IASC. This coordination involves developing common strategies with partners both within and outside the UN system, identifying overall humanitarian needs, developing a realistic plan of action, monitoring progress and adjusting programmes as necessary, convening coordination forums, mobilizing resources, addressing common problems to humanitarian actors, and administering coordination mechanisms and tools. It does not involve OCHA in the administration of humanitarian assistance. (OCHA)

Armed Group: An armed non-state actor engaged in conflict and distinct from a governmental force, whose structure may range from that of a militia to rebel bandits. (OCHA)

Emergency: A sudden and usually unforeseen event that calls for immediate measures to minimize its adverse consequences. (UN DHA)

Mandate: The legal framework that defines the responsibilities of UN Agencies, peacekeeping operations and other international organisations such as the International Committee for the Red Cross.

VOCABULARY FOCUS

- Fundamental
- Human being
- To address
- To carry out
- To protect
- Autonomous
- Stable (adj) – stability (n.) – instability (n.)
- Essential – very important
- Improper
- To achieve a goal
- Compliance with
- Priority

VOCABULARY EXERCISES

EXERCISE 1 Fill the words into the gaps in the correct form.

• carried out • adherence • achieve • priority • fundamental

1. Humanitarian action must give ..... to the most urgent cases.
2. Humanitarian action must be ..... on the basis of need alone.
3. Organisations put in a lot of effort to ..... their goals.
4. Humanitarian action is distinguished by its ..... to the humanitarian principles.
5. Humanitarian principles provide the ..... foundations for humanitarian action.

Key: *1 priority, 2 carried out, 3 achieve, 4 adherence, 5 fundamental*

EXERCISE 2 Which words from the article mean the following:

1. a man, woman, or child of the species Homo sapiens, distinguished from other animals by superior mental development, power of articulate speech.
2. to keep someone or something safe from harm, damage.
3. independent, free to control oneself.
4. very important.

Key: *1. A human being, 2 to protect, 3 autonomous, 4 essential*

EXERCISE 3 Form the word combinations as they were used in the article.

1. a natural	A. affairs
2. an armed	B. goals
3. domestic	C. disaster
4. political	D. instability
5. great	E. conflict

Key: *1C, 2E, 3A, 4B, 5D*

EXERCISE 4 What nouns can be used with the adjective humanitarian?

Key: *humanitarian coordination, action, principles, response, negotiations, actors*

IT'S TIME TO SPEAK! COMPREHENSION CHECK

Questions:

1. Why are humanitarian principles important in humanitarian work?

2. What are the main humanitarian principles?
3. What is the practical operational relevance of humanitarian principles?
4. Explain the difference between the principle of neutrality and impartiality.

Key:

1. *Humanitarian principles provide the fundamental foundations for humanitarian action. Humanitarian principles are central to establishing and maintaining access to affected populations.*
2. *They are: Humanity, Neutrality, Impartiality, Operational Independence.*
3. *Promoting compliance with humanitarian principles in humanitarian response is an essential element of effective humanitarian coordination.*
4. *Neutrality means not to take sides in a conflict or engage in political or ideological discussions. This relates to how you engage with other actors at the field level. Impartiality means that aid is provided on the basis of need alone without discrimination and relates to how you relate to beneficiaries.*

OVER TO YOU

1. Are humanitarian principles really so essential?
2. Have you ever applied any of the principles mentioned above in practice?
3. Do you know any situations when these principles were not observed?

A ROLE PLAY

Work in groups. You are on a field visit with your international colleagues. Explain to the authorities your humanitarian mandate and the project goals (to supply the most vulnerable people in the area with food and medicine). Be ready to answer the authorities' questions.

VIDEO

Watch the video episode and answer the questions below.
https://www.youtube.com/watch?v=hWtdpxxVy2A

1. What is the purpose of humanitarian aid?
2. When and why did these principles appear?

Key:

1. *Its purpose is to save lives, relieve suffering, and support a person's dignity in case of a crisis.*
2. *They appeared after the World War II.*

WRITING

There are many ways to introduce the subject of your written message, including:

- With reference to…
- Further to…
- I am writing in connection with…
- With regard to…

If you are giving good/bad news:

- I am pleased/ delighted/ happy to tell / inform you that…
- We/I regret to tell you that
- I am sorry to tell/inform you that
- I am afraid I won't be able to….

If you are trying to explain the reasons for something:

This is owing to / due to/ as a result of / because of…

EXERCISE Using the phrases above write messages about the following:

1. Write a reply to a donor's request to arrange a meeting. Confirm the meeting, set the day and time.
2. You need to cancel an arranged meeting with your donor because you have to go on an urgent business trip.

IT'S GRAMMAR TIME!
MODALS OF OBLIGATION

I. Should + Present Simple Tense

'Should' expresses advisability ("This is a good idea"), a suggestion, a responsibility or duty ("This is a very important thing to do"). ***'Shouldn't'*** means that it is not a good idea to do something.

Let's have a look at text 1 and see how ***'should'*** *is used in the article.*

- *Non Profit:* An NGO is not meant to make a profit. In case an NGO **conducts** some revenue generating activity, the profit earned **should not be** distributed amongst the board members. Instead it **should be used** to carry out NGO activities.
- *Social Values:* An NGO **should address** a social cause and should work towards the public good. The activities undertaken by the NGO **should improve** the conditions of disadvantaged people.
- *Voluntary:* These organizations are formed by the free will of the founding member.
- *Legally registered:* NGOs **should** be legally registered as per country norms.
- *Independent:* NGOs are independent of government or private interference. They are controlled by their management board and work independently.
- *Non-criminal:* NGOs **should not indulge** in anti-social and/or criminal activities.

II Must + Present Simple

This construction is used to express a strong necessity, to show that something is very important.

'Must not' expresses prohibition to do something. It is important to remember that **'must'** is used only in present tense. In the past and future ***have to*** is used. Have a look at the following examples:

Yesterday we had to complete the presentation.

Did you have to complete the presentation? Tomorrow we will have to speak to the director.

Humanity – Human suffering **must be addressed** wherever it is found. The purpose of humanitarian action is to protect life and health and ensure respect for human beings.

Neutrality – Humanitarian actors **must not take** sides in hostilities or engage in controversies of a political, racial, religious or ideological nature.

Impartiality – Humanitarian action **must be carried out** on the basis of need alone, giving priority to the most urgent cases of distress and making no distinctions on the basis of nationality, race, gender, religious belief, class or political opinions

Operational Independence – Humanitarian action **must be autonomous** from the political, economic, military or other objectives that any actor may hold with regard to areas where humanitarian action is being implemented.

'Must' and **'have to'** both express necessity. In the present we use 'must' when the speaker decides that something is necessary. We use 'have to' when somebody else other than the speaker has made the decision.

'Must' is usually stronger than **'have to'** and can indicate urgency or stress importance.

But their negative forms have a completely different meaning.

Must not – means prohibition, it is forbidden to do something. *Humanitarian actors **must not take** sides in hostilities.*

Don't have to – it is not necessary to do something. The synonyms are – *don't need to, **needn't do**. You don't have to help me, but thank you anyway*.

EXERCISE 1 Fill in **'must'** or **'must not'**.

1. Humanitarian actors ..... comply with humanitarian principles.
2. Human suffering ..... be addressed wherever it is found.
3. Humanitarian actors ..... take sides in hostilities.
4. Everybody's life ..... be protected.
5. Any distinctions ..... be made on the basis of nationality, race, gender, religious belief, class or political opinions.
6. Humanitarian action ..... be carried out on the basis of need alone.

Key: *1 must, 2 must, 3 must not, 4 must, 5 must not, 6 must*

EXERCISE 2 Fill in the gaps with **'mustn't'** or **'don't have to'**

1. – Shall I help you with your shopping? – No, you ....., I can manage by myself.
2. You ..... play football inside the house. You can break something.
3. You ..... be late for work tomorrow morning. We are supposed to meet the delegation.
4. You ..... take the books from the library. You can only read them here.
5. Shall I make an appointment for you at the dentist? – No, you ..... I'll do it myself.

Key: *1 don't have to, 2 mustn't, 3 mustn't, 4 mustn't, 5 don't have to*

EXERCISE 3 Use **'have to'** in the appropriate tense.

1. Bill starts work at 5a.m. so he ..... (to get up) at 4a.m.
2. There was a lot of noise from the street so we ..... (to close) the window.
3. ..... (you/finish) the presentation yesterday?
4. Our plane is at 8 a.m. tomorrow, so we ..... (to leave) home at 5 a.m.
5. ..... (Paul/to travel) at his new job a lot? Is he enjoying it?
6. – The bus was late again. – How long ..... (you/to wait)?
7. There was nobody to help me, I ..... (to do) everything by myself.

Key: *1 has to, 2 had to, 3 have to, 4 will have to, 5 does all have, 6 does all have, 7 had to*

EXERCISE 4 Read the situations below and complete the sentences using **'should'** or **'shouldn't'**.

1. Peter and Cathy are planning to get married. You think it's a bad idea. I .....
2. Julia has a bad cold but plans to go out this evening. You don't think it's a good idea. You .....
3. Peter doesn't know whether to apply for a new job. Encourage him. You .....
4. The government wants to increase taxes but you don't think it's a good idea .....

Key:

1. I think they shouldn't get married.
2. You shouldn't go out this evening.
3. You should apply for a new job.
4. They shouldn't increase taxes.

READING

Humanitarian needs. Overview.

SOURCE Humanitarian Coalition

When a humanitarian **disaster** hits, affected communities frequently require essential, appropriate and timely **humanitarian assistance**.

Relief Aid: Relief aid refers to the provision of such **assistance** to those affected by a **disaster**, based on an initial rapid **assessment** of needs, and designed to contribute effectively to their **recovery**. It consists of the delivery of a specific quantity and quality of goods to a group of beneficiaries, according to selection criteria that identify needs and target those that are least able to provide for themselves.

In response to any **emergency** humanitarian agencies need to pay close attention to the particular needs of communities affected and ensure that their work is coordinated so that a humanitarian response to a situation is the most efficient and helpful it could be. It is important to support local markets in meeting humanitarian needs, and agencies must avoid sending unnecessary goods that do not respond to specific humanitarian needs.

Relief aid responds to the humanitarian needs unique to any single **emergency**, and can be subdivided into the following categories:

Food: It is essential in every crisis to first determine whether food supply is a correct response. If that kind of response is appropriate, a comprehensive survey should be conducted to define the composition of the food. In every instance, it is necessary to ensure that food donations are culturally and nutritionally appropriate for the affected population and that the costs of their purchase, transportation, storage and distribution are kept to a minimum.

Food assistance will not be needed where **disasters** have no major effect on food stocks or crops, where the effect is localized, or when people are able to draw on their own savings or food reserves. It is important to support local food markets whenever possible, and for agencies and donors to buy food closer to where it is needed. This would make it cheaper, faster and easier to find food people are used to eating.

Shelter: **Shelter** is a critical determinant of survival in the initial stages of a **disaster**. Beyond survival, **shelter** is necessary for security and personal safety, protection from the elements and resistance to disease. Shelter **assistance** is provided to individual households for the repair or construction of dwellings or the settlement of **displaced** households within existing accommodation or communities. When it is not possible to provide individual **shelter**, collective shelter is provided in suitably large public buildings or structures, such as warehouses, halls or barracks, or in temporary planned or self-settled camps. For more information on **shelter** in **emergencies**, please refer to the fact sheet on **shelter**.

Non-food Items: When people have lost everything in a **disaster**, they require basic and culturally appropriate goods and supplies to maintain their health, privacy and dignity, to meet their personal hygiene needs, to prepare and eat food and to achieve necessary levels of thermal comfort. These items might include clothing, blankets, bedding, stoves and kitchen sets, water containers and hygiene products.

Water, Sanitation and Hygiene Promotion: The lack of access to safe water and **sanitation** facilities is a major cause of death, disease and loss of dignity in most of the world's poorer countries. Over 1.1 billion people do not have access to clean water and more than 2.6 billion people do not have access to basic **sanitation**. More than 2 million people, the majority of whom are children under 5, die every year due to a lack of improved water sources and basic **sanitation**.

The problems caused by a lack of access to safe water and **sanitation** are made much worse during **disasters** and crises, and are increasingly influenced by **climate change**, rapid unplanned urbanization, increasing **epidemics** and pandemics, population movement and **conflict**. Lack of safe water is the most common and preventable underlying cause of disease and death in the world today.

Emergencies have major consequences on the health of affected populations. Children and women are particularly vulnerable to **malnutrition**, disease and **violence**. In the past decade, an estimated 2 million children have died as a result of **armed conflict** alone. This is largely due to the interruption of existing health and social services. This is often compounded by population **displacement**, lack of access to food and other essential commodities, overcrowding, and poor water and sanitation facilities. Excess morbidity and mortality results from the indirect causes of conflict or natural disasters, such as **malnutrition** and communicable diseases.

More Information

- *ReliefWeb: www.reliefweb.int*
  an information portal on emergencies, hosted by the UN Office for the Coordination of Humanitarian Affairs (OCHA)
- *IRIN News: www.irinnews.org*
  humanitarian news and analysis
- *Smart Giving: http://humanitariancoalition.ca/how-to-help/smart-giving*
  Humanitarian Coalition.

Reliefweb glossary of humanitarian terms

http://reliefweb.int/report/world/reliefweb-glossary-humanitarian-terms

Disaster: A serious disruption of the functioning of a community or a society causing widespread human, material, economic or environmental losses which exceed the ability of the affected community or society to cope using its own resources.

Comment: Disasters are often described as a result of the combination of a natural hazard, the conditions of vulnerability, and insufficient capacity or measures to reduce or cope with the potential negative consequences. A disaster also may be seen as an outcome of the "risk process", the interactions of the above three factors over time that lead to the development of disaster risks and the expression of that risk through disaster events. (ISDR)

Assistance: Aid provided to address the physical, material and legal needs of persons of concern. This may include food items, medical supplies, clothing, shelter, seeds and tools, as well as the provision of infrastructure, such as schools and roads. "Humanitarian assistance" refers to assistance provided by humanitarian organization for humanitarian purposes (i.e., non-political, non-commercial, and non-military purposes). In UNHCR practice, assistance supports and complements the achievement of protection objectives. (UNHCR)

Humanitarian Assistance: Aid that seeks, to save lives and alleviate suffering of a crisis-affected population. Humanitarian assistance must be provided in accordance with the basic humanitarian principles of humanity, impartiality and neutrality, as stated in General Assembly Resolution 46/182. In addition, the UN seeks to provide humanitarian assistance with full respect for the sovereignty of States. Assistance may be divided into three categories - direct assistance, indirect assistance and infrastructure support - which have diminishing degrees of contact with the affected population. (OCHA)

Relief: Assistance and/or intervention during or after disaster to meet the life preservation and basic subsistence needs. It can be of emergency or protracted duration. (UN DHA)

Assessment: Assessment (and Re-Assessment): The set of activities necessary to understand a given situation, entails the collection, up-dating and analysis of data pertaining to the population of concern (needs, capacities, resources, etc.), as well as the state of infrastructure and general socio-economic conditions in a given location/area. (UNHCR)

Recovery: A focus on how best to restore the capacity of the government and communities to rebuild and recover from crisis and to prevent relapses into conflict. In so doing, recovery seeks not only to catalyze sustainable development activities, but also to build upon earlier humanitarian programmes to ensure that their inputs become assets for development. (UNHCR)

Emergency: A sudden and usually unforeseen event that calls for immediate measures to minimize its adverse consequences. (UN DHA)

Emergency Relief: The immediate survival assistance to the victims of crisis and violent conflict. Most relief operations are initiated on short notice and have a short implementation period (project objectives are generally completed within a year). The main purpose of emergency relief is to save lives. (UNHCR)

Disaster: A serious disruption of the functioning of a community or a society causing widespread human, material, economic or environmental losses which exceed the ability of the affected community or society to cope using its own resources.

Comment: Disasters are often described as a result of the combination of a natural hazard, the conditions of vulnerability, and insufficient capacity or measures to reduce or cope with the potential negative consequences. A disaster also may be seen as an outcome of the "risk process", the interactions of the above three factors over time that lead to the development of disaster risks and the expression of that risk through disaster events. (ISDR)

Shelter: Physical protection requirements of disaster victims who no longer have access to normal habitation facilities. Immediate post-disaster needs are met by the use of tents. Alternatives may include polypropylene houses, plastic sheeting, geodesic domes and other similar types of temporary housing. (UN DHA)

Sanitation: The application of measures and techniques aimed at ensuring and improving general hygiene in the community, including the collection, evacuation and disposal of liquid and solid wastes, as well as measures for creating favourable environmental conditions for health and disease prevention. (UN DHA)

Climate Change: (a) The Inter-governmental Panel on Climate Change (IPCC) defines climate change as "a change in the state of the climate that can be identified (e.g., by using statistical tests) by changes in the mean and/or the variability of its properties, and that persists for an extended period, typically decades or longer. Climate change may be due to natural internal processes or external forcings, or to persistent anthropogenic changes in the composition of the atmosphere or in land use".

Epidemic(s): Affecting or tending to affect a disproportionately large number of individuals within a population, community, or region at the same time. Non-pandemic disease attacking many individuals in a same community during short terms (days, weeks, months maximum), such as cholera, typhoid, bubonic plague, etc. (GLIDE)

Conflict: "A social factual situation in which at least two parties (individuals, groups, states) are involved, and who:

1. strive for goals which are incompatible to begin with or strive for the same goal, which, can only be reached by one party; and/or
2. want to employ incompatible means to achieve a certain goal." (Wasmuth, 1996:180- 181). (FEWER)

Malnutrition: Malnutrition encompasses a range of conditions, including acute malnutrition, chronic malnutrition and micronutrient deficiencies. Acute malnutrition refers to wasting (thinness) and/or nutritional oedema, while chronic malnutrition refers to stunting (shortness). Stunting and wasting are two forms of growth failure. (Sphere)

Violence: The concept of violence is contested, and definitions generally reflect moral and political motivations. A relatively neutral definition is "psychological or physical force exerted for the purpose of injuring, damaging, or abusing people or property" (US Department of Justice, 1996:D-3). (+) (FEWER)

- **Violence, cultural:** New term introduced by J. Galtung,; "[t]hose aspects of culture, the symbolic sphere of our existence - exemplified by religion and ideology, language and art, empirical science and formal science (logic, mathematics) - that can be used to justify, legitimise, or direct structural violence" (Galtung, 1996:196). (FEWER)
- **Violence, psychological:** Indirect acts of negative influence that aim to affect or arouse fear or break mental resistance of a target audience by indoctrination (brainwashing), misinformation, propaganda, blackmail or terror. (FEWER)
- **Violence, structural:** Introduced by J. Galtung this is a broad concept referring to concealed violence in unjust, unequal and unrepresentative social structures, and to situations in which the "actual somatic and mental realisations of human beings are below their potential realisations." (cit. International Alert, II:5). (FEWER)

Armed Conflict: A dispute involving the use of armed force between two or more parties. International humanitarian law distinguishes between international or non-international armed conflicts.

- **International armed conflict:** A war involving two or more States, regardless of whether declaration of war has been made or whether the parties recognize that there is a state of war.
- **Non-international armed conflict:** A conflict in which government forces are fighting with armed insurgents, or armed groups are fighting amongst themselves. (OCHA)

Displacement: Forcible or voluntary uprooting of persons from their homes by violent conflicts, gross violations of human rights and other traumatic events, or threats thereof. Persons who remain within the borders of their own country are known as internally displaced persons. Persons who are forced to flee outside the borders of their state of nationality or residence for reasons based on a well-founded fear of persecution on the grounds identified in the 1951 Refugee Convention or to flee conflict in the case of States Parties to the 1969 OAU Convention or 1984 Cartagena Declaration on Refugees are known as refugees. (OCHA)

Malnutrition: Malnutrition encompasses a range of conditions, including acute malnutrition, chronic malnutrition and micronutrient deficiencies. Acute malnutrition refers to wasting (thinness) and/or nutritional oedem.

PAY ATTENTION TO THE FOLLOWING PHRASES:

1. **To contribute to – to promote; to support**
   Relief aid refers to the provision of assistance to those affected by a disaster, based on an initial rapid assessment of needs. That assistance should be designed **to contribute** effectively **to** their recovery.
2. **To pay attention to – to consider; to notice**
   In response to any emergency humanitarian agencies need **to pay** close **attention to** the particular needs of affected communities and ensure that their work is coordinated so that a humanitarian response to a situation is as efficient and helpful as possible.
3. **To avoid something / doing something – to refrain from something / doing something.**
   It is important to support local markets in meeting humanitarian needs. Agencies must **avoid** send**ing** unnecessary goods that do not respond to specific humanitarian needs.
4. **To conduct a survey**
   If a certain kind of response (ie food assistance) is appropriate, **a** comprehensive **survey** should be **conducted** to define the specifics (ie. the composition of the food parcel).
5. **To be used to something / doing something – to be accustomed to something / doing something**
   This would make it cheaper, faster and easier to find the type of food that people **are used to** eat**ing**.

VOCABULARY FOCUS

Enrich your vocabulary. The following words are close in meaning.

- Frequently – often
- To require – to need – to call for
- Essential – vital – important – indispensable – necessary
- Appropriate – suitable – relevant
- Initial – first – primary – introductory
- Rapid – fast – quick – swift
- To target – to aim at
- To ensure – to make sure
- To determine – to verify
- Stock – supply – reserve
- Accommodation – lodgings – housing
- Lack – shortage – deficiency – insufficiency
- Vulnerable (to) – exposed (to) – susceptible (to)
- Due to – because of
- Commodities – goods – produce – products
- Communicable – transferrable – transmittable – contagious

VOCABULARY EXERCISES

EXERCISE 1 Translate the following verbs and make nouns out of them adding the appropriate ending: - ment, - ion, -y.

1. To require
2. To assess
3. To settle
4. To move
5. To achieve
6. To place
7. To displace
8. To contribute
9. To distribute
10. To protect
11. To construct
12. To prevent
13. To deliver
14. To recover

IT'S TIME TO SPEAK! COMPREHENSION CHECK

Questions:

1. What categories can relief aid be subdivided into?
2. What should be taken into consideration in providing food as a kind of humanitarian assistance?
3. What kinds of shelter assistance can be provided in emergencies?
4. What is meant by (NFIs) non-food items as a means of humanitarian assistance?
5. What is the most common and preventable cause of disease and death during disasters and crises?

Key:

1. *Relief aid can be subdivided into the following categories: food, shelter, non-food items, water, sanitation and hygiene promotion.*
2. *Food: It is essential in every crisis to first determine whether food supply is a correct response. If that kind of response is appropriate, a comprehensive survey should be conducted to define the composition of the food. In every instance, it is necessary to ensure that food donations are culturally and nutritionally appropriate for the affected population and that the costs of their purchase, transportation, storage and distribution are kept to a minimum.*
   Food assistance will not be needed where disasters have no major effect on food stocks or crops, where the effect is localized, or when people are able to draw on their own savings or food reserves. It is important to support local food markets whenever possible, and for agencies and donors to buy food closer to where it is needed. This would make it cheaper, faster and easier to find food people are used to eating.
3. *Shelter assistance is provided to individual households for the repair or construction of dwellings or the settlement of displaced households within existing accommodation or communities. When it is not possible to provide individual shelter, collective shelter is provided in suitably large public buildings or structures, such as warehouses, halls or barracks, or in temporary planned or self-settled camps.*
4. *Non-food items are basic and culturally appropriate goods and supplies to maintain their health, privacy*

and dignity, to meet their personal hygiene needs, to prepare and eat food and to achieve necessary levels of thermal comfort. These items might include clothing, blankets, bedding, stoves and kitchen sets, water containers and hygiene products.

5. *Lack of safe water is the most common and preventable underlying cause of disease and death in the world today.*

OVER TO YOU

1. What kind of humanitarian assistance did / do you provide? Share your experience with the group.
2. What kind of humanitarian assistance is the most challenging to provide? Why?
3. How do you select your beneficiaries?
4. What kind of NFIs are the most needed by affected populations in Ukraine?

IT'S GRAMMAR TIME!

The words in bold type are adjectives used in the degrees of comparison. Make sure you know their comparative and superlative degrees. (See: Murphy English Grammar in Use Units (105-108)).

Humanitarian needs

When a humanitarian disaster hits, affected communities frequently require essential, appropriate and timely humanitarian assistance.

Relief Aid:

Relief aid refers to the provision of such assistance to those affected by a disaster, based on an initial rapid assessment of needs, and designed to contribute effectively to their recovery. It consists of the delivery of a specific quantity and quality of goods to a group of beneficiaries, according to selection criteria that identify needs and target those that are **least able** to provide for themselves.

In response to any emergency humanitarian agencies need to pay close attention to the particular needs of communities affected and ensure that their work is coordinated so that a humanitarian response to a situation is **the most efficient** and **helpful** it could be. It is important to support local markets in meeting humanitarian needs, and agencies must avoid sending unnecessary goods that do not respond to specific humanitarian needs.

Relief aid responds to the humanitarian needs unique to any single emergency, and can be subdivided into the following categories:

Food: It is essential in every crisis to first determine whether food supply is a correct response. If that kind of response is appropriate, a comprehensive survey should be conducted to define the composition of the food. In every instance, it is necessary to ensure that food donations are culturally and nutritionally appropriate for the affected population and that the costs of their purchase, transportation, storage and distribution are kept to a minimum.

Food assistance will not be needed where disasters have no major effect on food stocks or crops, where the effect is localized, or when people are able to draw on their own savings or food reserves. It is important to support local food markets whenever possible, and for agencies and donors to buy food closer to where it is needed. This would make it **cheaper**, **faster** and **easier** to find food people are used to eating.

Shelter: Shelter is a critical determinant of survival in the initial stages of a disaster. Beyond survival, shelter is necessary for security and personal safety, protection from the elements and resistance to disease. Shelter assistance is provided to individual households for the repair or construction of dwellings or the settlement of displaced households within existing accommodation or communities. When it is not possible to provide individual shelter, collective shelter is provided in suitably large public buildings or structures, such as warehouses, halls or barracks, or in temporary planned or self-settled camps. For more information on shelter in emergencies, please refer to the fact sheet on shelter.

Non-food Items: When people have lost everything in a disaster, they require basic and culturally appropriate goods and supplies to maintain their health, privacy and dignity, to meet their personal hygiene needs, to prepare and eat food and to achieve necessary levels of thermal comfort. These items might include clothing, blankets, bedding, stoves and kitchen sets, water containers and hygiene products.

Water, Sanitation and Hygiene Promotion: The lack of access to safe water and sanitation facilities is a major cause of death, disease and loss of dignity in most of the world's poorer countries. Over 1.1 billion people do not have access to clean water and more than 2.6 billion people do not have access to basic sanitation. More than 2 million people, the majority of whom are children under 5, die every year due to a lack of improved water sources and basic sanitation.

The problems caused by a lack of access to safe water and sanitation are made much **worse** during disasters and crises, and are increasingly influenced by climate change, rapid unplanned urbanization, increasing epidemics and pandemics, population movement and conflict. Lack of safe water is **the most common** and preventable underlying cause of disease and death in the world today.

Emergencies have major consequences on the health of affected populations. Children and women are particularly vulnerable to malnutrition, disease and violence. In the past decade, an estimated 2 million children have died as a result of armed conflict alone. This is largely due to the interruption of existing health and social services. This is often compounded by population

displacement, lack of access to food and other essential commodities, overcrowding, and poor water and sanitation facilities. Excess morbidity and mortality results from the indirect causes of conflict or natural disasters, such as malnutrition and communicable diseases.

VOCABULARY EXERCISES

EXERCISE 1 Match the words closest in meaning

1. to decrease	11. suitable	A. to ensure	K. to require
2. consequences	12. contagious	B. to reduce	L. lack
3. to make sure	13. indispensable	C. to target	M. frequently
4. goods	14. to need	D. to resist	N. vulnerable
5. to aim at	15. reason of	E. rapid	O. results
6. often	16. to withstand	F. to determine	P. due to
7. swift	17. lodgings	G. initial	Q. essential
8. susceptible	18. to verify	H. stock	R. commodities
9. primary	19. because of	I. appropriate	S. cause for
10. deficiency	20. supply	J. accommodation	T. communicable

Key: *1B, 2O, 3A, 4R, 5C, 6M, 7E, 8N, 9G, 10L, 11I, 12T, 13Q, 14K, 15S, 16D, 17J, 18F, 19P, 20H*

VIDEO

Watch and listen to Beyoncé's official United Nations World Humanitarian Day Performance video for 'I Was Here'
https://www.youtube.com/watch?v=i41qWJ6QjPI

Song facts:

"**I Was Here**" is a song recorded by American R&B recording artist Beyoncé from her fourth studio album, 4 (2011). A music video for the song was released on August 19, 2012 and it features Beyoncé performing the song live at the United Nations General Assembly while images of volunteers doing humanitarian work were projected on the screen behind her. It was donated to the World Humanitarian Day and aimed to create social media history with one billion people sharing the message of doing something good for another person.

World Humanitarian Day is a day dedicated to recognize humanitarian personnel and those who have lost their lives working for humanitarian causes. It was designated by the United Nations General Assembly and set as 19 August. It marks the day on which the then Special Representative of the Secretary-General to Iraq, Sérgio Vieira de Mello and 21 of his colleagues were killed in the bombing of the UN Headquarters in Baghdad.

EXERCISE Listen to the song one more time and fill in the missing words below.

Beyoncé - I Was Here Here (United Nations World Humanitarian Day Performance Video)

I want to leave my footprints on the sand of time
Know there was something that, something that I …… behind
When I leave this world, I'll leave no regrets
Leave something to ……, so they won't forget
I was here, I ……., I loved, I was here
I did, I've done, everything that I …….
And it was ……. than I thought it would be
I will leave my mark, soul, everyone will know, I was here
I wanna say I lived each day, until I …….
You know that I, meant something in somebody's life
The hearts I have touched
Will be the ……. that I leave
That I made a …….
And this world will see
I was here, I lived, I loved, I was here
I did, I've done, everything that I …….
And it was ……. than I thought it would be
I will leave my mark so everyone will know
I was here, I lived, I loved, I was here
I did, I've done, everything that I …….
And it was …….. than I thought it would be
I will leave my mark so everyone will know, I was here
I just want them to know
That I gave my all, did my …….
Brought someone some happiness
Left this world a little ……. just because, I was here
I was here, I lived, I loved, I was here
I did, I've done, everything that I …….
And it was …… than I thought it would be
I wanna leave my mark so everyone will know
I was here, I lived, I loved, I was here
I did, I've done
I was here, I lived, I loved, I was here
I did, I've done,
I was here

Key:

I want to leave my footprints on the sand of time
Know there was something that, something that I ***left*** *behind*
When I leave this world, I'll leave no regrets
Leave something to ***remember****, so they won't forget*
I was here, I ***lived****, I loved, I was here*
I did, I've done, everything that I ***wanted***
And it was ***more*** *than I thought it would be*
I will leave my mark, soul, everyone will know, I was here
I wanna say I lived each day, until I ***died***
You know that I, meant something in somebody's life
The hearts I have touched
Will be the ***proof*** *that I leave*
That I made a ***difference***
And this world will see
I was here, I lived, I loved, I was here
I did, I've done, everything that I ***wanted***
And it was ***more*** *than I thought it would be*
I will leave my mark so everyone will know
I was here, I lived, I loved, I was here
I did, I've done, everything that I ***wanted***
And it was ***more*** *than I thought it would be*
I will leave my mark so everyone will know, I was here
I just want them to know
That I gave my all, did my ***best***
Brought someone some happiness
Left this world a little ***better*** *just because, I was here*
I was here, I lived, I loved, I was here
I did, I've done, everything that I ***wanted***
And it was ***more*** *than I thought it would be*
I wanna leave my mark so everyone will know
I was here, I lived, I loved, I was here
I did, I've done
I was here, I lived, I loved, I was here
I did, I've done,
I was here

For the inquiry in formal writing, please, see: Paul Emmerson, Email in English, Macmillan. P. 22-23

READING

Humanitarian Crisis in the East of Ukraine. Overview.

SOURCE Humanitarian Needs Overview. 2016

Needs and Key Figures

The conflict that started in eastern Ukraine in April 2014 and **intensified** towards early 2015 **resulted in significant human loss, extensive suffering** and significant civilian **displacement. Despite** the signing of Minsk II Agreements in February 2015, **insecurity** continued in several locations along the 'contact line' between Government forces and armed groups. The September 2015 renewed ceasefire agreed by parties to the conflict **to enable** the start of the school year has been largely holding and has marked a significant **reduction** in clashes and shelling, bringing **partial** relief for people who had been **living under the threat of violence** for many months. Humanitarian organizations **estimate** that, as of October 2015, at least 3.7 million people have been affected in Ukraine both directly and indirectly, and 3.1 million of them need humanitarian assistance. The reduced number of people in need of humanitarian assistance in comparison to the estimates of HRP 2015 is a result of a more **accurate** reflection of assessments and population data analysis.

HUMANITARIAN NEEDS

Protection

The conflict is **having a disproportionate impact on** civilians who are paying the highest price with lives lost, major displacement and enormous suffering endured. Armed clashes and indiscriminate **shelling** resulted in civilian deaths and **injuries**; massive displacement; significant damage and destruction of housing, property and infrastructure hampering access to water, health and social services. People's right to freedom of movement has been of significant concern **due to** the presence of armed actors and security constraints. While the level of violence has reduced, civilians continue to lose lives due to **UXO** and mine contamination spread across civilian settlements, agricultural fields, roads and bridges. Stretched resources and **burden on** communities hosting **IDPs** lead to social tension.

Access

Since the end of 2014 access to commercial supplies of food and medicines, as well as social services and welfare payments has been **suspended** for civilians living in the areas along the 'contact line' and beyond Government control. A number of basic infrastructure facilities have been damaged or destroyed, further **hindering** access of civilians to basic services.

Emergency Water, Food, Health and Shelter

Time-critical humanitarian needs of conflict-affected population in water, food, health and shelter continue to be **acute**, especially for those living close to the 'contact line'. Security concerns for population remain and the situation is of special concern as the population in conflict-affected areas braces for the second winter when the temperature can drop to minus 20 degrees Celsius.

Access to Critical Basic Services, Markets

Ukraine's **capacity** to provide basic services exists, this has been put at severe strain in water, food, health by the conflict. Critical infrastructure such as water, gas, electricity and heating, which are highly **interdependent** and serve both sides of the 'contact line', are **severely** weakened and suffered damages. Markets and financial services are disrupted, especially in areas **beyond Government control**. **Complementary** humanitarian and longer term actions are urgently required to avoid the further deterioration of the humanitarian situation. The basis for rehabilitation of infrastructure, human capacity and economic, social and legal resources need to be **laid down** today.

IMPACT OF THE CRISIS

In the eyes of the world the humanitarian **consequences** of the armed conflict in Ukraine are largely **invisible**, despite the ongoing loss of civilian life and deepening hardship for the people. Since April 2014, the conflict has resulted in **substantial** humanitarian suffering across Ukraine, **notwithstanding** the 'Full package of measures' agreed in Minsk on 12 February, and the recent renewed **ceasefire**.

This conflict is happening on Europe's doorstep; it is political in nature and requires a political solution, only then the humanitarian crisis will **diminish. Lack of trust** between parties to the conflict, and increasingly within society at large, creates an additional layer of concern.

Some 2.7 million people living in **non-government controlled areas (NGCAs)** have seen their freedom of movement, access to life-saving services, goods, social entitlement and pensions and banking, postal and notary services disrupted since November 2014, owing to Government decisions. Many people also fled the conflict area, within Ukraine and abroad. While official Government statistics indicate a higher number, the humanitarian community estimates that approximately 0.8 million people are based in Government controlled areas of

Ukraine. Following the unrecognized March 2014 referendum in the Autonomous Republic of Crimea (ARC) 4,000 civilians left for mainland Ukraine. Donetska and Luhanska oblasts witnessed intense fighting between May 2014 and September 2015, with **spikes** of violence in June-August 2014 and again in January-February and in July 2015.

VOCABULARY FOCUS

- to intensify
- to result in significant human loss
- extensive suffering
- displacement
- despite
- insecurity
- to enable
- reduction
- partial
- to live under the threat of violence
- estimate
- accurate
- to have an impact on
- shelling
- injuries
- burden on
- IDP (internally displaced person)
- suspend
- to hinder
- acute
- capacity
- interdependent
- severely
- beyond Government control
- complementary
- laid down
- consequences
- invisible
- substantial
- notwithstanding
- ceasefire
- diminish
- lack of trust
- non-government controlled areas (NGCAs)
- spike

Reliefweb glossary of humanitarian terms

http://reliefweb.int/report/world/reliefweb-glossary-humanitarian-terms

Displacement: Forcible or voluntary uprooting of persons from their homes by violent conflicts, gross violations of human rights and other traumatic events, or threats thereof. Persons who remain within the borders of their own country are known as internally displaced persons. Persons who are forced to flee outside the borders of their state of nationality or residence for reasons based on a well-founded fear of persecution on the grounds identified in the 1951 Refugee Convention or to flee conflict in the case of States.

Humanitarian Assistance: Aid that seeks, to save lives and alleviate suffering of a crisis-affected population. Humanitarian assistance must be provided in accordance with the basic humanitarian principles of humanity, impartiality and neutrality, as stated in General Assembly Resolution 46/182. In addition, the UN seeks to provide humanitarian assistance with full

respect for the sovereignty of States. Assistance may be divided into three categories - direct assistance, indirect assistance and infrastructure support - which have diminishing degrees of contact with the affected population. (OCHA)

Unexploded Ordnance (UXO): An explosive weapon that has been primed, fused, armed or otherwise prepared for use or used. It may have been fired, dropped, launched, or projected yet remains unexploded, either through malfunction or design or for any other reason. Ammunition consists of artillery shells, artillery rockets or mortar, some of which can dispense submunitions; the warheads (simply known as carrier) are adapted to discharge their payload with a delay or proximity fuse function. Submunition are bomblets or minelets that form part of a cluster bomb or artillery shell payload. A minelet is anything designed to be initiated by its victim. Bomblet is the term normally used to indicate a submunition containing a high explosive designed to detonate on impact or after short delay. (OCHA)

VOCABULARY EXERCISES

EXERCISE 1 Explain the following phrases:

1. To live under the threat of violence
2. IDP
3. Beyond Government control
4. Ceasefire
5. Lack of trust
6. Injuries
7. Non-government controlled areas (NGCAs)

Key:

1. to live in the fear of being hurt; 2. someone who has been forced to leave the conflict area because of war or cruel treatment; 3. something that is not controlled by the government; 4. an agreement to stop fighting for a period of time; 5. the situation when there is not enough belief in the honesty or goodness of something or someone; 6. a wound or damage to part of your body caused by an accident or attack 7. the areas which are not under the government control

EXERCISE 2 Find the words or phrases in the article which mean the following. In which context are they used in the article?:

1. To increase in degree or strength
2. Correct and true
3. To make it difficult for something to develop or succeed
4. Something that is not seen

Key: *1. to intensify 2. accurate 3. to hinder 4. invisible*

EXERCISE 3 What nouns are used with the adjective significant in the article?

Key: *human loss, reduction in clashes, damage and destruction of housing, concern*

EXERCISE 4 Fill in the missing prepositions where it is necessary.

1. The conflict has resulted ..... significant human loss.
2. It has a great impact ..... civilians.
3. Despite ..... the agreement, insecurity continued in several locations.
4. A significant reduction ..... clashes was marked last autumn.
5. Our organisation tries to help the people ..... need.
6. People's right to freedom of movement has been of significant concern due ..... the conflict.
7. Markets and financial services are disrupted, especially in areas ..... Government control.

Key: *1. in; 2. on; 3. —; 4. in; 5. in; 6. to; 7. beyond*

IT'S TIME TO SPEAK! COMPREHENSION CHECK

Questions:

1. When did the conflict in eastern Ukraine start?
2. How many people have been affected by the conflict?
3. What are the main humanitarian needs?
4. What are the main consequences of the crisis?

Key:

1. *The conflict started in eastern Ukraine in April 2014.*
2. *It resulted in significant human loss, extensive suffering and significant civilian displacement.*
3. *Humanitarian organizations **estimate** that, as of October 2015, at least 3.7 million people have been affected in Ukraine both directly and indirectly, and 3.1 million of them need humanitarian assistance.*
4. *They are: protection, access to commercial supplies of food and medicines, needs in water, health, food, shelter*
5. *Since April 2014, the conflict has resulted in substantial humanitarian suffering across Ukraine, Some 2.7 million people living in non-government controlled areas (NGCAs) have seen their freedom of movement, access to life-saving services, goods, social entitlement and pensions and banking, postal and notary services disrupted since November 2014, owing to Government decisions. Many people also fled the conflict area, within Ukraine and abroad. While official Government statistics indicate a higher number, the humanitarian community estimates that approximately 0.8 million people are based in Government controlled areas of Ukraine. Following the unrecognized March 2014 referendum in the Autonomous Republic of Crimea (ARC) 4,000 civilians left for mainland Ukraine. Donetska and Luhanska oblasts witnessed intense fighting between*

*May 2014 and September 2015, with **spikes** of violence in June-August 2014 and again in January-February and in July 2015.*

VIDEO

http://reliefweb.int/videos/single/WORLDFOODPROGRAM/IsJAAJL6iW4

The following figures are mentioned in the story, to what do they refer?

100,000; 8 million, 5 million; 1.7 million; 1.3 million; 1.5 million; ninth

Key

100,000 – people in need in Luhansk and Donetsk regions; 8 million, – is the total budget for the assistance, more that 5 million people need humanitarian aid; 1.7 million – children in need; 1.3 million people are suffering from the food crisis; 1.5 million have become IDPS; Ukraine takes ninth place for IDPS.

OVER TO YOU

1. In your opinion what are the major problems concerning the conflict now?
2. In your opinion what can be done to help the affected population?

A ROLE PLAY

Work in pairs. One of you works at an NGO and you are receiving a foreign donor. Describe to her/him the essence of the crisis in Ukraine, including the humanitarian needs. Be ready to answer the donor's questions.

WRITING A REPORT

A report is usually written in a neutral or formal style. It presents information, not an argument.

The structure of the report:

A title

The first paragraph – introduction. State the purpose of the report and how you got the information.

The main aim/objective/ purpose of this report is to give an overview / evaluate/ review/ give information.. The information for this report was gathered from the following sources:…

The report is based on…

This report ends at the next page →

The second paragraph – description of the situation. In the second part you write about your findings, provide necessary data, facts, statistics which can be shown in the form of tables, graphs. Passive forms, impersonal constructions, pronoun 'we' are preferable here.

The third paragraph – conclusion

To sum up, to conclude, taking into consideration all mentioned above, finally, we can conclude…

Here are some linking words to make the report logically connected.

sequence	firstly, secondly, finally
talking generally	in general, usually, on the whole,
contrast	however, nevertheless, on the other hand
adding another point	in addition, moreover
examples	for example, for instance
alternatives	either ..or, alternatively, instead of
real situation	in fact, actually, as a matter of fact
something is obvious	clearly, obviously, of course
most important point	above all, especially, in particular
rephrasing	in other words, that is to say
result	as a result, therefore, for this reason
new topic	in relation to, regarding, with reference to

EXERCISE Write a report (100-200 words) on the current situation in the east of Ukraine in the context of humanitarian needs.

IT'S GRAMMAR TIME!
PAST SIMPLE VS PRESENT PERFECT TENSE

The past simple indicates that the action began and finished at a particular time in the past.

The present perfect expresses the idea that something happened (or never happened) ***before now, at an unspecified time in the past***. The exact time when it happened is not important. If there is a specific mention of time, the simple past is used: ***They moved into a new apartment last month***. Notice in the examples: the adverbs ***ever, never, already, yet, still, so far, just*** are frequently used with the present perfect.

The present perfect, when used with ***for*** or ***since***, also expresses a situation that ***began in the past and continues to the present***. ***Since + a particular time, for + a duration of time.***

The conflict that **started** in eastern Ukraine in April 2014 and **intensified** towards early 2015 **resulted** in significant human loss, extensive suffering and significant civilian displacement. Despite the signing of Minsk II Agreements in February 2015, insecurity **continued** in several locations along the 'contact line' between Government forces and armed groups. The September 2015 **renewed** ceasefire agreed by parties to the conflict to enable the start of the school year. Since then there **has been marked** a significant reduction in clashes and shelling, bringing partial relief for people who had been living under the threat of violence for many months. Humanitarian organizations estimate that, as of October 2015, at least 3.7 million people **have been affected** in Ukraine both directly and indirectly, and 3.1 million of them need humanitarian assistance. The reduced number of people in need of humanitarian assistance in comparison to the estimates of HRP 2015 is a result of a more accurate reflection of assessments and population data analysis.

EXERCISE 1 Find the examples of the Past Simple and Present Perfect in the following passage:

> People's right to freedom of movement has been of significant concern due to the presence of armed actors and security constrains. While the level of violence has reduced, civilians continue to lose lives due to UXO and mine contamination spread across civilian settlements, agricultural fields, roads and bridges. Since the end of 2014 access to commercial supplies of food and medicines, as as social services and welfare payments has been suspended for civilians living in the areas along the 'contact line' and beyond Government control. A number of basic infrastructure facilities have been damaged or destroyed, further hindering access of civilians to basic services. Since April 2014, the conflict has resulted in substantial humanitarian suffering across Ukraine, notwithstanding the 'Full package of measures' agreed in Minsk on 12 February, and the recent renewed ceasefire.
>
> Some 2.7 million people living in non-government controlled areas (NGCAs) have seen their freedom of movement, access to life-saving services, goods, social entitlement and pensions and banking, postal and notary services disrupted since November 2014, owing to Government decisions.

Key

People's right to freedom of movement has been of significant concern due to the presence of armed actors and security constrains. While the level of violence has reduced, civilians continue to lose lives due to UXO and mine contamination spread across civilian settlements, agricultural fields, roads and bridges. Since the end of 2014 access to commercial supplies of food and medicines, as social services and welfare payments has been suspended for civilians living in the areas along the 'contact line' and beyond Government control. A number of basic infrastructure facilities have been damaged or destroyed, further hindering access of civilians to basic services. Since April 2014, the conflict has resulted in substantial humanitarian suffering across Ukraine. Some 2.7 million people living in non-government controlled areas (NGCAs) have seen their freedom of movement, access to life-saving services, goods, social entitlement and pensions and banking, postal and notary services disrupted since November 2014, owing to Government decisions.

EXERCISE 2 Fill in the verbs in brackets in the Past Simple or Present Perfect

1. The conflict ..... (to begin) in 2014.
2. Since then it ..... (to affect) a great number of people.
3. When ..... the sides ..... (to sign) Minsk II Agreements?
4. For two years civilians in these areas ..... (to have) difficulties to access commercial supplies of food and medicines.
5. Despite the 'Full package of measures' agreed in Minsk on 12 February the conflict ..... (not/to be) resolved yet.
6. How many people ..... the conflict area? (yet/to leave)

Key:

1. began 2. has affected 3. did the sides sign 4. have had 5. hasn't been resolved 6. have left

EXERCISE 3 Fill in the verbs in brackets in the Past Simple or Present Perfect

1. We ..... (to travel) around Europe last year.
2. My father knows so much because he ..... (to travel) a lot.
3. I just ..... (to see) Pete.
4. She ..... (to see) this film last Sunday.
5. Alex ..... (to meet) his friend two hours ago.
6. Yesterday they ..... (to decide) to help the children.
7. Helen speaks French so well because she ..... (to live) in France.
8. The rain ..... (to stop) and the sun is shining in the sky again.
9. The rain ..... (to stop) half an hour ago.
10. When ..... (you/see) him?

Key:

1. traveled 2. has traveled 3. have just seen 4. saw 5. met 6. decided 7. has lived 8. has stopped 9. stopped 10. did you see

READING

International Humanitarian Law (IHL)

The following reading is based on an excerpt from: ICRC ADVISORY SERVICE ON INTERNATIONAL HUMANITARIAN LAW

What is International Humanitarian Law?

International humanitarian law is a set of rules which seek, for humanitarian reasons, *to limit the effects of* ***armed conflict***. It protects persons who are not or are no longer participating in the hostilities and restricts the means and methods of warfare. **International humanitarian law** is also known as the law of war or the law of **armed conflict**.

International humanitarian law is part of international law, which is the body of rules governing relations between States. International law is contained in agreements between States – treaties or conventions.

International humanitarian law applies to **armed conflicts**. It does not regulate whether a State may actually use force.

Where did international humanitarian law originate?

International humanitarian law is rooted in the rules of ancient civilizations and religions – warfare has always been subject to certain principles and customs.

Universal codification of **international humanitarian law** began in the nineteenth century. Since then, States have agreed to a series of practical rules, based on the bitter experience of modern warfare. These rules strike a careful balance between humanitarian concerns and the military requirements of States.

Where is international humanitarian law to be found?

A major part of **international humanitarian law** is contained in the four **Geneva Conventions of 1949**. Nearly every State in the world has agreed to be bound by them. The Conventions have been developed and supplemented by two further agreements: the Additional Protocols of 1977 relating to the **protection** of victims of **armed conflicts**.

Other agreements prohibit the use of certain weapons and military tactics and protect certaincategories of people and goods. These agreements include:

- the 1954 Convention for the Protection of Cultural Property in the Event of Armed Conflict, plus its two protocols;
- the 1972 **Biological Weapons** Convention;
- the 1980 Conventional Weapons Convention and its five protocols;
- the 1993 **Chemical Weapons** Convention;
- the 1997 Ottawa Convention on **anti-personnel mines**;
- the 2000 Optional Protocol to the Convention on the Rights of the Child on the involvement of children in **armed conflict**.

When does international humanitarian law apply?

International humanitarian law applies only to **armed conflict**; it does not cover internal tensions or disturbances such as isolated acts of **violence**. The law applies only once a **conflict** has begun, and then equally to all sides regardless of who started the fighting.

International humanitarian law distinguishes between **international and non-international armed conflict**.

International armed conflicts are those in which at least two States are involved. They are subject to a wide range of rules, including those set out in the four Geneva Conventions and Additional Protocol I.

Non-international armed conflicts are those restricted to the territory of a single State, involving either regular armed forces fighting groups of armed dissidents, or **armed groups** fighting each other.

It is important to differentiate between **international *humanitarian* law** and ***human rights* law**. While some of their rules are similar, these two bodies of law have developed separately and are contained in different treaties. In particular, **human rights law** – unlike **international humanitarian law** – applies in peacetime, and many of its provisions may be suspended during an **armed conflict**.

What does international humanitarian law cover?

International humanitarian law covers two areas:

- the protection of those who are not, or no longer, taking part in fighting;
- restrictions on the means of warfare – in particular weapons – and the methods of warfare, such as military tactics.

What is “protection”?

International humanitarian law protects those who do not take part in the fighting, such as civilians and medical and religious military personnel. It also protects those who have ceased to take part, such as wounded, shipwrecked and sick **combatants**, and **prisoners of war**.

These categories of person are entitled to respect for their lives and for their physical and mental integrity. They also enjoy legal guarantees. They must be protected and treated humanely in all circumstances, with no adverse distinction.

More specifically: it is forbidden to kill or wound an enemy who surrenders or is unable to fight; the sick and wounded must be collected and cared for by the party in whose power they find themselves. Medical personnel, supplies, hospitals and ambulances must all be protected.

There are also detailed rules governing the conditions of detention for **prisoners of war** and the way in which civilians are to be treated when under the authority of an enemy power. This includes the provision of food, **shelter** and medical care, and the right to exchange messages with their families.

What restrictions are there on weapons and tactics?

International humanitarian law prohibits all means and methods of warfare which:

- fail to discriminate between those taking part in the fighting and those, such as civilians, who are not, the purpose being to protect the **civilian population**, individual civilians and civilian property;
- cause superfluous injury or unnecessary suffering;
- cause severe or long-term damage to the environment.

Humanitarian law has therefore banned the use of many weapons, including exploding bullets, **chemical and biological weapons**, blinding laser weapons and **anti-personnel mines**.

Is international humanitarian law actually complied with?

Sadly, there are countless examples of violation of **international humanitarian law**. Increasingly, the victims of war are civilians.

However, there are important cases where **international humanitarian law** has made a difference in protecting civilians, prisoners, the sick and the wounded, and in restricting the use of barbaric weapons.

What should be done to implement the law?

Measures must be taken to ensure respect for **international humanitarian law**. States have an obligation to teach its rules to their **armed forces** and the general public. States must prevent violations or punish those who commit violations.

In particular, they must enact laws to punish the most serious violations of the Geneva Conventions and Additional Protocols, which are regarded as **war crimes**. The States must also pass laws protecting the red cross and red crescent emblems.

07/2004

Reliefweb glossary of humanitarian terms

http://reliefweb.int/report/world/reliefweb-glossary-humanitarian-terms

International Humanitarian Law (IHL): A body of rules that seek, for humanitarian reasons, to limit the effects of armed conflict. It protects persons who are not or are no longer participating in the hostilities and restricts the means and methods of warfare by prohibiting weapons that make no distinction between combatants and civilians or weapons and methods of warfare which cause unnecessary injury, suffering and/or damage. The rules are to be observed not only by governments and their armed forces, but also by armed opposition groups and any other parties to a conflict. The four Geneva Conventions of 1949 and their two Additional Protocols of 1977 are the principal instruments of humanitarian law.

IHL is also known as the law of war or the law of armed conflict, and is part of international law. It does not regulate resort to the use of force; this is governed by an important, but distinct, part of international law set out in the UN Charter. (OCHA)

Armed Conflict: A dispute involving the use of armed force between two or more parties. International humanitarian law distinguishes between international or non-international armed conflicts.

- **International armed conflict:** A war involving two or more States, regardless of whether declaration of war has been made or whether the parties recognize that there is a state of war.
- **Non-international armed conflict:** A conflict in which government forces are fighting with armed insurgents, or armed groups are fighting amongst themselves. (OCHA)

Protection: A concept that encompasses all activities aimed at obtaining full respect for the rights of the individual in accordance with the letter and spirit of human rights, refugee and international humanitarian law. Protection involves creating an environment conducive to respect for human beings, preventing and/or alleviating the immediate effects of a specific pattern of abuse, and restoring dignified conditions of life through reparation, restitution and rehabilitation. (OCHA)

Biological Weapons: A weapon of mass destruction based on pathogenic biological agents. It may include ammunition loaded with biological agents (e.g. missile warheads, bombs, tube or rocket artillery ammunition) and their delivery systems.

Biological warfare is the intentional use of disease-causing micro-organisms or other entities that can replicate themselves (e.g. viruses, infectious nucleic acids and prions) against humans, animals or plants for hostile purposes. It may also involve the use of toxins: poisonous substances produced by living organisms, including micro-organisms (e.g. botulinum toxin), plants (e.g. ricin derived from castor beans) and animals (e.g. snake venom). If they are utilized

for warfare purpose, the synthetically manufactured counterparts of these toxins are biological weapons. (OCHA)

Chemical Weapons: As defined by Article II of the Convention on the Prohibition of the Development, Production, Stockpiling and Use of Chemical Weapons and on Their Destruction:

"Chemical Weapons" means the following, together or separately:

A. Toxic chemicals and their precursors, except where intended for purposes not prohibited under this Convention, as long as the types and quantities are consistent with such purposes;
B. Munitions and devices, specifically designed to cause death or other harm through the toxic properties of those toxic chemicals specified in subparagraph (a), which would be released as a result of the employment of such munitions and devices;
C. Any equipment specifically designed for use directly in connection with the employment of munitions and devices specified in subparagraph (b). (OCHA)

Mines: A munition designed to be placed under, on or near the ground or other surface areas and to be exploded by the presence, proximity or contact of a person or vehicle. It may include 'anti-personnel landmines' and 'mines other than anti-personnel landmines'.

- **Anti-Personnel Landmines (APM):** A device primarily designed to be exploded by the presence, proximity or contact of a person and that will incapacitate, injure or kill one or more persons. APM are indiscriminate in terms of target and time, as they continue to kill and maim people long after a conflict has ended.
- **Mines Other Than Anti-Personnel Landmines (MOTAPM):** Unlike APM, MOTAPM are designed to be triggered by the contact with or the proximity of a vehicle and to destroy vehicles and tanks. Like APM, MOTAPM retain their ability to function even years after they have been placed. (OCHA)

Violence: The concept of violence is contested, and definitions generally reflect moral and political motivations. A relatively neutral definition is "psychological or physical force exerted for the purpose of injuring, damaging, or abusing people or property" (US Department of Justice, 1996:D-3). (+) (FEWER)

- **Violence, cultural:** New term introduced by J. Galtung,; "[t]hose aspects of culture, the symbolic sphere of our existence - exemplified by religion and ideology, language and art, empirical science and formal science (logic, mathematics) - that can be used to justify, legitimise, or direct structural violence" (Galtung, 1996:196). (FEWER)
- **Violence, psychological:** Indirect acts of negative influence that aim to affect or arouse fear or break mental resistance of a target audience by indoctrination (brainwashing), misinformation, propaganda, blackmail or terror. (FEWER)
- **Violence, structural:** Introduced by J. Galtung this is a broad concept referring to concealed violence in unjust, unequal and unrepresentative social structures, and to situations

in which the "actual somatic and mental realisations of human beings are below their potential realisations." (cit. International Alert, II:5). (FEWER)

Conflict: "A social factual situation in which at least two parties (individuals, groups, states) are involved, and who:

A. strive for goals which are incompatible to begin with or strive for the same goal, which, can only be reached by one party; and/or
B. want to employ incompatible means to achieve a certain goal." (Wasmuth, 1996:180- 181). (FEWER)

Armed Group: An armed non-state actor engaged in conflict and distinct from a governmental force, whose structure may range from that of a militia to rebel bandits. (OCHA)

Human Rights Law: The body of customary international law, human rights instruments and national law that recognizes and protects human rights. Refugee law and human rights law complement each other. (UNHCR)

Combatant: A person who takes an active part in hostilities, who can kill, and who, in turn, is a lawful military target. S/he can be a member of the armed forces, other than medical personnel and chaplains, or of an organized group. Under international humanitarian law, armed forces are subject to an internal disciplinary system, which, inter alia, must enforce compliance with the rules of international law applicable to armed conflict. (OCHA)

Prisoner of War: A person belonging to one of several categories set forth in the 1949 Geneva Conventions, including members of the armed forces of a Party to a conflict or otherwise part of or attached to such forces, who has fallen into the power of the enemy and is guaranteed certain fundamental protections while in captivity. (OCHA)

Shelter: Physical protection requirements of disaster victims who no longer have access to normal habitation facilities. Immediate post-disaster needs are met by the use of tents. Alternatives may include polypropylene houses, plastic sheeting, geodesic domes and other similar types of temporary housing. (UN DHA)

Civilian Populations: Groups of unarmed people, including women, children, the sick and elderly, refugees and internally displaced persons, who are not directly engaged in the armed conflict. (OCHA)

War Crime: Grave breaches of the 1949 Geneva Conventions, namely, any of the following acts against persons or property protected under the provisions of the relevant Geneva Convention, committed as part of a plan or policy or as part of a large-scale commission of such crimes, including:

- Wilful killing;
- Torture or inhuman treatment, including biological experiments;
- Wilfully causing great suffering, or serious injury to body or heath;
- Extensive destruction and appropriation of property not justified by military necessity and carried out unlawfully and wantonly;
- Compelling a prisoner of war or other protected person to serve in the forces of a hostile Power;
- Wilfully depriving a prisoner of war or other protected person of the rights of fair and regular trial;
- Unlawful deportation or transfer or unlawful confinement;
- Taking of hostages.

War crimes also consist of many other serious violations of the international laws and customs applicable in international and non-international armed conflicts, including intentionally directing attacks against a civilian population as such, against individual civilians not taking direct part in hostilities or against civilian objects. (OCHA)

VIDEO

Look through the statements below. Then watch the video https://www.youtube.com/watch?v=PCxJ1Ug0v6s and fill in the gaps:

1. Since the beginning, humans have resorted to violence as a way to settle.....
2. It was this humanitarian spirit that led to the First Geneva Convention of....., and to the birth of modern International Humanitarian Law.
3. Setting the basic limits on how wars can be fought, these universal laws of war protect those not fighting, as well as those .....
4. Most importantly, civilians can never be .....
5. The laws of war prohibit ..... and other ill-treatment of detainees, whatever their past.
6. At a checkpoint, a soldier threatened us, demanding that we ..... his men only.
7. Advances in weapons technology have meant that the rules of war have also had .....
8. No matter how sophisticated weapons become it is essential that they are ..... with the rules of war.

Key

1. Disagreements; 2. 1864; 3. No longer able to; 4. Targeted; 5. Torture; 6. Treat; 7. To adapt; 8. In line

PAY ATTENTION TO THE FOLLOWING PHRASES:

1. **To strike a balance – to find a compromise.**
   These rules **strike** a careful **balance** between humanitarian concerns and the military requirements of States.
2. **To make a difference – to do something that is important: to do something that helps people or makes the world a better place**

However, there are important cases where international humanitarian law has **made a difference** in protecting civilians, prisoners, the sick and the wounded, and in restricting the use of barbaric weapons.

3. **To fail to do something – not to do something**
   International humanitarian law prohibits all means and methods of warfare which **fail to discriminate** between those taking part in the fighting and those, such as civilians, who are not.

VOCABULARY FOCUS

Enrich your vocabulary: the following **words are close in the meaning**.

- To seek – to look for – to search for
- To protect – to defend – to guard
- Treaties – conventions – contracts – pacts
- Series – set – batch
- Concerns – matters
- To supplement – to add – to extend
- To prohibit – to forbid – to ban
- Disturbance – disruption
- To distinguish – to differentiate – to set apart
- Similar – alike – resembling
- To suspend – to discontinue – to withhold
- To take part – to participate
- Personnel – staff
- Wounded – injured
- Circumstances – conditions
- Adverse – hostile
- Distinction – differentiation
- To surrender – to capitulate
- Detention – imprisonment – confinement
- Superfluous – excessive – unnecessary
- To comply with – to observe – to conform to – to abide by
- Violation – breach

VOCABULARY EXERCISES

EXERCISE 1 Translate the following verbs and make nouns out of them adding suffixes - ment, - tion, - sion. Write the nouns into the corresponding columns.

- To protect
- To agree
- To restrict
- To require
- To violate
- To prohibit
- To convene
- To provide
- To involve
- To detain
- To punish
- To populate
- To obligate
- To tense

- ment	- tion	- sion

Key:

- ment	***- tion***	***- sion***
Agreement	*Protection*	*Tension*
Requirement	*Restriction*	*Provision*
Involvement	*Violation*	
Punishment	*Prohibition*	
	Convention	
	Detention	
	Population	
	Obligation	

EXERCISE 2 Form the word combinations as they were used in the article.

1. To treat somebody/something
2. Armed
3. To strike
4. Conditions of
5. Damage to
6. Civilian

A. a balance
B. the environment
C. detention
D. population
E. conflict
F. humanely

Key: *1F: to treat somebody/something humanely; 2E: armed conflict; 3A: to strike a balance; 4C: conditions of detention; 5B: damage to the environment' 6D: civilian population*

IT'S TIME TO SPEAK! COMPREHENSION CHECK

1. What is international humanitarian law?
2. Where did international humanitarian law originate?
3. Where is international humanitarian law to be found?
4. When is international humanitarian law applied?
5. What does international humanitarian law cover?
6. What is "protection"?
7. What restrictions are there on weapons and tactics?
8. Is international humanitarian law actually complied with?
9. What should be done to implement the law?

OVER TO YOU

1. How is International Humanitarian Law relevant to the Ukrainian situation?

IT'S GRAMMAR TIME!

The words in bold type are Participle I and Participle II forms. Pay attention to their usage. Translate them. (See: Murphy English Grammar in Use Units (67-68, 97-98)).

ICRC advisory service on international humanitarian law

What is International Humanitarian Law?

International humanitarian law is a set of rules which seek, for humanitarian reasons, *to limit the effects of* ***armed*** *conflict*. It protects persons who are not or are no longer participating in the hostilities and restricts the means and methods of warfare. International humanitarian law is also known as the law of war or the law of **armed** conflict.

International humanitarian law is part of international law, which is the body of rules **governing** relations between States. International law is contained in agreements between States – treaties or conventions.

International humanitarian law applies to **armed** conflicts. It does not regulate whether a State may actually use force.

Where did international humanitarian law originate?

International humanitarian law is rooted in the rules of ancient civilizations and religions – warfare has always been subject to certain principles and customs.

Universal codification of international humanitarian law began in the nineteenth century. Since then, States have agreed to a series of practical rules, **based** on the bitter experience of modern warfare. These rules strike a careful balance between humanitarian concerns and the military requirements of States.

Where is international humanitarian law to be found?

A major part of international humanitarian law is contained in the four Geneva Conventions of 1949. Nearly every State in the world has agreed to be bound by them. The Conventions have been developed and supplemented by two further agreements: the Additional Protocols of 1977 **relating** to the protection of victims of **armed** conflicts.

Other agreements prohibit the use of certain weapons and military tactics and protect certaincategories of people and goods. These agreements include:

- the 1954 Convention for the Protection of Cultural Property in the Event of **Armed** Conflict, plus its two protocols;
- the 1972 Biological Weapons Convention;
- the 1980 Conventional Weapons Convention and its five protocols;
- the 1993 Chemical Weapons Convention;
- the 1997 Ottawa Convention on anti-personnel mines;

- the 2000 Optional Protocol to the Convention on the Rights of the Child on the involvement of children in **armed** conflict.

When does international humanitarian law apply?

International humanitarian law applies only to **armed** conflict; it does not cover internal tensions or disturbances such as **isolated** acts of violence. The law applies only once a conflict has begun, and then equally to all sides regardless of who started the fighting.

International humanitarian law distinguishes between international and non-international **armed** conflict.

International armed conflicts are those in which at least two States are involved. They are subject to a wide range of rules, **including** those set out in the four Geneva Conventions and Additional Protocol I.

Non-international **armed** conflicts are those **restricted** to the territory of a single State, **involving** either regular **armed** forces **fighting** groups of **armed** dissidents, or **armed** groups **fighting** each other.

It is important to differentiate between international *humanitarian* law and *human rights* law. While some of their rules are similar, these two bodies of law have developed separately and are contained in different treaties. In particular, human rights law – unlike international humanitarian law – applies in peacetime, and many of its provisions may be suspended during an **armed** conflict.

What does international humanitarian law cover?

International humanitarian law covers two areas:

- the protection of those who are not, or no longer, taking part in fighting;
- restrictions on the means of warfare – in particular weapons – and the methods of warfare, such as military tactics.

What is “protection”?

International humanitarian law protects those who do not take part in the fighting, such as civilians and medical and religious military personnel. It also protects those who have ceased to take part, such as **wounded**, **shipwrecked** and sick combatants, and prisoners of war.

These categories of person are entitled to respect for their lives and for their physical and mental integrity. They also enjoy legal guarantees. They must be protected and treated humanely in all circumstances, with no adverse distinction.

More specifically: it is forbidden to kill or wound an enemy who surrenders or is unable to fight; **the** sick and **wounded** must be collected and cared for by the party in whose power they find themselves. Medical personnel, supplies, hospitals and ambulances must all be protected.

There are also **detailed** rules **governing** the conditions of detention for prisoners of war and the way in which civilians are to be treated when under the authority of an enemy power. This includes the provision of food, shelter and medical care, and the right to exchange messages with their families.

What restrictions are there on weapons and tactics?

International humanitarian law prohibits all means and methods of warfare which:

- fail to discriminate between those **taking part** in the fighting and those, such as civilians, who are not, the purpose **being** to protect the civilian population, individual civilians and civilian property;
- cause superfluous injury or unnecessary suffering;
- cause severe or long-term damage to the environment.

Humanitarian law has therefore banned the use of many weapons, **including exploding** bullets, chemical and biological weapons, **blinding** laser weapons and anti-personnel mines.

Is international humanitarian law actually complied with?

Sadly, there are countless examples of violation of international humanitarian law. Increasingly, the victims of war are civilians.

However, there are important cases where international humanitarian law has made a difference in protecting civilians, prisoners, the sick and the wounded, and in restricting the use of barbaric weapons.

What should be done to implement the law?

Measures must be taken to ensure respect for international humanitarian law. States have an obligation to teach its rules to their **armed** forces and the general public. States must prevent violations or punish those who commit violations.

In particular, they must enact laws to punish the most serious violations of the Geneva Conventions and Additional Protocols, which are regarded as war crimes. The States must also pass laws **protecting** the red cross and red crescent emblems.

07/2004

VOCABULARY EXERCISE

EXERCISE Match the words closest in meaning to one another.

1. to ban	11. breach	A. disturbance	K. to seek
2. matters	12. injured	B. personnel	L. series
3. pacts	13. to defend	C. detention	M. wounded
4. to look for	14. imprisonment	D. to protect	N. to prohibit
5. hostile	15. to discontinue	E. circumstance	O. similar
6. to conform to	16. disruption	F. to distinguish	P. to comply with
7. excessive	17. to add	G. to supplement	Q. adverse
8. set	18. to differentiate	H. to suspend	R. to surrender
9. to capitulate	19. condition	I. concerns	S. violation
10. alike	20. staff	J. treaties	T. superfluous

Key: *1N, 2I, 3J, 4K, 5Q, 6P, 7T, 8L, 9R, 10O, 11S, 12M, 13D, 14C, 15H, 16A, 17G, 18F, 19E, 20B*

IT'S TIME TO SPEAK!
GRAMMAR GAME: PARTICIPLE I VS. PARTICIPLE II

- Copy and cut up one set of -ING cards and one set of – ED cards for each group of 3-4 students.
- Divide the class into groups of 3-4 students.
- Give each group a set of – ING cards and a set of – ED cards.
- They should deal out the -ING cards and put the – ED cards in a pile face down in the center.
- The first player draws an -ED card from the pile and lays it on the table face up.
- The player who has the matching – ING card can claim it. She must then make a sentence about herself using one of the words, e.g. "I'm confused by English grammar!" and ask the group a question using the other word, e.g. "Do you think English grammar is confusing?"
- She can then discard both cards and it is the next player's turn.
- The goal is to match all the cards.

-ING forms		-ED forms	
interesting	boring	interested	bored
surprising	disappointing	surprised	disappointed
tiring	exciting	tired	excited
fascinating	shocking	fascinated	shocked
frightening	disgusting	frightened	disgusted
annoying	embarrassing	annoyed	embarrassed
worrying	confusing	worried	confused
amusing	depressing	amused	depressed

READING

The Humanitarian Charter

SOURCE

http://www.spherehandbook.org/en/the-humanitarian-charter/

Our beliefs

The Humanitarian Charter expresses our shared **conviction** as humanitarian agencies that all people affected by disaster or conflict have a right to receive protection and assistance to ensure the basic conditions for life with **dignity**. We believe that the principles described in this Humanitarian Charter are universal, applying to all those affected by disaster or conflict wherever they may be, and to all those who seek to assist them or provide for their security. These principles are reflected in international law, but **derive** their force ultimately **from** the fundamental moral principle of **humanity**: that all human beings are born free and equal in dignity and rights. Based on this principle, we **affirm** the primacy of the humanitarian imperative: that action should be taken to prevent or alleviate human suffering arising out of disaster or conflict, and that nothing should **override this principle**.

Common principles, rights and duties

We offer our services as humanitarian agencies on the basis of the principle of humanity and the humanitarian imperative, recognising the rights of all people affected by disaster or conflict – women and men, boys and girls. These include the rights to protection and assistance **reflected in the provisions** of international humanitarian law, human rights and **refugee** law. For the purposes of this Charter, we summarise these rights as follows:

- The right to life with dignity;
- The right to receive humanitarian assistance
- The right to protection and security

While these rights are not formulated in such terms in international law, they **encapsulate** a range of established legal rights and give fuller substance to the humanitarian imperative.

The right to life with dignity is reflected in the provisions of international law, and specifically the human rights measures concerning the right to life, to an adequate standard of living

and to freedom from torture or cruel, **inhuman** or degrading **treatment** or punishment. The right to life **entails** the duty to preserve life where it is threatened. **Implicit** in this is the duty not to **withhold** or frustrate the provision of life-saving assistance. Dignity entails more than **physical well-being**; it demands respect for the whole person, including the values and beliefs of individuals and affected communities, and respect for their human rights, including liberty, **freedom of conscience** and religious observance.

The right to receive humanitarian assistance is a necessary element of the right to life with dignity. This encompasses the right to an adequate standard of living, including adequate food, water, clothing, shelter and the requirements for good health, which are expressly guaranteed in international law. The Sphere Core Standards and minimum standards reflect these rights and give practical expression to them, specifically in relation to the provision of assistance to those affected by disaster or conflict. Where the state or non-state actors are not providing such assistance themselves, we believe they must allow others to help do so. Any such assistance must be provided according to the principle of **impartiality**, which requires that it be provided solely on the basis of need and in proportion to need. This reflects the wider principle of **non-discrimination**: that no one should be discriminated against **on any grounds of status**, including age, gender, race, colour, ethnicity, sexual orientation, language, religion, disability, health status, political or other opinion, national or social origin.

The right to protection and security is rooted in the provisions of international law, in resolutions of the United Nations and other intergovernmental organisations, and in the sovereign responsibility of states to protect all those within their jurisdiction. The safety and security of people in situations of disaster or conflict is of particular humanitarian concern, including the protection of refugees and internally displaced persons. As the law recognises, some people may be particularly vulnerable to abuse and adverse discrimination due to their status such as age, gender or race, and may require special measures of protection and assistance. To the extent that a state **lacks** the capacity to protect people in these **circumstances**, we believe it must **seek international assistance** to do so.

VOCABULARY FOCUS

- conviction
- dignity
- to derive from
- to affirm
- to override this principle
- reflected in the provisions
- refugee
- to encapsulate
- inhuman treatment
- to entail
- implicit
- to withhold
- physical well-being
- freedom of conscience
- impartiality
- on any grounds of status
- to lack
- circumstances
- seek international assistance

IT'S TIME TO SPEAK!
COMPREHENSION CHECK

Questions:

1. Who has a right to receive protection and assistance?
2. In what situations can the principles described in this Humanitarian Charter be applied?
3. What are the main principles? Speak about each of them.

Key:

1. *All people affected by disaster or conflict have a right to receive protection and assistance to ensure the basic conditions for life with dignity.*
2. *The principles described in this Humanitarian Charter are universal, applying to all those affected by disaster or conflict wherever they may be, and to all those who seek to assist them or provide for their security.*
3. *The principles are: the right to life with dignity, the right to receive humanitarian assistance, the right to protection and security.*

OVER TO YOU

1. Are these principles used in practice?
2. Who observes the fulfillment of these principles?
3. What can be done in the situation when these principles are not observed?

A ROLE PLAY

Work in pairs. Imagine you meet a UN delegate at a conference. Discuss with him/her the issues which are urgent to you.

VIDEO

https://youtu.be/A5NaJuBuekI

1. What happened in San-Francisco in 1945?
2. What happened on the same day 70 years later?
3. What does Elen Magna Numan remember? What was her occupation at that time?
4. What was a mural artist inspired by?

Key:

1. *In 1945 the Charter of the United Nations was signed.*
2. *Many UN officials and staff, ambassadors, dignitaries and members of the public got together to commemorate the principles upon which the UN was founded.*
3. *Elen Magna Numan was a Spanish translator for the signing of the charter. What she remembers the most is the feeling of hope they possessed.*
4. *His idea was inspired by UN global goals.*

VOCABULARY EXERCISES

EXERCISE 1 Fill the words in the gaps in the correct form.

• to affirm • to encapsulate • to entail • implicit • to withhold • to lack

1. Human rights ..... a range of established legal rights.
2. The right to life ..... the duty to preserve life where it is threatened.
3. ..... in these principles is the duty not ..... life-saving assistance.
4. These principles ..... the primacy of a person's life.
5. In the situation when a state ..... the capacity to protect people in these circumstances, international assistance must be provided.

Key: *1 encapsulate; 2 entails; 3 implicit, withhold; 4 affirm; 5 lacks*

EXERCISE 2 Form the word combinations as they were used in the article

1. inhuman
2. to override
3. physical
4. freedom
5. seek

A. of conscience
B. well-being
C. treatment
D. international assistance
E. the principle

Key: *1C (inhuman treatment); 2E (to override the principle); 3B (physical well-being); 4A (freedom of conscience); 5D (seek international assistance).*

IT'S GRAMMAR TIME! THE PASSIVE VOICE

The Passive Voice is used when the person who does the action is unknown or unimportant and the action itself is more important. The Passive Voice is formed with the help of the verb to be in the appropriate tense form and past participle.

Compare active and passive voices forms:

Tenses	Active voice	Passive voice
Present simple	*He writes tests* *They write tests*	*The test is written by…* *The tests are written by…*
Past simple	*He wrote the test*	the test was written by… the tests were written by…

Tenses	Active voice	Passive voice
Future simple	*He will write*	*The test will be written*
Present continuous	*He is writing* *They are writing*	*The test is being written now by…* *Tests are being written*
Past continuous	*He was writing a test* *They were writing*	*The test was being written* *Tests were being written*
Present perfect	*He has written the test* *They have written the test.*	*The test has been written* *Tests have been written*
Past Perfect	*He had written the test.*	*The test had been written*
Future Perfect	*They will have written the test*	*The test will have been written.*

Let's have a look at the examples in the text:

The Humanitarian Charter expresses our shared conviction as humanitarian agencies that all people affected by disaster or conflict have a right to receive protection and assistance to ensure the basic conditions for life with dignity. We believe that the principles described in this Humanitarian Charter are universal, applying to all those affected by disaster or conflict wherever they may be, and to all those who seek to assist them or provide for their security. These principles **are reflected** in international law, but derive their force ultimately from the fundamental moral principle of humanity: that all human beings **are born** free and equal in dignity and rights. Based on this principle, we affirm the primacy of the humanitarian imperative: that action **should be taken** to prevent or alleviate human suffering arising out of disaster or conflict, and that nothing should override this principle.

While these rights **are not formulated** in such terms in international law, they encapsulate a range of established legal rights and give fuller substance to the humanitarian imperative. The right to life with dignity **is reflected** in the provisions of international law, and specifically the human rights measures concerning the right to life, to an adequate standard of living and to freedom from torture or cruel, inhuman or degrading treatment or punishment. The right to life entails the duty to preserve life where it **is threatened**. Implicit in this is the duty not to withhold or frustrate the provision of life-saving assistance. Dignity entails more than physical well-being; it demands respect for the whole person, including the values and beliefs of individuals and affected communities, and respect for their human rights, including liberty, freedom of conscience and religious observance.

EXERCISE 1 Find the examples of the Passive Voice in the second part of the article.

The right to receive humanitarian assistance is a necessary element of the right to life with dignity. This encompasses the right to an adequate standard of living, including adequate food, water, clothing, shelter and the requirements for good health, which are expressly guaranteed in international law. Any such assistance must be provided according to the principle of impartiality, which requires that it be provided solely on the basis of need and in proportion to need. This reflects the wider principle of non-discrimination: that no one should be discriminated against on any grounds of status, including age, gender, race, colour, ethnicity, sexual orientation, language, religion, disability, health status, political or other opinion, national or social origin.

The right to protection and security is rooted in the provisions of international law, in resolutions of the United Nations and other intergovernmental organisations, and in the sovereign responsibility of states to protect all those within their jurisdiction.

Key:

The right to receive humanitarian assistance is a necessary element of the right to life with dignity. This encompasses the right to an adequate standard of living, including adequate food, water, clothing, shelter and the requirements for good health, which are expressly guaranteed in international law. Any such assistance must be provided according to the principle of impartiality, which requires that it be provided solely on the basis of need and in proportion to need. This reflects the wider principle of non-discrimination: that no one should be discriminated against on any grounds of status, including age, gender, race, colour, ethnicity, sexual orientation, language, religion, disability, health status, political or other opinion, national or social origin.

The right to protection and security is rooted in the provisions of international law, in resolutions of the United Nations and other intergovernmental organisations, and in the sovereign responsibility of states to protect all those within their jurisdiction.

EXERCISE 2 Fill in the verbs in the appropriate tense of the passive voice.

1. The organisations ..... by the board of management. (to control)
2. What ..... complex emergencies typically ..... by? (to characterize)
3. Since October 2015 at least 3.7 million people ..... in Ukraine. (to affect)
4. NGO is a broad term encompassing organizations, that ..... with the government. (not/to affiliate)
5. Since the end of 2014 access to commercial supplies of food and medicines ..... (to suspend)
6. A number of basic infrastructure facilities ..... so far.(to damage)
7. NGOs ..... by free will of the founding member. (to form)
8. A great number of households ..... in 2014. (to abandon)

Key: *1 are controlled; 2 are, characterized; 3 have been affected; 4 are not affiliated; 5 has been suspended; 6 have been damaged; 7 are formed; 8 were abandoned.*

WRITING.
EXPRESSING YOUR OPINION IN A WRITTEN FORM.

If you need to express your personal opinion in a written form, it is usually done in a neutral style. The structure of such a piece of writing is the following:

The first paragraph is the introduction. You state the topic that you are going to write about in the first sentence. You can write it in the form of an argument e.g.: It is often said that… but…

- It is a fact that…
- I strongly believe…….
- In my opinion,…/ In my view,… To my mind
- It is my firm belief that…..
- I am inclined to believe that…..
- I feel very strongly that….
- It strikes me that….
- It seems to me that…..

The second paragraph is the body where you explain, describe, prove your point of view e.g. In the first place…….. (first viewpoint)

- In my opinion…..
- To start with……
- For example…….(reasons , examples)
- Furthermore……(second viewpoint)
- For instance…….(reason , example)

The third paragraph is the conclusion where you restate your opinion using different words.

- All things considered……
- In conclusion…….
- To sum up...

EXERCISE Write your opinion on the topic ‘Humanitarian principles and eastern Ukraine. Are they followed?’ (100-200 words)

READING

The Project/Programme Cycle

SOURCE

From: Project / Programme Planning, Guidance Manual, International Federation of Red Cross and Red Crescent Societies, Geneva, 2010 Web site: http://www.ifrc.org

There is a range of models that can be used to implement a results-based approach. The model described and recommended in this manual is based on the "project/programme cycle", which depicts the management of an **intervention** through a sequence of interrelated phases (see Figure 1). These phases help define and think through the design and management of an **intervention**. The phases are broadly progressive, with each one leading into the next. However, the phases are also interrelated and may at times overlap.

The type, duration and importance of activities related to each phase will vary depending on the context. For example, if the initial **assessment** was very brief, there may be a need to obtain supplementary information during the planning phase. Similarly, information gathered during implementation and **monitoring** will be relevant for a later **evaluation** or a possible second instance of **assessment**, if the **intervention** continues beyond one cycle.

For the purposes of this manual, the different phases of the project/programme cycle are defined as follows:

INITIAL **ASSESSMENT**: This phase is a process to understand the current situation and find out whether or not an **intervention** is required. This is done by identifying the key factors influencing the situation, including problems and their causes, as well as the needs, interests, **capacities** and constraints of the different **stakeholders**. When an **intervention** is required, an **assessment** can include an initial analysis and proposal of the type of **intervention** that could be carried out.

PLANNING: The planning phase is the main topic of this manual and is explained in detail in Part III (pp. 15–50). It is a process to define an **intervention's** intended results (objectives), the inputs and activities needed to accomplish them, the indicators to measure their achievement,

and the key assumptions that can affect the achievement of the intended results (objectives). Planning takes into consideration the needs, interests, resources, **mandates** and **capacities** of the implementing organization and various **stakeholders**. At the end of the planning phase, a project plan is produced and ready to implement.

IMPLEMENTATION AND **MONITORING**: During implementation, activities are carried out to achieve the intended results (objectives). Implementation is specific to each particular area of **intervention**, be it water and **sanitation**, **first aid**, organizational development, **emergency** response or humanitarian **advocacy**. Detailed guidance on implementation can therefore be found in manuals dedicated to the area of **intervention** concerned. "**Monitoring**" is defined in this manual as "the routine collection and analysis of information in order to track progress, check compliance and make informed decisions for project/programme management". **Monitoring** systems should be established during the planning phase to allow collection of information on the progress made in achieving the objectives during implementation. The resulting progress reports inform decisions on whether or not an **intervention** needs to be changed or adapted as the situation evolves.

EVALUATION: The "**evaluation**" phase is defined as "an **assessment**, as systematic and objective as possible, of an ongoing or completed project, programme or policy, its design, implementation and results. The aim is to determine the relevance and fulfillment of objectives, developmental efficiency, effectiveness, impact and **sustainability**. An **evaluation** should provide information that is credible and useful, enabling the incorporation of lessons learned into the decision-making process of both recipients and donors."

As with **monitoring**, it is critical that reliable indicators are identified during the planning phase for the purposes of **evaluation** at various stages of the project/programme. **Evaluation** in turn informs the new planning process, whether it is for the continuation of the same **intervention**, for the implementation of a new **intervention** or for ending the **intervention**.

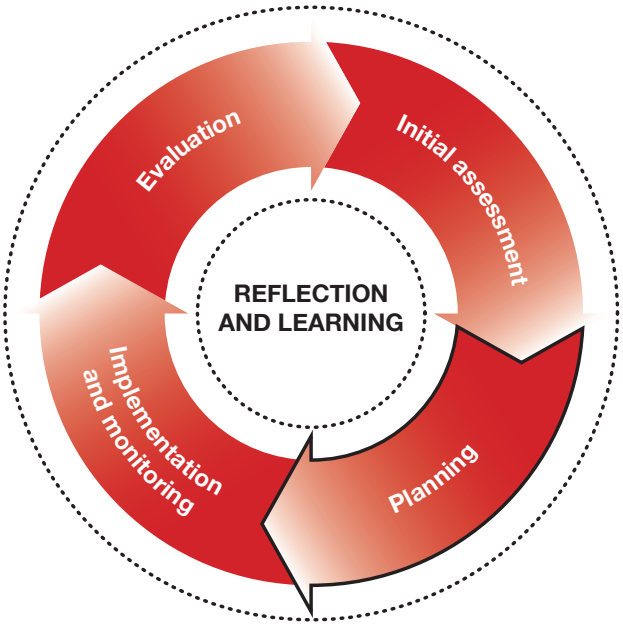


Figure 1. The project / programme cycle

Reliefweb glossary of humanitarian terms

http://reliefweb.int/report/world/reliefweb-glossary-humanitarian-terms

Intervention: "[A] move by a state or an international organisation to involve itself in the domestic affairs of another state, whether the state consents or not." (Hoffman, 1993:88). Intervention can include: i) preventive interventions before the outbreak of a conflict; ii) curative intervention that aims at the solution, limitation, control or regulation of an existing conflict; iii) de-escalating intervention that aims at reducing tension and must be based on insight into the factors and mechanisms that led to escalation; and iv) escalating interventions, it can be in the interest of a permanent conflict resolution to escalate a 'cold' conflict (one in which the parties avoid both contact and confrontation). (Glasl, 1997:148- 149). An emerging global consensus about the permissibility of multilateral coercive actions covers the following situations: i) "[t] o prevent and punish aggression by one state against another; ii) in a civil war, to reimpose peace terms on one party that has reneged, provided their terms had originally resulted from UN peacemaking; iii) to enforce violations of international agreements banning the possession, manufacture, or trade of weapons of mass destruction; iv) to enforce agreements banning or limiting trade in conventional arms, including trade in dual-use and forbidden technologies; v) to prevent an event certified by experts as an immediate impending ecological catastrophe; vi) to prevent genocide; vii) to protect an established democratic polity from antidemocratic armed challenges, but not to protect a dubious or fictitious one; and viii) to prevent and alleviate famine and mass epidemics". (Ernst B. Haas 1993:81). (FEWER)

Assessment: Assessment (and Re-Assessment): The set of activities necessary to understand a given situation, entails the collection, up-dating and analysis of data pertaining to the population of concern (needs, capacities, resources, etc.), as well as the state of infrastructure and general socio-economic conditions in a given location/area. (UNHCR)

Monitoring: System that permits the continuous observation, measurement and a valuation of the progress of a process or phenomenon with a view to taking corrective measures. (UN DHA)

Evaluation: A systematic and objective analysis and assessment of the organization's policies, programmes, practices, partnerships and procedures, focused on planning, design, implementation and impacts. (UNHCR)

Capacity: A combination of all the strengths and resources available within a community, society or organization that can reduce the level of risk, or the effects of a disaster.

Stakeholder: All those – from agencies to individuals – who have a direct or indirect interest in the humanitarian intervention, or who affect or are affected by the implementation and outcome of it. Within the context of the Quality Pro Forma, primary stakeholders refers to both beneficiaries and non-beneficiaries within the affected population. (ALNAP)

Mandate: The legal framework that defines the responsibilities of UN Agencies, peacekeeping operations and other international organisations such as the International Committee for the Red Cross.

- The mandates of UN Agencies, such as UNICEF and UNHCR, are agreed upon by the General Assembly. It is imperative that Agencies have clear and adequate mandates to ensure that all humanitarian issues are addressed appropriately and consistently. The protection of internally displaced persons (IDPs) is one issue that does not fall squarely within any Agency's mandate. Until such time, it is OCHA's responsibility through the IDP Unit to collaborate with Agencies to ensure that IDP interests are protected.
- Peacekeeping Mission mandates are agreed upon by the Security Council. It is imperative that an authorized UN Force is sufficiently large, well equipped and appropriately empowered with matching resources for the situation called for on the ground. (OCHA)

Sanitation: The application of measures and techniques aimed at ensuring and improving general hygiene in the community, including the collection, evacuation and disposal of liquid and solid wastes, as well as measures for creating favourable environmental conditions for health and disease prevention. (UN DHA)

First Aid: The immediate but temporary care given on site to the victims of an accident or sudden illness in order to avert complications, lessen suffering, and sustain life until competent services or a physician can be obtained. (UN DHA)

Emergency: A sudden and usually unforeseen event that calls for immediate measures to minimize its adverse consequences. (UN DHA)

Advocacy: Advocacy refers in a broad sense to efforts to promote, in the domain of humanitarian aid, respect for humanitarian principles and law with a view to influencing the relevant political authorities, whether recognised governments, insurgent groups or other non-state actors. One could add 'international, national and local assistance agencies'. (ALNAP)

Sustainability: Sustainability 'is concerned with measuring whether an activity or an impact is likely to continue after donor funding has been withdrawn …many humanitarian interventions, in contrast to development projects, are not designed to be sustainable. They still need assessing, however, in regard to whether, in responding to acute and immediate needs, they take the longer term into account' (DAC Evaluation Criteria). Minear has referred to this as connectedness: the need 'to assure that activities of a short-term emergency nature are carried out in a context which takes longer-term and inter-connected problems into account' (Minear, 1994). (ALNAP)

PAY ATTENTION TO THE FOLLOWING PHRASES:

1. **To think something through / to think through something – to think something over**
   These phases help define and **think through** the design and management of an intervention.

2. Pay attention to the pronunciation: **to vary /ˈveəri/** – to differ
   The type, duration and importance of activities related to each phase will vary depending on the context.

3. **To depend ON something**
   The type, duration and importance of activities related to each phase will vary **depending on** the context.

4. **To find out – to get to know**
   This phase is a process to understand the current situation and **find out** whether or not an intervention is required.

5. **To influence somebody / something BUT: influence (noun) ON somebody / something**
   This is done by identifying the key factors **influencing the situation** ……

6. **In detail – thoroughly. Pay attention: in detail (NOT: in detailS).**
   The type, duration and importance of activities related to each phase will vary **depending on** the context.

7. **To take into consideration – to take into account**
   Planning **takes into consideration** the needs, interests, resources, mandates and capacities of the implementing organization and various stakeholders.

8. **At the end / in the end. Compare: at the end (usually said or meant: OF SOMETHING) / in the end – finally**
   At the end of the planning phase, a project plan is produced and ready to implement.

9. **A number of / the number of**
   Almost 15 years later, in 2005, a major reform of humanitarian coordination, known as the Humanitarian Reform Agenda, introduced **a number of** new elements…….

   A number of = some
   The number of = the quantity of

VOCABULARY FOCUS

Enrich your vocabulary: the following words are close in meaning.

- To depict – to illustrate – to describe – to represent
- Interrelated – interconnected
- To obtain – to gain – to acquire – to get hold of
- Supplementary – additional – complementary

Vocabulary focus ends at the next page →

- Implementation – carrying out – enforcement
- Relevant – related – applicable – appropriate
- Key (adjective) – essential – main – indispensable – leading – major – fundamental
- Assumption – belief – inference – supposition – opinion
- To track – to trace – to follow – to pursue
- Compliance – conformity – observance – concurrence
- Ongoing – current – in progress – progressing – unfolding
- Aim – purpose – goal – target – objective
- Impact – effect – influence
- Credible – believable – reasonable – plausible
- Incorporation – inclusion – integration – assimilation
- Reliable – trustworthy

VOCABULARY EXERCISES

EXERCISE Translate the following nouns. Write down the verbs they originated from.

E.g. development – to develop

- Intervention –
- Assessment –
- Evaluation –
- Achievement –
- Implementation –
- Analysis –
- Compliance –
- Fulfillment –
- Indicator –
- Continuation –

VIDEO

https://youtu.be/lR8FalapJf0

Watch the video and answer the questions:

How does the video represent:

- INPUT
- ACTIVITY
- OUTPUT
- OUTCOME
- GOAL / OBJECTIVE / IMPACT?

IT'S TIME TO SPEAK!

Questions:

1. What does project/programme cycle depict?
2. Do all phases have the same duration?
3. What is the initial assessment for? What should be taken into account during this phase?
4. What is planning supposed to define?

5. What should be taken into consideration at the stage of planning?
6. What is implementation specific to?
7. What is the purpose of monitoring?
8. What is the aim of evaluation?

Key:

1. *The model described and recommended in this manual is based on the "project/programme cycle", which depicts the management of an intervention through a sequence of interrelated phases. These phases help define and think through the design and management of an intervention. The phases are broadly progressive, with each one leading into the next. However, the phases are also interrelated and may at times overlap.*
2. *No, they do not. The type, duration and importance of activities related to each phase will vary depending on the context. For example, if the initial assessment was very brief, there may be a need to obtain supplementary information during the planning phase. Similarly, information gathered during implementation and monitoring will be relevant for a later evaluation or a possible second instance of assessment, if the intervention continues beyond one cycle.*
3. *The initial assessment is a process to understand the current situation and find out whether or not an intervention is required. This is done by identifying the key factors influencing the situation, including problems and their causes, as well as the needs, interests, capacities and constraints of the different stakeholders. When an intervention is required, an assessment can include an initial analysis and proposal of the type of intervention that could be carried out.*
4. *Planning is supposed to define an intervention's intended results (objectives), the inputs and activities needed to accomplish them, the indicators to measure their achievement, and the key assumptions that can affect the achievement of the intended results (objectives).*
5. *Planning takes into consideration the needs, interests, resources, mandates and capacities of the implementing organization and various stakeholders. At the end of the planning phase, a project plan is produced and ready to implement.*
6. *Implementation is specific to each particular area of intervention, be it water and sanitation, first aid, organizational development, emergency response or humanitarian advocacy. Detailed guidance on implementation can therefore be found in manuals dedicated to the area of intervention concerned.*
7. *The purpose of monitoring is to track progress, check compliance and make informed decisions for project/programme management.*
8. *The aim of evaluation is to determine the relevance and fulfilment of objectives, developmental efficiency, effectiveness, impact and sustainability. An evaluation should provide information that is credible and useful, enabling the incorporation of lessons learned into the decision-making process of both recipients and donors.*

OVER TO YOU

1. Please give examples of activities implemented by your organization during each stage of the project cycle.
2. Which stage of the project cycle do you personally find particularly challenging and why?

VOCABULARY EXERCISES

EXERCISE Match the words closest in meaning.

1. assimilation
2. plausible
3. influence
4. current
5. to trace
6. trustworthy
7. supposition
8. essential
9. additional
10. to acquire
11. to describe
12. interconnected
13. enforcement
14. appropriate
15. conformity

A. credible
B. ongoing
C. to track
D. impact
E. relevant
F. supplementary
G. reliable
H. assumption
I. implementation
J. key
K. to obtain
L. to depict
M. incorporation
N. interrelated
O. compliance

Key: *1M, 2A, 3D, 4B, 5C, 6G, 7H, 8J, 9F, 10K, 11L, 12N, 13I, 14E, 15O*

IT'S GRAMMAR TIME!
PREPOSITIONS OF TIME. (SEE: MURPHY ENGLISH GRAMMAR IN USE UNITS (121))

READING

Comprehensive Needs Assessment

Summary of Foundation Concepts

SOURCE

Project/programme planning. Guidance manual.

There is a range of models that can be used to implement a results-based approach. The A "need" is gap between "what is" and "what should be." A "needs assessment" is a systematic set of procedures that are used **to determine** needs, examine their nature and causes, and **set priorities** for future action. In the real world, there is never enough money to meet all needs. Needs assessments are conducted to help program planners identify and select the right job before doing the job right.

"Target Group"

- Needs Assessments are focused on particular target groups in a system.
- Common target groups in education settings include students, parents, teachers, administrators, and the community at-large.
- Ideally, needs assessments are initially conducted **to determine the needs of** the people (i.e., service receivers) for whom the organization or system exists (e.g., students).
- However, a "comprehensive" needs assessment often **takes into account** needs identified in other parts of a system. For example, a needs assessment might include the concerns of the "service providers" (e.g. teachers, guidance counselors, or school principals—the people who have a direct relationship with the service receivers) or "system issues" (e.g., availability of programs, services, and personnel; level of program coordination; and access to **appropriate** facilities).

Definition of Key Terms

A "Needs Assessment" is a systematic approach that progresses through a defined series of phases.

Needs Assessment focuses on the ends (i.e., outcomes) to be **attained**, rather than the means (i.e., process). For example, reading achievement is an outcome whereas reading

instruction is a means toward that end. It gathers data by means of established procedures and methods designed for specific purposes. The kinds and scope of methods are selected to fit the purposes and context of the needs assessment.

Needs assessment sets priorities and determines criteria for solutions so that planners and managers can **make sound decisions**.

Needs assessment sets criteria for determining how best **to allocate** available money, people, facilities, and other resources.

Needs assessment leads to action that will improve programs, services, organizational structure and operations, or a combination of these elements.

A Three-Phase Model of Needs Assessment:

I Explore "What Is"

- Prepare a Management Plan
- Identify Concerns
- Determine Measurable Indicators
- Consider Data Sources
- Decide **Preliminary** Priorities

II Gather & Analyze Data

- Determine Target Groups
- Gather Data to Define Needs
- Prioritize Needs
- Identify & Analyze Causes
- Summarize Findings

III Make Decisions

- Set Priority Needs
- Identify Possible Solutions
- Select Solution Strategies
- Propose Action Plan Prepare Report

The purpose of Phase I is to investigate what is already known about the needs of the target group; to determine the focus and scope of the needs assessment; and to gain commitment for all stages of the assessment; including the use of the findings for program planning and implementation.

The task of the Phase II is to document the status, the "what is" of the concerns/issues, to compare the status with the vision of "what should be," and to determine the magnitude of the needs and their causes. The major **output** from this phase is a set of needs statements in tentative order of priority, based on the criticality of the need, and its causes.

It cannot be emphasized too strongly that a needs assessment is not complete unless plans are made to use the information in a practical way.

Phase III is the bridge from the analysis to action – to use needs assessment findings. It answers important questions: What needs are the most critical? What are some possible solutions? Which solutions are best?

Summary

There is no one correct needs assessment model or procedure.

- The active use of a Needs Assessment Committee is one important method for obtaining expert advice and gaining commitment to the process and using the results.
- Make sure needs focus on desired outcomes and are listed as the gaps between "what is" and "what should be."
- Before you gather data, spend the time to investigate what is known about the needs of the target group – to identify all of the concerns.
- Develop measurable need indicators to guide your data collection process.
- Perform a causal analysis – Ask "why" does this need still exist? To solve a problem, planners must understand it first.
- Share information with decision makers, policymakers, and stakeholders throughout the needs assessment process. Frequent communication with these groups is important for the "buy in" needed to use the needs assessment results.
- Document the research base for potential solutions.
- Prepare a written report that describes the methods and results of the needs assessment.

Reliefweb glossary of humanitarian terms

Assessment: Assessment (and Re-Assessment): The set of activities necessary to understand a given situation, entails the collection, up-dating and analysis of data pertaining to the population of concern (needs, capacities, resources, etc.), as well as the state of infrastructure and general socio-economic conditions in a given location/area. (UNHCR)

VOCABULARY FOCUS

- appropriate
- to take into account
- to determine the needs of
- to attain
- to allocate
- make sound decisions
- timely
- preliminary
- the major concerns
- to determine
- set priorities
- output
- "target group"

VOCABULARY EXERCISES

EXERCISE 1 Explain the following words or word combinations. Make up your own sentences using the following phrases.

- a priority
- particular
- to take into account
- preliminary
- a sound decision

Key:

A priority – the thing that you think is most important and that needs attention before anything else.
Particular – is the one that you are talking about, and not any other — certain, specific.
To take into account – to consider, not to forget about something.
Preliminary – happening before something that is more important, often in order to prepare for it.
A sound decision – a reasonable decision.

EXERCISE 2 Create nouns out of the following words:

- to decide
- to determine
- to compare
- to solve
- to practise
- to improve
- to exist

Key: *decision, determination, comparison, solution, practice, improvement, existence*

EXERCISE 3 Form your own sentences using the following words:

- to allocate
- to attain
- solution
- appropriate

IT'S TIME TO SPEAK! COMPREHENSION CHECK

Questions:

1. What is a needs assessment?
2. What is a target group?
3. Why is a needs assessment analysis important?
4. How many phases are in the needs assessment? What are they?

Key:

1. *A "needs assessment" is a systematic set of procedures that are used **to determine** needs, examine their nature and causes, and **set priorities** for future action.*

2. *a target group is a group of people the project aims at.*
3. *It is important because it helps to achieve a desired result. A needs assessment sets priorities and determines criteria for solutions so that planners and managers can* ***make sound decisions****. A needs assessment sets criteria for determining how best* ***to allocate*** *available money, people, facilities, and other resources. A needs assessment leads to action that will improve programs, services, organizational structure and operations, or a combination of these elements.*
4. *There are three phases: I Explore "What Is" , II Gather & Analyze Data , III Make Decisions*

OVER TO YOU

1. What is your personal understanding of a "needs assessment"?
2. Is a needs assessment used at your work or by somebody you know?
3. How can the above-mentioned assessment help NGO's activities in regards to the affected population?

VIDEO

https://www.youtube.com/watch?v=mU_pcb7HdPo

ROLE PLAY. BRAINSTORMING

Work in teams. Your task is to brainstorm ideas about the needs of the population affected by the crisis in eastern Ukraine (choose any target group) and ways in which organisations can address those needs.

IT'S GRAMMAR TIME!

PAST SIMPLE, PAST CONTINUOUS, PAST PERFECT, PAST PERFECT CONTINUOUS (ROUND-UP 5, VIRGINIA EVANS; ENGLISH GRAMMAR IN USE, MURPHY THIRD EDITION)

EXERCISE 1 Fill in the sentences using the verbs in the Present Simple, Past Simple, Present Continuous, Past Continuous.

1. Mary (to celebrate) her birthday yesterday. Her room looked beautiful, there (to be) many flowers in it. When I (to come) in, somebody (to play) the piano, two or three couples (to dance). 2. Listen! Somebody (to play) the piano. 3. I (to like) music very much. 4. When I (to look) out of the window, it (to rain) heavily and people (to hurry) along the streets. 5. What you (to do) at seven o'clock yesterday? – I (to have) dinner. 6. When I (to come) home yesterday, I (to see) that all my family (to sit) round the table. 7. Where you (to be) yesterday? – I (to be) at home the whole day. – How strange. I (to ring) you up at two o'clock, but nobody (to answer). – Oh, I (to be) in the garden. I (to read) your book and (not to hear) the telephone. 8. What you (to do) at five o'clock yesterday? – I (to work) in the library. – I (to be) there, too, but I (not to see) you. 9. Yesterday I (to work) at my English from five till seven. 10. Where your sister (to be) now? – She (to be) in her room. She (to do) her homework.

Key:

1. celebrated; were; came, was playing, were dancing; 2. is playing 3 like 4 looked, was raining, were hurrying 5. were you doing; was having 6 came, saw, was sitting 7 were you; was; was ringing, answered; was; was reading; didn't hear; 8 were you doing; was working; was; didn't see 9 was working 10 is; is; is doing

EXERCISE 2 Fill in the sentences using the verbs in the Past Simple, Past Continuous, Past Perfect, Past Perfect Continuous.

1. When I (to meet) Tom, he (to eat) an ice-cream which he (to buy) at the corner of the street. 2. When I (to come) home, my sister (to read) a book which she (to bring) from the library. 3. When I (to look) out of the window, the children (to cycle) with a ball. They (to cycle) for nearly three hours. 4 .When I (to come) home yesterday, I (to see) that my cat (to break) my pen and (to play) with its pieces. 5. When I (to open) the door, I (to see) that the director already (to come) and my colleagues (to write) something down. 6. When I called at his house, they (to tell) me that he (to leave) an hour before. 7. When I came to the station, I (not to find) my friend there as I (to be) five minutes late and the train (to depart). 8. He (to want) to visit the place where he (to live) for five years in his childhood. 9. When I (to come) up to my room, I (to see) Pete who (to stand) at the door of the room. He (to wait) for me as he (to lose) his key and could not get in. 10. I (to go) up to the open window. The rain (to stop) and the sun (to shine) brightly. 11. They were too exhausted because they (to walk) for three hours. 12. I (to sit) in an armchair and (to think) of my coming business trip when the door suddenly (to open) and an old friend of mine who I (not to see) for a very long time (to enter) the room. 13. She (to come) to see us just at the time when we (to have) dinner. 14. I (to see) him just as he (to leave) the hotel. 15. He (to tell) me he (to learn) it from the newspaper. 16. He (to enter) the room, (to take) something from the desk and (to go) out. 17. There (to be) two men in the room. One of them (to write) something while the other (to read) a newspaper. 18. I (to think) he already (to go) home

Key:

1. met; was eating; had bought 2. came; was reading; had brought 3 looked; were cycling;; had been cycling; 4 came; was; had broken; was playing 5 opened; saw; had come; were writing 6 told; had left 7 didn't find; was; had departed 8 wanted; had been living; 9 came; saw; was standing; was waiting; had lost 11 went; had stopped; was shining 11 had been walking 12 was sitting; thinking, opened; hadn't seen; entered; 13 came; were having 14 saw; was leaving 15 told; had learned 16 entered; took; went 19 were; was writing; was reading 18 thought; had gone

READING

Read the situation report below. You are a responding organisation in this country. Identify a community or area for your intervention and think about that community needs. Fill in the form below.

Kenya
Humanitarian situation report.

UNICEF

Situation Overview & Humanitarian Needs

Due to the current severe drought affecting 23 counties in Arid and Semi-Arid Lands (ASAL) of Kenya, the Government has projected that the number of food insecure people will rise from the current 2.7 million people to 4 million by April 2017. The Executive Order by The President of Kenya on 10 February 2017, on the Declaration of Drought and Famine Facing Parts of the Republic of Kenya a National Disaster has been shared with humanitarian partners. In part, the Executive Order is directing the National Treasury and the Ministry of Devolution and Planning to mobilize resources towards alleviating the crisis, and is also appealing to Development Partners and Donors to assist the Government and supplement efforts in responding to the situation.

UNICEF has carried out an SMS survey on the situation of children in the drought-affected areas targeting 2,812 head teachers, County Directors of Education and implementing partners in 12 counties. The principal findings of the survey indicate:

- 1,274 schools/ECD Centers with an enrolment of about 246,000 children have no access to water.
- 90 per cent of the schools do not have School Feeding Program (SFP). The lack of SFP has reduced school attendance by about 14 per cent.
- Only 30 per cent of children (approximately 362,438) in the remaining 10 per cent of the schools receive support from SFP.
- 10 county governments, including Marsabit, Isiolo, Baringo, Turkana and Samburu are providing school feeding benefiting 362,438 children.

In the month of February, 102 children (40 girls) arrived in Kakuma, increasing the total number of children registered since January to 2,361 (1,006 girls). Of these 660 (218 girls) are separated children while another 171 (60 girls) arrived as unaccompanied minors.

Cholera cases continue in the Tana River delta sub-County of Tana County, due to poor hygiene and prevalent open defecation. Between 10 October 2016 and 21 February 2017, the total number of cases reported were 218 (164 cases from 2016 and 54 cases in 2017) with 4 deaths (CFR=1.8%). Of the cases, 33 (15%) are laboratory confirmed.

An imported case of cholera from Tana River was treated at the Kotile Health Centre of Garissa County on 13 February 2017. From the line list shared on 28 February by the Tana River County Ministry of Health, 10 new cases have been reported, with nine of the cases being

The report ends at the next page →

below 15 years of age, while four are female. All cases are from Sera Kurole and Abaganda (about 10 km apart), which are the most persistent villages in the county in this wave of the outbreak. There is 0 mortality and all of the cases were treated and discharged.

The Nutrition situation is at risk of deteriorating further due to the below-average forecast of the next rainy season, being the 'long rains' season expected between March to May 2017. The next Nutrition SMART surveys will be conducted during the long rains season.

UNICEF Kenya – 6 March 2017

Needs assessment form

1. Name of the community: .....
2. Include any relevant statistics about the community.
3. What community needs were identified? What needs are the most critical?
4. What is already being done to respond to the needs?
5. What resources should be used to meet the needs?
6. What challenges to the implementation of this project have you identified?
7. How does the project plan take these challenges into account?

READING

Project Proposal Writing. Overview.

SOURCE

Besim Nebiu. Developing Skills of NGOs. Project Proposal Writing. The Regional Environmental Center for Central and Eastern Europe, 2000.

Introduction

Without direct project funding, most **non-governmental organisations (NGOs)** would not be able to accomplish their goals. Writing clear, thorough and targeted project proposals is therefore essential to an NGO's success.

A **project proposal** is a detailed description of a series of activities aimed at solving a certain problem. The proposal should contain a detailed explanation of the:

- justification of the project;
- activities and implementation timeline;
- methodology; and
- human, material and financial resources required.

The project proposal should be a detailed and directed manifestation of the project design. It is a means of presenting the project to the outside world in a format that is immediately recognised and accepted.

To write an efficient project proposal, one needs to have a clear understanding of:

- the role of the project proposal and the activities related to each stage;
- how to deal with projects and project proposals from an organisational perspective;
- how project proposals fit into project management; and
- how to structure a good project proposal.

The challenges in learning project proposal writing can be classified into three groups:

1. **Enhancing skills and organisational procedures**
   - Learning proposal-writing techniques, as well as developing skills in designing and writing successful project proposals, is the objective of most participants
   - Establishing systems and standards related to developing projects within the NGOs is also a key objective.

2. **Understanding the role of project proposals in project management**
   - The project proposal is a **tool** — not a goal. It should be followed as closely as possible, and deviations should occur only when necessary.
   - Proposal writing is only one of the phases of project management. It is one of the numerous actions that form a logical sequence of events usually referred to as the **project cycle**.

3. **Conducting preparatory work prior to proposal writing**

A quality project proposal is the final product of a participatory process that involves considerable study, discussion and learning from past experiences.

BEFORE WRITING A PROPOSAL

- **Interview past and prospective beneficiaries.** Though feedback was likely received when the previous project ended, new benefits and conditions may have arisen since that time. Speak to prospective beneficiaries to ensure that what you are planning to offer is desired and needed.
- **Review past project proposals.** Avoid repeating mistakes and offering to reproduce results that have already been achieved. Donors will be unlikely to provide more funding for something that should already have been done.
- **Review past project evaluation reports.** Don't count on project members to remember all the mistakes and areas for improvement from previous efforts.
- **Organise focus groups.** Make sure that the people you need are willing and able to contribute.
- **Check statistical data.** Don't let others discover gaps and inaccuracies in the data you are relying on.
- **Consult experts.** Outside opinions will give you ideas and credibility.
- **Conduct surveys, etc.** Gather as much preliminary information as possible to demonstrate commitment to the project and to refine the objectives.
- **Hold community meetings or forums.** When the public feels that they have been consulted on an issue, they will be much more likely to cooperate and support the project.

What is the Project Design?

The project design is one phase of the project cycle. It consists of two elements:

- project planning (formulation of project elements); and
- project proposal writing (converting the plan into a project document).

Project design is a result of both project planning and the project proposal. Both steps are essential to forming a solid project design.

Project Planning — Formulation of Project Elements

Before the project is written, its individual elements need to be developed. Addressing the **planning considerations** helps develop the project elements. Another way to break down planning questions is to take into consideration the **project design stage** at which these questions are asked. On the basis of these criteria the project planning questions could be classified as to whether they are made during project planning or proposal writing, as seen in the table below.

Regardless of the project planning model presented here, quality proposal writing is not possible without proper planning.

PLANNING CONSIDERATIONS

Issues to be considered at the beginning of project planning

- Beneficiaries of the project
- Project team and cooperative partners
- Success criteria
- Goal and objectives
- Methods chosen to achieve project goal
- Costs and expenditures
- Own contribution
- Potential donors

Elements of the project proposal

- Project title
- Goals and objectives of the project
- Description of project activities
- Description of expected project results
- Project implementation plan
- Beginning of operations
- Resource allocation
- Project personnel
- Detailed project budget (fixed costs, equipment needed)
- Other technical means (e.g. vehicles)
- Division of financial sources (own contribution and other resources)

Reliefweb glossary of humanitarian terms

http://reliefweb.int/report/world/reliefweb-glossary-humanitarian-terms

Non-Governmental Organization (NGO): An organized entity that is functionally independent of, and does not represent, a government or State. It is normally applied to organizations devoted to humanitarian and human rights causes, a number of which have official consultative status at the United Nations. (OCHA)

VIDEO Watch the video:
https://www.youtube.com/watch?v=mU_pcb7HdPo

WRITING. STYLE

EXERCISE 1

You are editing some reports written by a rather wordy writer, who likes to show off his large vocabulary. The only problem is that hardly anyone can understand some of the words he uses. So you need to make the sentences as clear as possible, and this means changing some of the words.

Here are some of the wordy extracts. Find simpler, more familiar words to replace the words in *italics*. When you are done, check your answers against the key provided at the end of this module.

1. He is far too *garrulous* to work in such a confidential position.

_____

2. Action in this case should be *expeditious*.

_____

3. It should be illegal to *hydrate* the area during the summer.

_____

4. In my estimation, this politician is *impervious* to harsh criticism.

_____

5. It's ridiculous to ask representatives from across the country to *convene* for just three hours.

_____

6. I have seen *intimations* of his being the right person for the job.

_____

What you have just done in this exercise is very important in writing. Your main task when you write is to be understood—to communicate. You must use familiar, everyday words that everyone should be able to understand. Don't think that you have to impress people with complicated words and phrases.

Key:

The following are some suggested answers, but you will find that more than one correct answer is possible in some cases.

1. *He is far too garrulous to work in such a confidential position.*
   He gossips too much to be in such a confidential position.

2. *Action in this case should be expeditious.*
   Action in this case should be prompt (or: timely).

3. *It should be illegal to hydrate the area during the summer.*
   It should be illegal to water the area during the summer.

4. *In my estimation, this politician is impervious to harsh criticism.*
   In my estimation, this politician is resistant to harsh criticism.

5. *It is ridiculous to ask representatives from across the country to convene for just three hours.*
   It is ridiculous to ask representatives from across the country to meet (or: get together) for just three hours.

6. *I have seen intimations of his being the right person for the job.*
   I have seen suggestions of his being the right person for the job.

SENTENCE PUNCTUATION

Comma

The comma is by far the hardest punctuation mark to use correctly. Do not insert a comma merely because the sentence is long and you feel there ought to be a comma somewhere. Learn where a comma is required, and only use one when you know it is needed.

Commas are used when:

1. Two sentences are joined together by a co-ordinating conjunction.
2. An introductory clause, phrase, or word precedes the sentence.
3. Three or more words, phrases, or clauses are written in a series.
4. A sentence is interrupted by a clause, phrase, or word that is not part of the sentence structure.
5. A series of coordinated adjectives describes the same noun.
6. With places, addresses, dates, and titles.
7. A sentence introduces a quotation.

The following pages contain fuller explanation and examples of these rules for using commas.

1. Two sentences are joined together by a co-ordinating conjunction. Use commas to separate two main clauses in a compound sentence when they are joined by one of the seven coordinating conjunctions (*and, but, for, nor, or, so, yet*). To remember all seven, you might want to learn the acronym: FANBOYS

F =	for	O =	or
A =	and	Y =	yet
N =	nor	S =	so
B =	but		

Examples:
Mary wrote the novel, and Julie edited it.
The house burned to the ground, but the fire station was not notified.

2. An introductory clause, phrase, or word should be followed by a comma. Common introductory words that should be followed by a comma include *yes, however*, and *well*. Introductory clauses that start with certain words (including: *after, although, as, because, if, since, when, while*) should also be followed by a comma. Many introductory phrases require a comma. However, prepositional phrases of less than five words usually do not require a comma unless it is needed for clarity.

Examples:
When you have completed the progress report, we will discuss the project in Delhi.
Since you insist, please make the flight arrangements yourself.
If you insist on making the flight arrangements, you will need a purchase order.
After a long and heated discussion, the board voted in favour of the development.
In the meantime I will order the spare parts. (Here the reader can see the introduction without the help of a comma because it is so short.)

3. Use commas with *and* or *or* to separate three or more words, phrases, or clauses written in a series.

Examples:
The report was clear, concise, complete, and correct.
Required skills are comprehension, business math, word processing, or related computer skills.
He agreed to follow instructions, train the student, write regular progress reports, and live on site.
She brought up three children, ran a convenience store, attended fitness class three times a week, and took regular correspondence courses.

4. Use a pair of commas in the middle of a sentence to separate a clause, phrase, or word from the rest of the sentence. These words are separated because they do not grammatically belong to the sentence, and are not essential to the meaning. Considering the following questions may help you to decide whether the clause, phrase, or word is essential.

- If you leave it out, does the meaning of the sentence stay the same?
- Does it interrupt the grammatical flow of the sentence?
- If you move it somewhere else in the sentence, does the sentence still make sense?

If the answer to one or more of these questions is yes then the clause, phrase, or word is not essential and should be separated with a pair of commas.

Examples:
You can, without a doubt, use it all year round.
Frogs, for example, are eaten in France.
He will, however, be expected to attend committee meetings.
The manager, who always wore a blue suit, was asked to represent our committee at the public meeting.

Do not use commas with restrictive modifiers, which are essential to the meaning of the sentence. *That* clauses after nouns are always essential.

Examples:
My sister who lives in Delhi is older than my sister who lives in Mumbai. (Take away the essential who clauses, and the sentence says "my sister is older than my sister"!)
The report that is written in Hindi contains more information than the report that is written in English.
The girl, who is only thirteen, works as a secretary. (Take away the non-essential who clause, and the sentence still makes sense.)

5. Use commas to separate a series of coordinated adjectives describing the same noun. To determine if adjectives are coordinated, try asking these questions:

- Can you change the order of the adjectives?
- Can you write and between the adjectives?

If you can do either and the sentence still makes sense then the adjectives are coordinated and require a comma.

Examples:
He usually wore a white linen suit. (not coordinated)
She is a friendly, happy person. (coordinated)

6. Commas must be used to separate places and addresses (except between the street name and number), parts of dates (except between the month and day), and titles that follow a name.

Examples:
I sent the package from Camden, NJ to New Delhi, India.

On April 16, 1945, the Red Army began the battle to liberate Berlin.
Dr. Robert Atkins, MD, researched effects of the "low-carb" diet.

7. Use a comma to introduce a quotation.

Examples:
"What," Manju asked, "do you expect me to do about it?"
He replied, "I don't know, but something must be done!"

EXERCISE 2

Part A

Add commas as needed in the sentences below. If the sentence is correct, check the box to the left of the sentence.

He left the scene of the accident and tried to forget that it had happened.

- Oil which is lighter than water rises to the surface.
- Mrs. Sharma was an attractive gracious lady.
- Nice is a word with many meanings and some of them are contradictory.
- The contractor testified that the house was completed and that the work had been done properly.
- Some people refuse to go to the zoo because of pity for creatures that must live in small cages.
- Taxicabs that are dirty are illegal in some cities.
- The closet contained worn clothes old shoes and dirty hats.
- The uninvited guest wore a dark blue tweed suit.
- After surviving this ordeal the sailor felt relieved.
- Shakespeare's early plays I believe stand the test of time.
- September 11 2001 will never be forgotten.
- Write the editor of the National India Report 2041 Dr. Prasad Road New Delhi 100-1100.
- He replied "I have no idea what you mean."
- After a good washing and grooming the pup looked like a new dog.
- Because of their opposition to institutions that force creatures to live in captivity some people refuse to go to the zoo.
- Men who are bald are frequently the ones who are the most authoritative on the subject of baldness.
- Vests which were once popular have been out of vogue for several years.

Part B

Place commas where appropriate in the following sentences.

1. There was no question that John's painting a huge colourful and ugly mural was the worst entry in the art exhibit.
2. Werner von Braun Willy Ley and Edward Teller noted authorities in the field of rocket development have done much to guide the missile programme of the United States.

3. Mr. Kapur's ability to say the wrong thing at the wrong time is I believe amazing.
4. Running around the house the dog was abruptly stopped by a fence.
5. If the opposition should win our candidate would never have any political future.
6. Gracefully lightly and daintily the ballerina moved across the stage.
7. *Glamour* the women's fashion magazine recently incorporated with *Charm* another fashion journal.
8. Joe was born on May 7 1955 and his best friend was born exactly two months later on July 7 1955.
9. Mr. and Mrs. Kwon my parents' best friends sat in front of us at the football game.
10. On November 11 1918 the armistice ending World War I was signed.
11. Wow! The football match that was played this afternoon was amazing!
12. So if you are so interested in this project why are you not writing the report?
13. What is the best way to convince our wealthy patron to support our new learning centre?

Key:

Part A

Add commas as needed in the sentences below. If the sentence is correct, make no changes.

- *He left the scene of the accident and tried to forget that it had happened.*
- *Oil, which is lighter than water, rises to the surface.*
- *Mrs. Sharma was an attractive, gracious lady.*
- *Nice is a word with many meanings, and some of them are contradictory.*
- *The contractor testified that the house was completed and that the work had been done properly.*
- *Some people refuse to go to the zoo because of pity for creatures that must live in small cages.*
- *Taxicabs that are dirty are illegal in some cities.*
- *The closet contained worn clothes, old shoes, and dirty hats.*
- *The uninvited guest wore a dark blue tweed suit.*
- *After surviving this ordeal, the sailor felt relieved.*
- *Shakespeare's early plays, I believe, stand the test of time.*
- *September 11, 2001, will never be forgotten.*
- *Write the editor of the National India Report, 2041 Dr. Prasad Road, New Delhi, 100-1100.*
- *He replied, "I have no idea what you mean."*
- *After a good washing and grooming, the pup looked like a new dog.*
- *Because of their opposition to institutions that force creatures to live in captivity, some people refuse to go to the zoo.*
- *Men who are bald are frequently the ones who are the most authoritative on the subject of baldness.*
- *Vests, which were once popular, have been out of vogue for several years.*

Part B

Place commas where appropriate in the following sentences.

1. *There was no question that John's painting, a huge, colourful, and ugly mural, was the worst entry in the art exhibit.*
2. *Werner von Braun, Willy Ley, and Edward Teller, noted authorities in the field of rocket development, have done much to guide the missile programme of the United States.*

3. *Mr. Kapur's ability to say the wrong thing at the wrong time is, I believe, amazing.*
4. *Running around the house, the dog was abruptly stopped by a fence.*
5. *If the opposition should win, our candidate would never have any political future.*
6. *Gracefully, lightly, and daintily, the ballerina moved across the stage.*
7. *Glamour, the women's fashion magazine, recently incorporated with Charm, another fashion journal.*
8. *Joe was born on May 7, 1955, and his best friend was born exactly two months later on July 7, 1955.*
9. *Mr. and Mrs. Kwon, my parents' best friends, sat in front of us at the football game.*
10. *On November 11, 1918, the armistice ending World War I was signed.*
11. *Wow! The football match that was played this afternoon was amazing!*
12. *So, if you are so interested in this project, why are you not writing the report?*
13. *What is the best way to convince our wealthy patron to support our new learning centre?*

READING

Introduction To Proposal Writing: How To Write Proposals

SOURCE

The following reading is based on an excerpt from:
https://www.fundsforngos.org/how-to-write-a-proposal/before-writing-a-proposal-planning-the-plan/

A proposal is an essential marketing document that helps cultivate an initial professional relationship between an organization and a donor over a project to be implemented. The proposal outlines the plan of the implementing organization about the project, giving extensive information about the intention, implementation, management and the results to be delivered.

A proposal is a very important document. In some cases, a concept note precedes a proposal, briefing the basic facts of the project idea. However, the project idea faces a considerable challenge when it has to be presented in a framework. The proposal has a framework that establishes ideas formally to provide a clear understanding of the project for the donor. Besides, unless the ideas are documented in writing, they do not exist. Hence, a proposal facilitates appropriate words for the conception of an idea. Proposals have recently become more sophisticated. This reflects the increased competitiveness and larger resources existing in the NGO sector. The trend of inviting proposals for contracting development programmes began with the allotment of substantial resources for development that triggered off the mushrooming of NGOs around the world.

Enormous opportunities existing in the sector have led to the trend of making proposal writing a profession. Proposal writing poses many challenges, especially for small and unskilled NGOs. Here, we discuss some basic and necessary information required for developing a proposal.

What is a Concept Note?

A Concept Note is perhaps the shortest expression your project idea given on paper to a donor. It is usually requested by the donor in situations where no proposals have been solicited from NGOs. Most donor agencies prefer to understand the project through a Concept Note rather than a full-fledged proposal.

What should be the size of the Concept Note?

This actually depends upon the donor requesting the Concept Note. However, we need to remember that it is the shortest possible text for our project idea. So, the shorter the better. Most donor agencies request a minimum of one page to a maximum of three pages.

Is there a specific format for writing the Concept Note?

Usually donors do not have a format for a Concept Note as they have for a full proposal. However, there are some agencies which issue solicitation for Concept Notes based upon a basic format given in the guidelines.

Is the Concept Note useful for the applying NGO as well?

A Concept Note has many advantages for NGOs seeking funds. It practically gives a framework for ideas when they are organized on paper. It is also the first expression of the project and provides flexibility for the organization to develop an idea before presenting it to the donor.

What are the contents of the Concept Note?

While there is no standard format for a Concept Note, generally the following information is given:

1. Name of the Organization
2. Title of the Proposed Project
3. Potential Donor
4. Context (not more than 300 words)
5. Rationale for the Proposed Project
6. Project Goals and Objectives
7. Project Strategy/ Listing of Project Activities
8. Expected Results
9. Innovation: How different it is from other or earlier projects?
10. Organizational Background, including expertise and experience.
11. Budget Estimate
12. Complete Contact Information of the NGO along with the name of the Contact Person.

Before Writing a Proposal

Before we start writing a proposal, it is important for us to do some research. No matter how small or big the project is some kind of references to existing literature or data should be made. Usually, it is expected that the NGO has enough information at hand about the problem or the project before writing the proposal. Yet, NGOs have to gather all related information about the issue they are working on and then sit down to write the proposal.

In some cases, donors sponsor pre-proposal research so that organizations have enough evidence, both at field level and in literature, before developing the actual proposal. But not many NGOs are lucky enough to avail themselves of such an opportunity.

While planning the proposal, it is ideally believed that all stakeholders have been consulted or involved in the process. There are generally three main categories of stakeholders involved in the process of writing the proposal. They are:

1. The Proposing Organization/s: This could be just one NGO or a group of NGOs applying for the project to the donor.

2. The Community: The most important stakeholder for whom the project is conceived. Community members or beneficiaries or the target group has to be involved in the proposal planning process so that the project reflects strong qualities of participation and community ownership.

3. The Donor Agency: Wherever possible, it will be useful to take inputs from the donor. In formal invitations for **proposals**, the donor may discourage any contact with the proposing organizations. However, in other situations where the donor has requested for a one-to-one proposal, it is a good idea to have several meetings with this stakeholder and note down information carefully. It will also help researching donor priorities while conceiving the proposal idea.

Make sure you gather enough information about your donor, such as,

- Aid priorities and issues of the donor
- The donor's country strategy paper (if any)
- Proposal Guidelines
- Previously funded projects and programs

WRITING. SENTENCE PUNCTUATION

Semicolon

The semicolon is one of the most misused punctuation marks. This is because many people do not understand sentence structure. You will look at sentence structure in the next section of this module.

1. Use a semicolon to separate main clauses not joined by co-ordinating conjunctions. Co-ordinating conjunctions are the words ***and, but, for, nor, or, so,*** and ***yet***.

   Examples:
   A manager must be decisive and he cannot hesitate. Replacing 'the' and 'and' with a semicolon the sentence becomes:
   A manager must be decisive; he cannot hesitate.
   A report is due but the information is not quite ready.
   A report is due; the information is not quite ready. (Note that you can replace the co-ordinating conjunction but between the two main clauses with the semicolon.)

2. Use a semicolon before an adverb that joins two main clauses. This is called a conjunctive adverb.

   Examples:
   She made a great effort to persuade them to join; nevertheless, they declined.
   He wrote a plea for more funding; however, the politicians did not listen.

3. Use semicolons to separate the elements in a series that already contains commas.

   Examples:
   The speeches were made by Ms. Reddy, the director; Mr. Kaul, the treasurer; and Mr. Dutt, the assistant.

   Note: We have three units here, each containing a comma. If we used commas to separate the units, the sentence would be confusing and the reader could not tell that Ms. Reddy is the director. Therefore, semicolons are used to clarify the meaning.

Colon

A colon is used after a complete statement, in order to introduce one or more directly related ideas, such as a series of directions, a list, a quotation, or some other comment illustrating or explaining the statement. It often comes after "as follows" or "the following."

Examples:
The report makes the following recommendation: contracts with Desiso Corporation should be thoroughly checked for accounting errors.
Our financial statements contain too many difficult terms like the following: debit, credit, carry-over, annualized, and cost plus.
Once we have completed our review, each person will have to perform the procedures as follows: write a covering letter, add in the appropriate appendices, and photocopy the file for further documentation.
A colon must always be preceded by a complete statement.

Examples:
Correct: *We have two choices: right or wrong.*
Incorrect: *Two things that I cannot stand are: dogs and fleas.*
Note that the last example is wrong because there is no complete statement before the colon.
A colon cannot follow "They are" because it is not a complete statement.

Example:
Incorrect: *They are: intelligent, clever, resourceful, and brave.*
In the above example it would be correct to leave out the colon and use the comma rule for a simple series.
A colon is also used between the hour and minutes in time notation (for example, 5:30 p.m.) and between chapter and verse in biblical references (for example, Genesis 1:18).

Apostrophe

A common writing error is the incorrect use of the apostrophe. It should be used as follows:

1. Use the apostrophe to show omission of letters in a contraction.

do not = don't	does not = doesn't
I would = I'd	they have = they've
it is = it's	there is = there's

2. Use the apostrophe with *-s* to show possession.

   - Add an apostrophe and *-s* to singular nouns.

     Examples:
     of Bill = Bill's *(meaning "belonging to Bill")*
     my aunt's house *(meaning "the house belonging to my aunt")*
     Note: If the singular word already ends in -s, there are two options: either add an apostrophe with -s, or just add an apostrophe after the already existing -s.
     of James = James' or James's

   - Add only an apostrophe to plural nouns ending in *-s*.

     of the boys = the boys'

   - Add an apostrophe and *-s* to plural nouns not ending in *-s*.

     of men = men's

   - To indicate joint possession, add an apostrophe (and *–s* if necessary) to the second noun.

     of Mary and Jim = Mary and Jim's

   - With compound words or word groups, add an apostrophe (and *-s* if necessary) to the last unit.

     of Mary and Jim = Mary and Jim's

3. Do not use an apostrophe with possessive pronouns (whose, ours, yours, hers, theirs, its).

Remember that its is a possessive pronoun (meaning "belonging to it"), so does not need an apostrophe. It's means "it is."

Examples:
Its Peter's car. means that the car belongs to Peter.

The dog chases its tail. This means that the tail belongs to the dog.
It's the report. This means that the report has been found or it is the report.
The board is reviewing its reports. This means that the reports belong to the board.

4. Avoid using the possessive apostrophe with inanimate things.

The front door of the house—*not* the house's front door

5. Use the apostrophe to help form the plurals of lowercase letters.

Examples:
three f's *mind your p's and q's*

EXERCISE 1

Write out the following sentences, inserting commas, semicolons, colons, and apostrophes wherever they are needed.

1. The men in question (Harold Keene Jim Peterson and Gerald Greene) deserve awards.

_____

2. Several countries participated in the airlift Italy Belgium France and Luxembourg.

_____

3. Only one course was open to us "surrender" said the ex-major and we did.

_____

4. Judge Carswell later to be nominated for the Supreme Court had ruled against civil rights.

_____

5. In last week's *India Today* one of my favourite magazines I enjoyed reading Leland's article "How Not to Go Camping."

_____

6. Managers should consider the workers feelings.

_____

7. There was only one thing to do study till dawn.

_____

8. Montaigne wrote the following “A wise man never loses anything, if he has himself.”

_____

9. The following are the primary colours red blue and yellow.

_____

10. Arriving on the 8 10 plane were Liz Brooks my old roommate her husband and Tim their son.

_____

11. When the teacher commented that her spelling was poor Lynn replied “All the members of my family are poor spellers. Why not me?”

_____

12. He used the phrase “you know” so often that I finally said “No I don’t know.”

_____

13. The automobile dealer handled three makes of cars Volkswagen Porsche and Mercedes Benz.

_____

14. Though Phil said he would arrive on the 9 19 flight he came instead on the 10 36 flight.

_____

15. “Whoever thought” said Helen “that Jack would be elected class president?”

_____

16. In baseball a showboat is a man who shows off.

_____

17. The minister quoted Isaiah 5 21 in last Sundays sermon.

_____

18. There was a very interesting article entitled “The New Rage for Folk Singing” in last Sunday’s *Times of India* newspaper.

_____

19. Whoever is elected secretary of the club Ashley Chandra or Aisha must be prepared to do a great deal of work said Jumita the previous secretary.

_____

20. Darwin’s *On the Origin of Species* 1859 caused a great controversy when it appeared.

_____

21. This computers speed is relatively slow.

_____

22. Today is Jones day off but tomorrow is Adams rest day.

_____

23. We check each persons productivity once every hour.

_____

24. Stock prices are at a yearly low therefore we cannot afford to sell now.

_____

25. At the price suppliers are charging we cannot make a profit on re-sale but we must meet the price of our competition.

_____

Key:

Write out the following sentences, inserting commas, semicolons, colons, and apostrophes wherever they are needed.

1. *The men in question (Harold Keene, Jim Peterson, and Gerald Greene) deserve awards.*
2. *Several countries participated in the airlift: Italy, Belgium, France, and Luxembourg.*
3. *Only one course was open to us; "surrender," said the ex-major, and we did.*
4. *Judge Carswell, later to be nominated for the Supreme Court, had ruled against civil rights.*
5. *In last week's India Today, one of my favourite magazines, I enjoyed reading Leland's article, "How Not to Go Camping."*
6. *Managers should consider the workers' feelings.*
7. *There was only one thing to do: study till dawn.*
8. *Montaigne wrote the following: "A wise man never loses anything, if he has himself."*
9. *The following are the primary colours: red, blue, and yellow.*
10. *Arriving on the 8:10 plane were Liz Brooks, my old roommate; her husband; and Tim, their son.*
11. *When the teacher commented that her spelling was poor, Lynn replied, "All the members of my family are poor spellers. Why not me?"*
12. *He used the phrase, "you know" so often that I finally said, "No, I don't know."*
13. *The automobile dealer handled three makes of cars: Volkswagen, Porsche, and Mercedes Benz.*
14. *Though Phil said he would arrive on the 9:19 flight, he came instead on the 10:36 flight.*
15. *"Whoever thought," said Helen, "that Jack would be elected class president?"*
16. *In baseball, a showboat is a man who shows off.*
17. *The minister quoted Isaiah 5:21 in last Sunday's sermon.*
18. *There was a very interesting article, entitled, "The New Rage for Folk Singing," in last Sunday's Times of India newspaper.*
19. *"Whoever is elected secretary of the club, Ashley, Chandra, or Aisha, must be prepared to do a great deal of work" said Jumita, the previous secretary.*
20. *Darwin's On the Origin of Species, 1859, caused a great controversy when it appeared.*
21. *This computer's speed is relatively slow.*
22. *Today is Jones' day off but tomorrow is Adams' rest day.*
23. *We check each person's productivity once every hour.*
24. *Stock prices are at a yearly low, therefore we cannot afford to sell now.*
25. *At the price suppliers are charging we cannot make a profit on re-sale, but we must meet the price of our competition.*

IT'S GRAMMAR TIME!
SUBJECT-VERB AGREEMENT

Read these sentences aloud and put a check mark beside the ones that you think are grammatically *incorrect*.

- We paid for our meals, but the drinks were free of charge.
- If anybody arrives late, he or she will not get a seat.
- Neither the dogs nor the cat are anywhere to be found.
- We lay on the beach all afternoon.
- Neither of them want to go bowling.

Most people can hear a problem in a sentence before being able to identify it. Something just doesn't sound right, and it's not. In the incorrect sentences listed above, the problem is that the subject and the verb do not agree.

Key: *Check your answers with those that follow:*

Correct

We paid for our meals, but the drinks were free of charge.
If anybody arrives late, he or she will not get a seat.
We lay on the beach all afternoon.

Incorrect

Neither the dogs nor the cat are anywhere to be found.
Correction: *Neither the dogs nor the cat is anywhere to be found.*
Neither of them want to go bowling.
Correction: *Neither of them wants to go bowling.*

Some grammar rules change over the years and centuries, but one will probably never change: **Subject and verb must agree**. If the subject is singular then so is the verb. Plural subjects take plural verbs.

Here's an example of the singular and plural forms of a regular verb:

	Singular	**Plural**
1st person	I play	we play
2nd person	you play	you play
3rd person	he (she, it) plays*	they play*

* Notice that the third person singular and plural forms are not identical. This is where you might run into problems. In the third person, the endings of the subject and the verb do not match.

Singular third-person verbs end in *-s*, but singular subjects do not.

Examples:
The student works. *Joe sleeps.*

Plural subjects end in *-s*, but plural verbs do not.

Examples:
The students work. *The boys sleep.*

As long as you can correctly identify the subject and the verb to match them, you will have no difficulty with subject-verb agreement.

EXERCISE 1 Re-write each sentence below, switching the position of the two main elements: the subject and the verb.

Examples:
Chips are my favourite snack. *My favourite snack is chips.*

A. Political discussions are something Tanh always enjoys.

_____

B. Disputes over wages and benefits are often the cause for strikes.

_____

C. Ice cream is the only junk food Sanjii eats.

_____

D. Fear of failure is the cause of many psychological disturbances.

_____

E. Brown rice and curry are my favourite meal.

_____

So far, so good. If you can find the subject and match it with the correct verb, you are one step closer to proper sentence construction.

Key:
A. Tanh always enjoys political discussions.
B. The cause of strikes is often disputes over wages and benefits.
C. The only junk food Sanjii eats is ice cream.
D. The cause of many psychological disturbances is fear of failure.
E. My favourite meal is brown rice and curry.

WORDS TO TRICK YOU

Unfortunately, there are subjects that don't fit into the simple subject-verb agreement rule. There are six such tricky subjects that are just waiting to wreak havoc for the unwary writer.

1. What happens if you have two subjects in one sentence? If the subjects are joined by and then the sentence requires a plural verb.

Examples: Wages and benefits *are* often the cause of strikes.

But watch out when you are joining two subjects with the following:

either . . . or *or not . . . but*
neither . . . nor

In these cases, **the verb agrees with the subject nearest to the verb.**

Examples:
Neither the government nor the municipalities *accept* responsibility. (Note plural subject, plural verb.)
Neither the municipalities nor the government *accepts* responsibility. (Note singular subject, singular verb.)

2. Subjects that look multiple but that are really singular.

Don't be fooled by phrases beginning with such words as *with, like, as well as, together with, in addition to*, or *including*. These words are NOT part of the subject and do not affect the verb.

Examples:
My *boss*, as well as my colleague, is helping with my writing.
(Notice that there are two people helping but the subject *boss* is singular and so the verb must be singular.)

Hint:
Mentally cross out the words of the sentence that are not part of the subject.

Examples:
All my tasks, including letter writing, are easier this year.
(Mentally cross out the phrase *including letter writing* so that the subject *tasks* agrees with the verb *are*.)

3. When words ending in *–one*, *-body*, or *-thing* are used as a subject they are always singular.

Here's a list:

anyone	anything	anybody
everyone	everything	everybody
no one	nothing	nobody
someone	something	somebody

Examples:
Everyone *is* here. (The incorrect form is: Everyone *are* here.)
Nobody was available for the meeting. (The incorrect form is: nobody were available for the meeting.)
Nothing gets done once the project funding is gone. (The incorrect form is: nothing get done once the project funding is gone.) (Notice that there are two people helping but the subject boss is singular and so the verb must be singular.)

EXERCISE 2 Underline the correct verb form selected from the pair in parentheses.

A. Not only the students but also their instructor (has, have) been called to the principal's office.
B. Either Mrs. or Ms. (is, are) fine with me.
C. No one (was, were) found who had seen the office clerk.
D. This course, in addition to the others I have taken, (is, are) very informative.
E. Neither the shopkeeper nor the customers (know, knows) who is responsible for the theft.
F. Nobody (dare, dares) challenge the government's choice of Finance Minister.
G. Some of the rice (appear, appears) to be contaminated.
H. Anyone with information regarding the murder (is, are) entitled to a reward.
I. Either you or your friend (is, are) telling the truth about the accident.

Key:

A. Not only the students but also their instructor (has, have) been called to the principal's office.
B. Either Mrs. or Ms. (is, are) fine with me.
C. No one (was, were) found who had seen the office clerk.
D. This course, in addition to the others I have taken, (is, are) very informative.
E. Neither the shopkeeper nor the customers (know, knows) who is responsible for the theft.
F. Nobody (dare, dares) challenge the government's choice of Finance Minister.
G. Some of the rice (appear, appears) to be contaminated.
H. Anyone with information regarding the murder (is, are) entitled to a reward.
I. Either you or your friend (is, are) telling the truth about the accident.

4. Used as subjects the words each (*of*), either (*of*), or neither (*of*) take singular verbs.

Examples:
Either *was* suitable for the job.
Each of the boys *dreams* of becoming a football star.
Neither of the teams *wants* to play tonight.

5. Be careful when you use collective nouns. A collective noun names a group. Some examples are *gang, band, class, group, audience, committee, company*, and *majority*. When you are referring to the group acting as a unit, use a singular verb.

Examples:
Our office *gives* a birthday party to each employee.

When you are referring to the members of the group acting individually, use a plural verb.

Examples:
A number *are* here to see the supervisor. (This refers to individual people waiting to see the supervisor.)

The singular form of the verb needs to be used when referring to units of money, time, mass, length, and distance.

Examples:
Six dollars *is* too much to pay for a coffee.
Two hours *seems* like a long time to wait.
Twenty kilometres *is* not that far to hike.

EXERCISE 3 Underline the correct verb from each of the pairs in brackets in the following paragraphs.

The peer-response group can be an effective tool in the revision process of writing. Each member of the group in turn either (read, reads) aloud or (distribute, distributes) a copy of a work in progress and then (ask, asks) for feedback. This feedback may consist of answers to general questions, such as what the group members (find, finds) unclear in the piece or which parts they think (is, are) most effective. The writer might also ask questions about specific parts of the work. A clear understanding of the kinds of responses being solicited (is, are) critical so that group members address the writer's concerns and do not simply volunteer what they would change about the essay.

Group size is one of the factors that (help, helps) create an effective peer-response group. The group should be small enough to ensure that everyone (has, have) time to offer feedback. Finally, a climate of mutual support and trust is key, so that each writer will listen with an open mind to suggestions, and each respondent will offer criticism that best (serve, serves) the essay being discussed.

Key:
The peer-response group can be an effective tool in the revision process of writing. Each member of the group in turn either (read, reads) aloud or (distribute, distributes) a copy of a work in progress and then (ask, asks) for feedback. This feedback may consist of answers to general questions, such as what the group members (find, finds) unclear in the piece or which parts they think (is, are) most effective. The writer might also ask questions about specific parts of the work. A clear understanding of the kinds of responses being solicited (is, are) critical so that group members address the writer's concerns and not simply volunteer what they would change about the essay.

Group size is one of the factors that (help, helps) create an effective peer-response group. The group should be small enough to ensure that everyone (has, have) time to offer feedback. Finally, a climate of mutual support and trust is key, so that each writer will listen with an open mind to suggestions, and each respondent will offer criticism that best (serve, serves) the essay being discussed.

READING

How To Write A Project Proposal

Problem description

SOURCE

DEVELOPING SKILLS OF NGOs. Project Proposal Writing

Once the **groundwork** has been completed, proposal writing can **commence**. The **key decision** to be made at this stage is the structure of the project proposal (including the content and length). The structure is determined by the nature of the project as well as by the funding agency's requirements. In the variety of formats, application forms, project design **outlines**, and grant application **guidelines**, it is possible **to detect** some common elements.

Proposed Format.

Title page

A title page should appear on proposals longer than three to four pages. The title page should **indicate** the project **title**, the name of the lead organisation (and potential partners, if any), the place and date of project preparation and the name of the donor agency to whom the proposal is addressed.

Project title

The project title should be short, concise, and preferably refer to a certain key project result or the leading project activity.

Contents page

If the total project proposal is longer than 10 pages it is helpful to include a table of contents at the start or end of the document. It should contain the title and beginning page number of each section of the proposal.

Abstract

Many readers **lack** the time needed to read the whole project proposal. It is therefore useful **to insert** a short project summary – an abstract. The abstract should include:

• the problem statement;
• the project's objectives;
• implementing organisations;
• key project activities; and
• the total project budget.

Context

This part of the project describes the social, economic, political and cultural background from which the project is initiated. It should contain **relevant data** from research carried out in the project planning phase or collected from other sources. The writer should take into consideration the need for a balance between the length of this item and the size of the **overall** project proposal. Large amounts of relevant data should be placed in an annex.

Project justification

Rationale should be provided for the project. **Due to** its importance usually this section is **divided into** four or more subsections.

Problem statement

The problem statement provides a description of the specific problem(s) the project is trying to solve, in order to "make a case" for the project. **Furthermore**, the project proposal should **point out** why a certain issue is a problem for the community or society as a whole, i.e. what negative implications affect the target group. There should also be an explanation of the needs of the target group that appear as a direct **consequence** of the described problem.

Priority needs

The needs of the target group that have arisen as a direct negative impact of the problem should be prioritised. An explanation as to how this decision was reached (i.e. what criteria were used) must also be included. For example, if the problem is stated as "... poor infrastructure in the community" the list of **needs** associated with this problem may be:

- improved water supply in quality and quantity;
- better roads; and
- improved solid waste collection.

These three needs would then be given higher or lower priority **according to** the level of importance for the community, and a description would be given of how that decision was reached (e.g. a poll taken from the local population, costs associated with project intervention, etc.). This procedure provides **credibility** to the selected intervention.

The proposed approach (type of intervention) The project proposal should describe the strategy chosen for solving the problem and precisely how it will lead to improvement. One way to describe the approach related to the need previously stated as improved water supply

could be: “intervention to provide basic water supply facilities in the community,” with some description of the specific features of the solution proposed.

Tips for Successfully Presenting an Organisation

- Never use language that could be perceived as an attack towards any other organisation or institution.
- Carry out an analysis of your organisation’s strengths prior to preparing the proposal and then show these strengths.
- Show that your planning process is participatory and takes into consideration the opinions of the target group.
- Prepare a short document that presents your past experience (organisational record) and attach it to the project proposal.

Here are some examples of Effective and Ineffective Project Titles.

Effective project title

- Raising Environmental Awareness in the Newly Independent States
- Citizens Protect Lake Debar

Ineffective titles

- Environmental Education
- Protection of the Watershed of Lake Dojran from the Wastewater Flowing Through the River Dragomir Originating from Local **Households**

VOCABULARY FOCUS

- groundwork
- commence
- key decision
- indicate
- title
- outline
- guideline
- concise
- to lack
- due to
- to insert
- relevant data
- to carry out
- overall
- to be divided into
- furthermore
- point out
- consequence
- according to
- credibility
- household
- to detect

VOCABULARY EXERCISES

EXERCISE 1 Match the words with their definitions. In which context are they used in the article?

1. groundwork
2. an outline
3. a guideline
4. target group
5. an abstract
6. a title

A. a limited group that a plan, idea, etc is aimed at
B. rules or instructions about the best way to do something
C. the name given to a particular documentvoluntary
D. something that has to be done so that a plan can be successful
E. the main ideas or facts about something, without the details
F. a short project summary

Key: *1D, 2E, 3B, 4A, 5F, 6C*

EXERCISE 2 Find the words in the article which mean the same as the words below. Create your own sentences using the following words.

1. main
2. a goal, aim
3. not to have enough
4. short, brief
5. moreover

Key: *1. key, 2. objective 3 to lack 4 concise 5 furthermore*

EXERCISE 3 Fill in the missing prepositions.

Once the groundwork has been completed, proposal writing can commence. The key decision to be made 1 ..... this stage is the structure 2 ..... the project proposal. The structure is determined 3 ..... the nature of the project 4 ..... well as by the funding agency's requirements. 5 ..... the variety of formats, it is possible to detect some common elements.

The writer should take 6 ..... consideration the need 7 ..... a balance between the length of this item and the size of the overall project proposal.

Due 8 ..... its importance usually this section is divided 9 ..... four or more subsections.

The project proposal should point 10 ..... why a certain issue is a problem 11 ..... the community or society 12 ..... a whole.

Key: *1 at, 2 of, 3 by, 4 as, 5 in, 6 into, 7 for, 8 to, 9 into, 10 out, 11 for, 12 as*

IT'S TIME TO SPEAK!
COMPREHENSION CHECK

Questions:

1. What are the characteristics of the project title page?
2. In what case is it a good idea to include a table of contents?
3. What is a problem statement?
4. What are the priority needs?

Key:

1. *A title page should appear on proposals longer than three to four pages. The title page should indicate the project title, the name of the lead organisation (and potential partners, if any), the place and date of project preparation and the name of the donor agency to whom the proposal is addressed.*
2. *If the total project proposal is longer than 10 pages it is helpful to include a table of contents at the start or end of the document. It should contain the title and beginning page number of each section of the proposal*
3. *The problem statement provides a description of the specific problem(s) the project is trying to solve, in order to "make a case" for the project.*
4. *Priority needs are the most urgent needs of the target group that have arisen as a direct negative impact of the problem.*

ARE THE FOLLOWING STATEMENTS TRUE OR FALSE?

1. The structure of a project proposal is always the same.
2. A title page should appear on all proposals.
3. The title page should indicate the donor agency to whom the proposal is addressed.
4. It is a good idea to indicate past experience of your company.

Key:

1 F The structure is determined by the nature of the project as well as by the funding agency's requirements.

2 F A title page should appear on proposals longer than three to four pages

3 True

4 True

OVER TO YOU

1. Have you ever written a project proposal? If yes, what was its title and length? Did it have a table of contents?
2. Based on the activities of your organization, what kind of a project proposal might you write? What could be the topic? Who would be the target group?

VIDEO

Watch the video

https://www.youtube.com/watch?v=fXszI16kCGM

IT'S GRAMMAR TIME!
THE WAYS TO EXPRESS FUTURE IN ENGLISH

We can use the following tenses and constructions to refer to future actions:

- the future simple;
- to be going to do;
- the present continuous;
- the present simple

The Future Simple is used:

- in predictions which are not based on evidence: *I think it will rain tomorrow.*
- For decisions which are made at the moment of speaking: *I have run out of money so I will go to the bank.*
- For actions which we can't control and which will definitely happen: *The next season will be spring.*
- For promises, threats, requests, offers: *I will do my homework regularly! (promise) I will help you with the washing-up (offer)*

To be going to do is used**:**

- For plans/intentions about the future.
- In predictions which are based on evidence: *Look at the clouds, it's going to rain!*

The present continuous is used for fixed arrangements about the future: *I am flying to Italy next week*

The present simple is used with a future meaning when we refer to programmes, timetables, schedules, etc. *The train arrives at 7 p.m.*

EXERCISE 1 Fill in 'will' or 'going to' in the correct form below.

1. – What do you want to do when you leave school? – I ..... be a doctor.
2. The phone is ringing. – I ..... answer it.
3. Watch out! You ..... hit your head on the door.
4. – Haven't you finished those letters yet? – No, but, I ..... stay late and finish them.
5. – ..... you have another cake? – No, thank you.
6. – Do you want to go to the park? – I can't, I ..... work on my project.
7. – The box is too heavy. – I ..... carry it for you.
8. – Have you decided where to go on holiday? Yes, we ..... to visit Spain.

Key: *1 am going 2 will 3 are going to 4 am going to 5 will 6 am going to 7 will 8 are going to*

EXERCISE 2 Use the verbs in brackets in the correct future tenses. Use future simple, going to, simple present or present continuous.

1. The train ..... at 11:45. (to leave)
2. We ..... dinner at a nice restaurant on Saturday. (to have)
3. It ..... in the mountains tomorrow evening. (to snow)
4. Listen! There's someone at the door. I ..... the door. (to open)
5. They ..... to London on Friday evening. (to fly)
6. Wait! I ..... you to the station. (to drive)
7. The English lesson ..... at 8:45. (to start)
8. I ..... my sister in April. (to see)
9. Look at the clouds – it ..... in a few minutes. (to rain)

Key: *1 leaves, are going to have/are having, 3 will snow 4 will open 5 are flying 6 will drive 7 starts 8 am going to see/ am seeing 9 is going to rain*

T

WRITING. PARAGRAPHS.

What is a paragraph?

A paragraph is constructed of three components in the following order:

Component	Description
Topic sentence	A sentence that introduces the topic or main idea.
Body	Three or more sentences that explain or support your topic.
Conclusion	A sentence that concludes your explanation of the topic.

Topic Sentence

Every paragraph contains two things: a topic sentence and several sentences that develop the topic. A good way to start a paragraph is to write a sentence that clearly states your **main idea**; this is the **topic sentence**. The key to making the paragraph *unified* is to make sure that each of your **supporting sentences** relates directly to the topic sentence. This forms the body of the paragraph.

Topic sentences are like a contract between the writer and the reader. The writer is saying, “I have an idea and I’d like to explain it to you,” and the reader is saying, “Okay, explain it to me.” For the writer to hold to the contract, he or she must state the main idea in the topic sentence and then explain this idea in the body of the paragraph.

A good topic sentence is a statement that is broad enough to be developed by specific details. However, if the topic sentence is too general, the paragraph will be too long from trying to adequately explain the topic or will contain nothing but general statements.

Ask yourself these questions when evaluating a topic sentence:

- Does the topic sentence present one single idea?
- Is the topic sentence an over-generalisation?
- Does the topic sentence give a strong direction to the rest of the paragraph?

Examples:

Vague: Employees burn out at the office.
Precise: When the workload is manageable, an employee is less likely to burn out.
Vague: The computer is a great machine.
Precise: The computer is the key machine of the modern age due to its influence on both the use of technology and the habits of people.

Writing Supporting Sentences

The supporting sentences in a paragraph provide the details that develop your topic sentence. You need to prove to the reader that the information you are providing is based on facts or opinions that can be supported by a combination of the following (also called the RENNS principle): reasons, examples, names, numbers, and senses (sight, sound, smell, taste, touch). If you use the RENNS principle, you will write well-supported paragraphs that lead the reader to the concluding sentence.

RENNS Principle

Reasons **E**xamples **N**ames **N**umbers **S**enses (sight, sound, smell, taste, touch)

Concluding Sentences

The concluding sentence is usually the last sentence of your paragraph. It summarises the information discussed in the paragraph and the paragraph's main idea

EXERCISE 1 Choose the best topic statement from the list below each paragraph and underline the concluding statement of each paragraph.

1. Some people abuse public parks. Instead of using the park for recreation, they go there, for instance, to clean their cars. Park caretakers regularly have to pick up the contents of dumped ashtrays and car litterbags. Certain juveniles visit parks with cans of spray paint to deface buildings, fences, fountains, and statues. Other offenders are those who dig up and cart away park flowers, shrubs, and trees. One couple were even arrested for stealing park sod, which they were using to fill in their back lawn. Parks are made for people, and yet – ironically – their worst enemy is "people pollution."

   A. Litter in parks is the problem of the caretakers.
   B. There are some people who abuse public parks, which presents a particular problem; that is, parks were made for people but it is people who destroy them.

C. Parks have become the wastelands of the city.
D. Society must punish those people who destroy parks.

2. In Delhi, a flashing red traffic light instructs drivers to careen even more wildly through intersections heavily populated with pedestrians and oncoming vehicles. In startling contrast, an amber light in Mumbai warns drivers to scream to a halt on the off chance that there might be a pedestrian within 500 metres who might consider crossing at some unspecified time within the current day. In my hometown of Haryana, finally, traffic lights (along with painted lines and posted speed limits) do not apply to tractors, all-terrain vehicles, or pickup trucks, which together account for most of the vehicles on the road. In fact, were any observant Indian dropped from an alien space vessel at an unspecified intersection anywhere in this vast land, he or she could almost certainly orient him- or herself according to the surrounding traffic patterns.

   A. People in Mumbai are careful of pedestrians.
   B. Although the interpretation of traffic signals may seem highly standardised, close observation reveals regional variations across this country.
   C. People in Delhi drive faster than people in Mumbai and people in Haryana generally don't pay any attention to traffic signals at all.
   D. Indians do not follow traffic signals properly.

3. The first is the wear-and-tear hypothesis that suggests the body eventually succumbs to the environmental insults of life. The second is the notion that we have an internal clock which is genetically programmed to run down. Supporters of the wear-and-tear theory maintain that the very practice of breathing causes us to age because inhaled oxygen produces toxic by-products. Advocates of the internal clock theory believe that individual cells are told to stop dividing and thus eventually die by, for example, hormones produced by the brain or by their own genes.

   A. There are two broad theories concerning what triggers a human's decline to death.
   B. Some scientists believe that humans contain an "internal time clock" which forces them eventually to die.
   C. We all must die someday.
   D. My biology professor gave an interesting lecture Thursday.

4. The film created by the first year class displayed a total lack of professional standards. The crowd scenes were crudely spliced from another film. Mountains and other background scenery were just painted cardboard cut outs. The "sync" was off, so that you heard voices even when the actors' lips were not moving. The so-called monster was just a spider that had been filmed through a magnifying lens. The combined effect of all these problems is that the film is of the poor quality.

   A. First year students rarely succeed in creating a film to professional standards.
   B. Students require knowledge of proper editing, good technical skills, and effective

animation to produce a film of high quality.

C. The film produced by the first year class lacked professional credibility.

D. Amateur attempts at film production only produce films of poor quality.

Key:

1. B) There are some people who abuse public parks, which presents a particular problem; that is, parks were made for people but it is people who destroy them.

Explanation:

This paragraph lists the reasons that parks are being destroyed. However, it focuses on the fact that people are the main destroyers of parkland. And it is an irony that parks were made for people, but it is people who create most damage.

2. B) Although the interpretation of traffic signals may seem highly standardised, close observation reveals regional variations across this country.

Explanation:

It is not enough simply to list all of the arguments in the paragraph ("People in Delhi drive faster ..."), or to pick only one point to highlight ("People in Mumbai are careful of pedestrians"). Instead, the topic sentence should highlight the interpretive nature of driving habits and their regional variations. Since the paragraph stresses the differences among drivers in different parts of the country, it would be entirely wrong simply to state in the topic sentence, "Indians do not follow traffic signals properly."

3. A) There are two broad theories concerning what triggers a human's decline to death.

Explanation:

This paragraph is a straightforward description of two possibilities, neither of which is preferred over the other. In this case, it would be wrong to mention only one of the possibilities (the "internal time clock") in the topic sentence, or to treat it as a philosophical discussion of death itself ("we all must die ..."). As for the biology professor, he or she might very well have given an interesting lecture, but that has nothing to do with the content of the paragraph.

4. C) The film produced by the first year class lacked professional credibility.

Explanation:

All the details in the paragraph must support the idea expressed in the topic sentence. In this case, the list of problems with the film supports the idea that the film produced by the first year class lacked professional credibility.

OPTIONAL EXERCISE

Look over a piece of writing that you have completed for work. This might be a case study, a letter, or a memo that you have written recently. Read each paragraph and identify the topic sentence. Is the topic sentence supported by details in the paragraph? If not, you may need to rewrite your topic sentence or list more appropriate supporting details. You may also want

to try this exercise using an article from a newspaper or a magazine. See how many topic sentences you can identify and then check for the supporting details in each paragraph.

DEVELOPING A PARAGRAPH

How do you put a paragraph together? First, you need to write out your **topic sentence**, telling your reader what the main point or idea is that you will develop in your paragraph.

Next, you need to **develop** the main idea. A well-written paragraph has enough supporting sentences to make the topic complete and clear to the reader. An average paragraph is 75–200 words long (approximately 6–10 sentences), but this is not a strict rule. So you will need lots of supporting information for each point.

There are three methods by which you can develop a good, clear paragraph: by **example or detail,** by **comparison and contrast**, or by **process**.

Paragraph Development by Example or Detail

This is the most common and easiest form of paragraph development: you simply expand on a general topic sentence using specific **examples** or **illustrations**. Read the following paragraph and underline the details that support the main idea. The main idea is identified by italics.

> *One Chinese man* waiting for the passenger ship to dock at the pier at the foot of Granville Street *stood out from the crowd* by virtue of his nearly six-foot frame. He had a body that was all limbs, long even in his fingers, which gave his every gesture an elongated emphasis. A fedora graced his head, and he was attired in a custom-tailored three-piece gray suit. His shoes and wire-rimmed glasses were polished and his black hair meticulously combed to expose a high forehead, a physical trait the Chinese consider a sign of intelligence. He owned two suits—one gray, the other brown—and two fedoras. Believing one's appearance mirrored one's inner mind, his appearance today was, as always, immaculate. His manner, like his dress, was sober and serious. At thirty-seven, he was a year younger than the city of Vancouver.

Notice how the paragraph uses the appearance of the man to tell us not only about his physical appearance, but also what he is like as a person. Here is how the paragraph was developed using details:

Topic sentence: One Chinese man stood out from the crowd because of his appearance.

Supporting examples or details:
Physical details: six feet tall, all limbs, long fingers.
Hair: meticulous, black, high forehead.

Clothing: fedora; three-piece, custom-made, grey suit; polished glasses and shoes.
Manner: serious, sober.

Concluding sentence:
His manner, like his dress, was sober and serious.

EXERCISE 2 Write a business paragraph.

Write a paragraph of 4–6 sentences or 120 words using examples and/or details on one of the following topics:

- identifying a resource person
- organising a fundraising event
- describing a workshop
- describing a daily report

Be sure to begin your paragraph with a clearly worded topic sentence.

Note: There is no answer provided for this exercise. Have a colleague or friend check over your paragraph.

TRANSITIONS AND COHERENCY

In a coherent paragraph, each sentence relates clearly to the topic sentence or main idea. However, there is more to coherence than this. If a paragraph is coherent, each sentence flows smoothly into the next without obvious shifts or jumps. A coherent paragraph also highlights the ties between old information and new information to make the structure of ideas or arguments clear to the reader.

Along with the smooth flow of sentences, a paragraph's coherence may also be related to its length. If you have written a very long paragraph, one that fills a double-spaced typed page, for example, you should check it carefully to see if you should start a new paragraph where the original paragraph wanders from its main idea. On the other hand, if a paragraph is very short (only one or two sentences, perhaps), you may need to develop its controlling idea more thoroughly, or combine it with another paragraph.

A number of other techniques that you can use to establish coherence in paragraphs are described below.

Repeat key words or phrases

Particularly in paragraphs in which you define or identify an important idea or theory, be consistent in how you refer to it. This consistency and repetition will bind the paragraph together and help your reader understand your definition or description.

Create parallel structures

Parallel structures are created by constructing two or more phrases or sentences that have the same grammatical structure and use the same parts of speech. By creating parallel structures you make your sentences clearer and easier to read. In addition, repeating a pattern in a series of consecutive sentences helps your reader to see the connection between ideas.

Examples:

Incorrect: *The tourists decided to visit the museum and seeing everything on display (Notice that the two verb forms are not parallel.)*

Correction: *The tourists decided to visit the museum and to see everything on display.*

Be consistent in point of view, verb tense, and number

Consistency in point of view, verb tense, and number is a subtle but important aspect of coherence. If you shift from the more personal "you" to the impersonal "one," from past to present tense, or from "a man" to "they," for example, you make your paragraph less coherent. Such inconsistencies can also confuse your reader and make your argument more difficult to follow.

Use transitional words or phrases between sentences and between paragraphs

Transitional expressions emphasise the relationships between ideas, so they help readers follow your train of thought or see connections that they might otherwise miss or misunderstand.

Use some full transitions:

Reason	Transition
To signal a reinforcement of ideas.	also; for example; in other words; moreover; in addition; more importantly
To signal a change in ideas.	but; on the other hand; instead; however; yet; nevertheless; in contrast; in spite of (something); although
To signal a conclusion.	thus; therefore; in conclusion; finally; accordingly; so (informal)

USE THE FOLLOWING CHECKLIST TO HELP STRUCTURE YOUR PARAGRAPH WRITING.

Paragraph Checklist

- Topic sentence introduces the main idea. Limited to one subject.
- Development supplies sufficient detail that is arranged in an orderly manner.
- Concluding sentence ends the paragraph, re-states the topic, and is specific.
- Uses transitional devices.
- Uses parallel construction.
- Uses the active voice.
- Uses correct subject/verb agreement.
- Contains no fragments, run-ons, or comma faults.
- Contains no spelling errors.
- Uses clear and concise language.

READING

Project Proposal Writing. Aim And Objectives

SOURCE

Besim Nebiu. Developing Skills of NGOs. Project Proposal Writing. The Regional Environmental Center for Central and Eastern Europe, 2000.

Project aims

The first issue to deal with is naming the objectives. Several other English terms may be used including “project goal/aim,” “project purpose,” etc. Often one major “goal” is declared and then broken down into various objectives.

Once this issue has been dealt with, the **hierarchy** between objectives needs to be established, as well as how many levels the hierarchy should present. In reality, an organisation should have already resolved this issue in the project planning phase.

Project goal (or overall objective)

This is a general aim that should explain what the core problem is and why the project is important, i.e. what the long-term benefits to the target group are.

Some examples of a project goal might be:

- raising environmental awareness;
- improving the quality of life in the community; and
- fostering social empowerment among women from deprived rural areas.

Some rules for setting a project goal are shown above. If it is difficult to follow these rules then the project itself may have to be redefined or reconsidered.

Project objectives

The objectives should address the core problem in terms of the benefits to be received by the project beneficiaries or target group as a direct result of the project as shown in Figure 6. The objectives from Figure 5 may be defined as:

- improving the water supply in quantity X and quality Y for the population of village Z; and
- reducing by X the rate of acute infections.

Project objectives provide a more detailed breakdown of the project goal. A project will likely have multiple objectives.

Project results

Results describe the services or products to be delivered to the intended beneficiaries. This is what the project management is promising to deliver. The results are more detailed than the objectives and the goal, and should be possible to measure through the use of objective **indicators**. Special consideration should therefore be paid to this area. The results should address the main causes of the problem that the target group faces. To ensure relevant results, project management should have correctly identified the group's needs.

Relating back to the previous example, the results would be written as:

- increased number of households connected to the water supply system; and
- increased number of water taps in the village.

Indicators provide the project team with a quantifiable basis on which to judge the project's success in reaching its objectives. The specification of **indicators** acts as a check on the viability of the results and project objectives. It forms the basis for a project monitoring system. Once the **indicators** are defined they should be developed to provide details of quantity, quality and time.

READING

The Difference Between Inputs, Activities, Outputs, Outcomes And Impact

SOURCE

The following is an excerpt from:
https://evaluateblog.wordpress.com/2013/06/10/difference-between-inputs-activities-outputs-outcomes-and-impact/

Some of the most confused terminologies within the Research, Monitoring and Evaluation field are the words, "input", "activities", "outputs"," outcomes" and "impact". Within the R, M&E practice, it is important to distinguish between these terms. Understanding these terminologies not only ensures that appropriate indicators are identified, but also that they are effectively measured. Here, we will use specific project cases to demonstrate the difference between these terms.

Inputs

Inputs are very often confused to be synonymous with activities. However, these terms are not interchangeable. Inputs, in simple terms, are those things that we use in the project to implement it. For example, in any project, inputs would include things like human resource (personnel), finances in the form of money, machinery such a vehicles, and equipment such as public address systems among others. Inputs ensure that it is possible to deliver the intended results of a project.

Activities

Activities on the other hand are actions associated with delivering project goals. In other words, they are what the personnel/employees do in order to achieve the aims of the project. In a HIV and AIDS project, for example, activities would include things such as conducting community meetings to sensitize the public on prevention measures, installing condom dispensers at hot-spots, collecting periodic data to monitor project progress among others.

Outputs

These are the first level of results associated with a project. Often confused with “activities”, outputs are the direct immediate term results associated with a project. In other words, they are usually what the project has achieved in the short term. An easy way to think about outputs is to quantify the project activities that have a direct link on the project goal. For example, project outputs in a HIV and AIDS project would be: the number of community awareness meetings that were done, the number of condom dispensers installed, number of HIV and AIDS infected persons referred for ARTs among others.

Outcome:

This is the second level of results associated with a project and refers to the medium term consequences of the project. Outcomes usually relate to the project goal or aim. For example, in a safe water project, an outcome would be “the percentage of households that are using chlorinated drinking water”. Another outcome could be “the percentage of children suffering from diarrhea.” Nevertheless, an important point to note is that, outcomes should clearly link to project goals.

Impact:

It is the third level of project results, and is the long term consequence of a project. Most often than not, it is very difficult to ascertain the exclusive impact of a project since several other projects, not similar in nature can lead to the same impact. An example of an impact would be reduced poverty rates, reduced child mortality rates among others. In the case of the Safe Water project, an increase in the number of households using treated water would

directly impact on fewer cases of people suffering from diarrhea, meaning that there will be a reduced number of lost man-hours. This has a direct impact on poverty reduction. Also, the number of children suffering from diarrhea may reduce, meaning that the cases of child deaths are reduced.

Reliefweb glossary of humanitarian terms

http://reliefweb.int/report/world/reliefweb-glossary-humanitarian-terms

Indicator: A variable scale on which it is possible to objectively measure different points and that corresponds to, or correlates closely with, variations in the conditions of the refugees and persons of concern.

Indicators are the quantitative or qualitative parameters (or yardsticks or measures) that determine, over time, performance of functions, processes, and outcomes, which imply that certain conditions exist.

An indicator provides or "indicates" the prevailing circumstances at a given place at a given time or during a time interval. It is a tool by which we can measure the conditions in refugee or IDP situations and measure our progress within them. It is usually, but not always, a number or percentage that can be used to extrapolate multiple things. For example, an indicator that tracks how many girls are in school might be used in assessing the future earning potential of a population, women's literacy rates, women's rights and women's health issues. Indicators are selected (since we can't measure everything) on the basis of how useful they are, their relevance to planned objectives and their measurability. (UNHCR Technical Glossary)

VIDEO
https://www.youtube.com/watch?v=h7iqljFqbAc

IT'S GRAMMAR TIME!
MODAL VERBS CAN, MAY

See the table on the next page →

CAN

Is used only in the Present Tenses;
Past form is **could** – *he could swim when he was young*

Can is used to describe:

1. physical or mental ability (only in the Present Simple) I can swim;
2. possibility or
   - due to circumstances;
   - due to existing laws (only in the Present Simple) You can sit here
3. permission, request: Can you open the window? (very informal)
4. doubt, astonishment
   - in present Can she be waiting for us?

Can't expresses:

1. prohibition You can't smoke here
2. logical assumption:

He works as a salesman, he can't be very rich.

Could

1. is used to speak about the ability in the past

I could swim when I was 5.

2. polite requests

Could you help me?

BE ABLE TO

Is used in the past, present, future, grammar constructions. It supplies all the missing forms of the verb 'can'. In the past the synonym is **managed to**.

He was able to finish the presentation in time.

He has been able to drive a car for 5 years.

I want to be able to drive a car.

BUT:
We use **could** with **see, hear, smell, feel, taste, understand, remember, guess**.

MAY

Is used only in Present Tense. Past and future forms – **might**.

May is used to express:

1. permission, request. It is more formal than can/could: May I come in?
2. possibility about future
   It might rain tomorrow;

EXERCISE 1 Fill in the gaps with an appropriate modal verb. Several variants are possible.

1. – ..... your pen, please? – No, you .....,I am using it.
2. – My parents told me I ..... go to the party tonight. It's great!
3. Sir, ... I speak to you for a moment?

4. – He was a very talented child, he ..... play the piano when he was 6.
5. When I came in I ..... smell fresh bread.
6. – Will he come to the meeting tomorrow? – I am not sure, he ..... come.
7. – How was the test? – Easy, everybody ..... to pass it.
8. How ..... you ..... to find this information?
9. – You play tennis very well! – Thank you, I ..... play tennis when I was a little boy.
10. – Mom, ... I go out with my friends?

Key: *1. May/can/ could; can't 2 may; 3 may 4 could 5 could 6 might 7 was able 8 were you able 9 could 10 can*

WRITING. PROJECT GOAL

A project goal is a very general, high-level and long-term objective of the project. It is different from project objectives because the latter are very specific and have to be addressed alone by the project. But a goal cannot be achieved by the project on its own since there will be other forces like the Government and other agencies as well working to achieve it. It is a major benchmark to compare work between different projects. Usually there is one project goal only and it can be reflected in the title of the project also. It should ideally support the overall policy of the government or the donor agency.

Example:

"Providing housing facilities to earthquake-affected victims" – This cannot be a project goal, but can be a general objective.

"Reducing the impact of natural disaster over communities belonging to the hilly region" – This can be a project goal, as you are contributing to the problem in addition to other efforts.

A project goal IS

- Very general, high-level and long-term.
- A project cannot achieve the entire goal on its own.
- A major benchmark to compare work between different projects.
- Usually there is one project goal only.
- It can be reflected in the title of the project.
- Supports the overall policy of the government or the donor agency.

Project objectives should be SMART: Specific, Measurable, Achievable, Relevant and Time-bound.

Project objectives are the specific objectives for which the project works to achieve them within a stipulated time. They should directly address the problem mentioned in the Problem

Statement. They should be specific: the more specific it is the better to design activities, indicators and the Logical Framework Analysis. Specific objectives also help address the problem stated and convince the donor easily.

Tips:

- Think about what success means for your project and how you would show that success.
- Refer to the results you expect from the project.
- Describe the focus population and the desired change among the population.
- Include the location and time period for each objective.
- Reflect the intended changes in systemic conditions or behaviors that must be achieved to accomplish the goal/strategic objective.
- Objectives should have measurable indicators which show what, when, and how conditions, behaviors, and practices will change.
- Objectives must be verifiable at some point during the execution of the project.

A good objective can be:

"To increase the income-level of women farmers from 5% to 15% in the district."

Some Relevant Words to be used while writing Objectives

Decrease…	Improve…
Increase…	Enhance…
Strengthen…	

Some Inappropriate words not to be used while writing Objectives

Train	Establish
Provide	Create
Produce	

EXERCISE 1 think of and write down a goal, objectives, results for a hypothetical project proposal

Tone

Whatever the message, each piece of writing wants us to focus on it NOW. People are bombarded with information every day, and getting their attention is becoming increasingly difficult.

Many organisations have worthwhile events, services, and products that people need to know about; however, these events and services may go unnoticed due to poor writing. This unit shows you how to create powerful and persuasive writing for community involvement.

The Process of Writing

What makes up a well-written, appealing piece of factual writing? It captures the reader's attention and makes him or her want to read further. The main idea is carried through and backed up by supporting materials. The sentences are clear, crisp, and grammatically correct. There are no typos. The tone is appropriate to the audience. And the reader knows exactly what to do after reading the piece.

If you achieve all of this you will have created a persuasive piece of writing that demands attention.

The writing process follows four steps:

1. Plan
2. Write
3. Design
4. Print

Our focus now is on Step 2. Write

The five main points to consider when writing your content are tone, content, main idea, body, and contact information. Each plays a role in the presentation and reception of your information.

Tone

Writing your piece will be much easier if you've done a good job on your plan. Before you begin, you need to determine the tone of your piece. Tone is simply good manners on paper. The words you choose should be respectful of and appropriate for the reader. Never insult your reader. Avoid phrases such as "any idiot can see," "it is obvious that . . . ," "You are so welcome," and "I beg to request. . . ," which treat your readers as though they are ignorant or talk down to them.

The appropriateness of the tone varies with your audience. For instance, if you are writing a flyer to attract street youth to a free clinic, your tone might be casual and friendly. However, if you are trying to attract funding from local businesses, the tone will be sophisticated and reserved. All of this comes down to word choice.

Informal: Come on out and learn computer skills for free!
Emotional: Urban renewal must be stopped! Urban redevelopment is ruining this country.
Biased: Women can never make good mathematicians.
Formal: The Delhi Community Centre cordially invites you to attend the "Artist in the Community" annual auction.
Reasonable: Urban renewal is revitalising our cities, but it has caused some serious problems.
Unbiased: Although a fear of math is not purely a female phenomenon, studies indicate that women tend to drop out of math sooner than boys, and adult women experience an aversion to math and math-related activities.

EXERCISE 2 Identify the problems in the sentences below and then re-write them using a more appropriate tone.

1. If you don't pay this telephone bill, your service will be disconnected.

_____

2. I am confident you will be gratified to learn that we have decided to refund your money.

_____

3. It is hereby requested that you remit your reports to the undersigned by November 1st.

_____

4. It is obvious that double entry bookkeeping is more efficient.

_____

Key:

1. Problem: Curt, rude. *Solution: Please pay your telephone bill to ensure uninterrupted service.*

2. Problem: Patronising. *Solution: Please find a refund enclosed.*

3. Problem: Formal and wordy. *Solution: Please send your report by November 1st.*

4. Problem: Insulting. *Solution: Given the facts, double entry bookkeeping appears to be more efficient.*

READING

Project Results

SOURCE

DEVELOPING SKILLS OF NGOS. Project Proposal Writing

Results describe the services or products to be delivered to **the intended beneficiaries**. This is what the project management is promising to deliver. The results are more detailed than the objective and should be possible to measure through the use of objective indicators. Special consideration should therefore be paid to this area.

The results should **address** the main causes of the problem that the target group faces. **To ensure** relevant results, project management should have correctly identified the group's needs.

Indicators **provide** the project team **with** a quantifiable basis on which to judge the project's success in reaching its objectives. The specification of indicators acts as a check on the **viability** of the results and project objectives. It forms the basis for a project monitoring system. Once the indicators are defined they should be developed to provide details of quantity, quality and time.

Target group

Define the target group and show how it will **benefit from** the project. The project should provide a detailed description of the size and characteristics of the target groups, and especially of direct project beneficiaries. The criteria for target group analysis may be ethnic composition, gender, age, etc. When these analyses are more elaborate, they may be attached as an appendix.

Project implementation

The implementation plan should describe activities and resource allocation in as much detail as possible. It is exceptionally important to provide a good overview of who is going **to implement** the project's activities, as well as when and where. The implementation plan may be divided into two key elements: the **activity plan** and the **resource plan**.

Activity plan (schedule)

The activity plan should include specific information and explanations of each of the planned project activities. The duration of the project should be clearly stated, with considerable detail on the beginning and the end of the project.

In general, two main formats are used to express the activity plan: a simple table and the Gantt chart.

A simple table with columns, for activities, sub-activities, tasks, timing and responsibility, is a clear, readily understandable format for the activity plan.

The Gantt Chart, a universal format for presenting activities in certain times frames, shows the dependence and **sequence** for each activity.

Resource plan

The resource plan should provide information on **the means** necessary **to undertake** the project. Cost categories are established at this stage in order to aggregate and summarise the cost information for budgeting.

Preparing an Activity Plan

Step	Activity	Considerations
1	List all project activities	Develop a single list of all activities planned.
2	Break activities into manageable tasks and sub-activities	Break activities first into sub-activities and then into tasks. Each task is assigned to an individual who assumes it as a short-term goal. The main consideration is getting the level of detail right. The most common mistake is to break activities into too many details. Planners should stop breaking the activities down any further as soon as they have **sufficient** detail to estimate the resources required.
3	Clarify sequence and dependence	Relate activates to each other in order to determine their sequence and dependence. Is the activity dependent on the start-up or completion of any other activity? For example, building a house consists of a number of separate, but inter-related actions: first comes digging and laying the foundation, then the walls are erected, etc.
4	Draw up a timeline for each task	Each task should be given a start-up date, a duration and a completion date. The schedule should then be followed as closely as possible.

5	Summarise the scheduling of main activities	Having specified the timing of the individual tasks, the next step is to plan (summarise) the timing of the entire main activity.
6	Use **milestones**	Milestones are key events that provide a measure of project progress and targets for the project team to aim for.
7	**Define** expertise	The level and type of expertise needed should be decided for each task separately.
8	**Allocate** tasks among the team	Distribute responsibilities in consultation with the members of the team.

VOCABULARY FOCUS

- the intended beneficiaries
- to address
- to ensure
- to provide with
- viability
- to benefit from
- to implement
- sequence
- the means
- to undertake
- sufficient
- draw up
- milestones
- to define
- to allocate

VOCABULARY EXERCISES

EXERCISE 1 Explain the following words:

- to allocate
- the intended beneficiaries
- sufficient
- to draw up

Key:

to allocate – to give, distribute something to a particular person etc, especially the intended beneficiaries -someone who gets advantages from an action or change;

sufficient – enough;

to draw up – to prepare a written document;

EXERCISE 2 Match the words to form the phrases from the article.

1. to allocate	A. relevant results
2. to distribute	B. the project
3. to follow	C. tasks
4. to undertake	D. the project's activities
5. to implement	E. the schedule
6. to ensure	F. responsibilities

Key: *1C, 2F, 3E, 4B,5D, 6A*

IT'S TIME TO SPEAK! COMPREHENSION CHECK

Questions:

1. What is the result of a project?
2. What information should be mentioned about the target group?
3. What is the implementation plan?
4. What steps does an activity plan consist of?

Key:

1. *Results describe the services or products to be delivered to the intended beneficiaries.*
2. *The project should provide a detailed description of the size and characteristics of the target groups.*
3. *The implementation plan should describe activities and resource allocation in as much detail as possible. It is exceptionally important to provide a good overview of who is going to implement the project's activities, as well as when and where. The implementation plan may be divided into two key elements: the activity plan and the resource plan.*
4. *It consists of 8 steps.*

VIDEO

Watch the video.
https://www.youtube.com/watch?v=WA0SWRk9CpQ

IT'S GRAMMAR TIME! LOGICAL ASSUMPTION IN THE PAST

Understanding and Using English Grammar, Betty Azar, third edition, Longman, p. 182, 183

Modal verbs could, may, might, must, should, ought to are also used to express assumptions about the actions or events in the past. In this case after them the Present Perfect tense is used.

Must + present prefect means that the speaker is 90% sure that the action took place.

She is not in the office, she must have gone home.

Can't + present prefect expresses a negative assumption: the speaker is almost sure that the action didn't take place.

She can't have gone home because her bag is here.

Could/may/might + present prefect means that it is possible that something happened, the speaker is sure for about 50 %

Why is Alex late? I don't know, he can/could/ may/might have missed the train.

Should /ought to+ present prefect expresses criticism about the situation in the past: it would have been better if it hadn't happened

- *I failed the exam. – You should have studied more.*
- *I was fined for speeding yesterday. – You shouldn't have driven so fast.*

EXERCISE 1 Rewrite the following sentences using the necessary modal with the appropriate tense.

1. It is possible that he has spent all the money.
2. I told you to buy the car before the prices went up but you didn't follow my advice.
3. It is possible that the police questioned him.
4. I am sure he didn't tell the truth about his age.
5. I am sure he misunderstood my instructions.

Key:

1. *He may/might/could have spent all the money.*
2. *You should have bought the car before the prices went up.*
3. *The police may/might/could have questioned him.*
4. *He can't have told the truth about his age.*
5. *He must have misunderstood my instructions.*

WRITING. STRATEGIES AND ACTIVITIES

Proposals are required to outline how the objectives of the project would be achieved. Here, it will be necessary to mention the strategies and the activities to be implemented in the project. There is lot of difference between strategies and activities. Strategies are broad concepts under which activities are placed.

Strategies in a project can include:

- Capacity-building/ awareness raising.
- Organizational development.
- Research & Development.
- Advocacy.
- Victim Support Strategy.
- Micro-finance and CBO development Strategy.
- Participatory Infrastructure Development Strategy.

Activities can include:

- Training workshops, street shows, rallies.
- Staff selection, staff training.
- Baseline studies, focus group discussion.
- Conferences, meetings, articles, publications.
- Establishing shelter homes, counseling, legal support.
- Forming cooperatives.
- Building irrigation tanks, demo plots, etc.

To develop activities:

- Refer back to the lessons learned from previous projects.
- Identify best practices from other agencies/ projects/sources.
- Activities as identified by the communities.
- Develop activities by listing numbers, so that they can referred back easily.
- Leave space for unplanned activities that can be added later during project implementation.

Activities are usually listed out in a Gantt Chart. A Gantt Chart is a kind of a time table of all project activities given along with the role and responsibilities of the project staff.

Performance Indicators

A Performance Indicator is a measure of the result. It gives a sense of what has been or what is to be achieved.

For example, the number of households keeping their surroundings clean and hygienic or the number of women participating in training programs.

There are two types of indicators, namely, “Process Indicators” and “Results Indicators.” Process indicators define the indicators for a process or an activity like ‘number of women participating in the training on gender development” and Results Indicators refer to the indicators that indicate the result achieved from the implementing the activity like ‘number of women aware about gender rights.

Project Results

Results are changes that we expect to take place after implementing the project activities. The results are generally positive experiences undergone by the beneficiaries. Results are divided into three types: 1. Outputs 2. Outcomes 3. Impact

Outputs are immediate results that we achieve soon after the completion the project or any specific project activity. For example, if a training on human rights is carried out in a project, the output or the immediate result of it is “a greater understanding of human rights amongst the participants.”

The outcomes are results that have been or that are to be achieved after a period of time, but not immediate. In the above example, it could that “the participants have gone further to communities to inform them about human rights or carrying out policy advocacy in favor of human rights.” The impact is the longer-term result that has happened because of the activities undertaken in the project.

The impact in the example given above could be “policies are framed by the Government to protect the human rights of the people.”

Unsolicited Proposals

You are more likely to be writing what is called an unsolicited proposal when seeking funding for a programme or special event. Unsolicited proposals are very much like solicited ones in that much of the same information is required. There is one major difference: in a solicited proposal the solicitors recognise a need. Therefore, you don’t have to sell them on the need, only on your ability to understand, interpret, and offer a solution to their need. In an unsolicited proposal you must first convince your audience that there is a need. If you can’t, then there is no reason for your audience to hire you to solve anything. Most unsolicited proposals are requests for funding of a programme or the continuation of a programme that you offer.

A small, unsolicited proposal has the following major parts:

1. Cover sheet – This presents your proposal with a professional beginning.
2. Summary – This provides a concise statement of the proposal.
3. Introduction – This establishes the need and identifies the area covered and target population.
4. Project objectives – These define what you wish to accomplish in your project.
5. Overview section – This defines the process to be followed or describes the goods or services to be provided.
6. Work and management plan – This outlines the tasks to be done and schedules their accomplishment. It may be used to review the progress of your project. This section should also provide information on your implementation strategy and how you intend to carry out the project.
7. Expected outcomes – These are the deliverables from this project and what performance indicators you will use to measure those outcomes.
8. Project schedule – The schedule sets out a timeline for implementation of each step of the

project. Realistic milestones for completion of each phase or activity should be included. This provides donors with a measure of how the project is progressing.

9. Evaluation – This section provides the details of how you expect to evaluate your project and the success of the outcomes. There should be a timetable for completion of an evaluation phase. Indicate in what form the evaluation will be reported.
10. Detailed budget – The budget gives precise information on costs and possible revenues.
11. Personnel section – This summarises briefly the relevant qualifications of the people involved. (See sample curriculum vitae.) For some proposals, you may include only a brief biography with a paragraph on the project coordinators and main participants.
12. Attachments – Indicate any additional information that you will provide with the proposal. These may include copies of previous, related project reports, general information on the organisation, annual reports, or letters of support.

Often, short proposals are drafted in the form of a letter or memorandum. Headings and any applicable graphics such as tables or lists should be included in even a short proposal.

There are three alternatives you can choose to highlight the expertise of key personnel on a project: a curriculum vitae (CV), a resume, or a short biography. More formal proposals usually require CVs of project personnel. CVs tend to be academic, highlighting present and past employment but also educational qualifications and publications. Resumes tend to be short and highlight present and past work-related experience. The education section is usually a listing of credentials. A biography may be one or two paragraphs that highlight accomplishments in both the academic and work environments related to the project.

Checklists for Planning and Revising Proposals

Planning

Proposals often deal with problems and their solutions. You must begin your planning by defining the problem and creating several solutions for it. Plan answers for all the questions that are likely to be asked and note carefully any information or format requirements.

- What is the problem your proposal aims to solve?
- What solution(s) are you proposing? What are the “so-whats” of your solutions (i.e., why would your audience care about this)? In what ways do they benefit your audience?
- Who is the audience for your proposal? What is their purpose in reading it? Do you have differing readers with differing needs?
- Will your readers have difficulties with any of the technical vocabulary in the proposal?
- Will the readers react to the proposal with enthusiasm, indifference, or scepticism? What can you do to counteract negative reactions and reinforce positive ones?
- What will be your methodology in carrying out the work proposed?
- What facilities and equipment are needed? Who will furnish them? Are they readily available?
- What is your schedule of work? Can you graph your schedule?
- How will projects be managed? Who will be the manager?
- What is the cost of what you are proposing? Who pays what? What are the details of the budget?

- Who will do the work proposed? Why are they suited to do this work?
  - Have you provided an evaluation plan in your proposal?
  - Recheck your timeline for the project. Is it reasonable and have you left some contingency time for things that may go wrong?

Revising Your Proposal

In revision, pay attention to organisation, content, style, format, and grammar.

Organisation and Content

- Have you provided a summary that can stand alone for a busy reader?
- Does your introduction make clear the problem you propose to solve?
- Does your introduction describe your proposed solutions?
- Does your introduction define any terms or concepts your readers may find difficult?
- Are a few "so-whats" stated in the introduction to interest your readers in reading further?
- Does your methodology section make clear the strategy and timing of the method you will use? Are there significant so-whats that can be mentioned here?
- Is your work schedule clear? Would a graph help?
- Is your budget complete? Are all expenses accounted for and justified?
- Will the facts presented convince your readers that the people proposed to carry out the tasks will do a competent job?

Style

- Have you used a clear and concise style?
- Is your vocabulary appropriate to your subject and audience?
- Have you chosen the appropriate format: report, letter, or memo?
- Is your proposal neat and free of errors?
- Do the layout and text generate interest (especially if you use a word processing programme)?
- Have you provided sufficient headings to guide the reader?
- If you use a report format, does your table of contents match your headings?

Some of the information that you use in a proposal can be provided in an easy-to-read format. On the following pages, we provide some samples of a cover sheet, a sample proposal budget, and a sample curriculum vitae for the main project participants. You may adapt these formats for your specific proposal.

Sample Proposal Cover Sheet

COVER SHEET

Programme: _____

Descriptive Title of Project: _____

Organisation: _____

Address: _____

City: _____

Project Contact Person: _____

_____

_____

Start Date: _____

End Date: _____

Major Goals of the Project: _____

_____

_____

_____

_____

_____

Sample Project Budget

PROJECT TITLE

Start date:	End date:	Total project cost:	Total requested:

Name of organisation	Amount	Type of contribution
		In-kind Cash
Item	**Total cost**	**Amount requester from the donor**
Staff salaries Project management Project assistant Social worker		
Consulting fees		
Materials and supplies		
Printing		
Evaluation		
Travel		
Workshop		
Other		
Total budget		

Sample Curriculum Vitae for Principal Investigator (optional)

CURRICULUM VITAE

Nam: _____
First Last Middle

Nationality: _____

Present Institution: _____

Present Position: _____

Other Institutions Attended: _____

_____

Publications _____

_____

Major Field(s): _____

_____

Minor(s): _____

Academic Qualifications: _____

_____

Additional relevant experience related to this proposal:

_____

_____

References: _____

_____

_____

A sample proposal covering letter is illustrated below.

February 27, 2005

The Programme Officer
Rajiv Gandhi Foundation
Jawahar Bhawan
Dr. Rajendra Prasad Road
New Delhi, 110001

Re: Project Proposal for Community Initiatives for Self-reliance of Poor Women

Dear Sir/Ms.,

We are pleased to forward our proposal for the project, *Community Initiatives for Self-reliance of Poor Women*, for your consideration. Our proposal addresses particular aspects of the inherent social and economic suffering of rural poor women that have not been dealt with to date.

The area of the state we plan to work in has many social problems including a large population of women and children living below the poverty line, widespread illiteracy, and a lack of training options, counselling services, and rural infrastructure. You will find that our proposal deals with many of these issues. Our previous award of excellence for NGOs from the State Government (Meghnad Puroskar, 2000) has allowed us to continue our worthwhile work in this area.

We look forward to hearing from you regarding our proposal. Should you have any questions or seek clarification please feel free to contact:

Yours truly, Ashok Das Secretary General

Encl: Project Proposal
Registration Certificate
F.C.R. Certificate
Audited Statement of A/C
State Award Certificate
Governing Board
By-laws

EXERCISE 2 Writing Your Proposal

Using the information provided in this unit, write a proposal covering letter (and a project proposal) for a new programme that you wish to implement. Remember to fully describe the needs and the benefits to the funding organisation.

Use the planning and revision checklists to help you organise and format your proposal.

READING

Coordination And Cluster Approach

SOURCE

https://www.humanitarianresponse.info/en/about-clusters/what-is-the-cluster-approach

What is the Cluster Approach?

When emergencies occur coordination is necessary. Good coordination means less gaps and overlaps in the assistance delivered by humanitarian organizations.

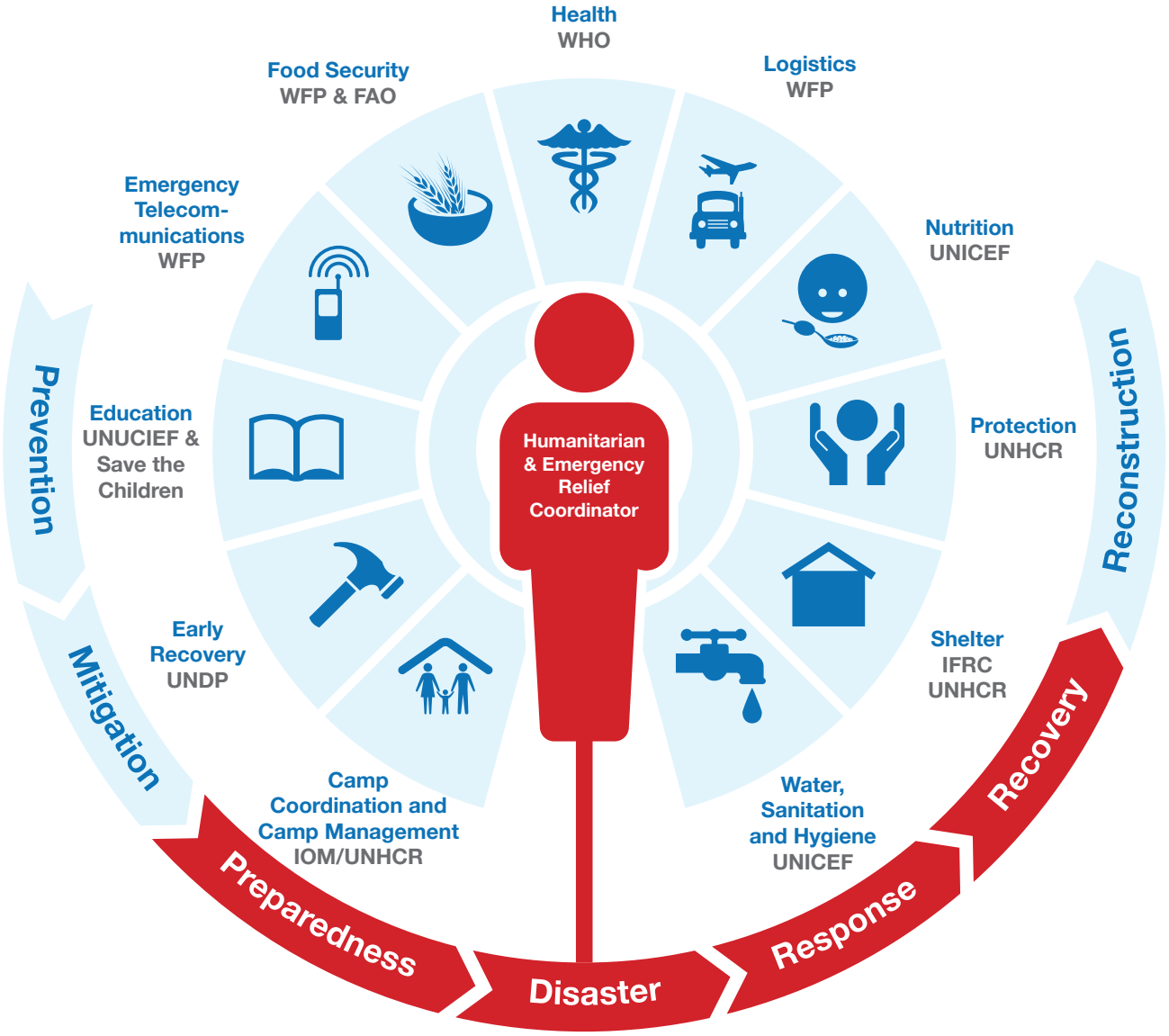
The foundations of the current international **humanitarian coordination** system were set by General Assembly resolution 46/182 in December 1991. Almost 15 years later, in 2005, a major reform of **humanitarian coordination**, known as the **Humanitarian Reform** Agenda, introduced a number of new elements to enhance predictability, **accountability** and partnership. The **Cluster Approach** was one of these new elements.

Clusters are groups of humanitarian organizations, both UN and non-UN, in each of the main sectors of **humanitarian action**, e.g. water, health and logistics. They are designated by the Inter-Agency Standing Committee (IASC) and have clear responsibilities for coordination.

The **Cluster Approach** was applied for the first time following the 2005 earthquake in Pakistan. Nine **clusters** were established within 24 hours of the earthquake. Since then two **evaluations** on the Cluster Approach have taken place. The first, finalized in 2007, focused on implementation. The second, conducted in 2010, focused on the outcome of **the cluster approach** in improving **humanitarian assistance**. The learning from these **evaluations** led to the IASC Transformative Agenda (TA), a series of actions aimed at simplifying processes and outcomes.

The IASC Principals "agreed there is a need to restate and return to the original purpose of **clusters**, refocusing them on strategic and operational **gaps analysis**, planning, assessment and results". The aim of the **cluster approach** is to strengthen system-wide preparedness and technical capacity to respond to humanitarian emergencies, and provide clear leadership and **accountability** in the main areas of humanitarian response. At country level, it aims to strengthen

partnerships, and the predictability and **accountability** of international humanitarian action, by improving prioritization and clearly defining the roles and responsibilities of humanitarian organizations



1. Supporting service delivery by providing a platform for agreement on approaches and elimination of duplication.
2. Informing strategic decision-making of the HC/HCT for the humanitarian response through coordination of needs assessment, **gap analysis** and prioritization.
3. Planning and strategy development including sectoral plans, adherence to standards and funding needs.
4. **Advocacy** to address identified concerns on behalf of cluster participants and the affected population.
5. **Monitoring** and reporting on the cluster strategy and results; recommending corrective action where necessary.
6. **Contingency planning/preparedness/national capacity building** where needed and where **capacity** exists within the **cluster**.

Each **cluster** is also responsible for integrating early **recovery** from the outset of the humanitarian response. The RC/HC may recommend an Early Recovery cluster also be established.

Reliefweb glossary of humanitarian terms

http://reliefweb.int/report/world/reliefweb-glossary-humanitarian-terms

Cluster: A "cluster" is essentially a "sectoral group" and there should be no differentiation between the two in terms of their objectives and activities; the aim of filling gaps and ensuring adequate preparedness and response should be the same. (IASC)

Cluster Approach: The Cluster Approach aims to strengthen humanitarian response capacity and effectiveness in five key ways:

1. ensuring sufficient global capacity is built up and maintained in key gap sectors/areas of response;
2. identifying predictable leadership in the gap sectors/areas of response;
3. facilitating partnerships and improved inter-agency complementarity by maximizing resources;
4. strengthening accountability; and
5. improving strategic field-level coordination and prioritization in specific sectors/areas of response by placing responsibility for leadership and coordination of these issues with the competent operational agency. (IASC)

Humanitarian Coordination: An approach based on the belief that a coherent response to an emergency will maximize its benefits and minimizes potential pitfalls. In each country, the coordination of UN humanitarian assistance is entrusted to the UN Resident and Humanitarian Coordinator. OCHA, under the direction of the Emergency Relief Coordinator, is responsible for the coordination of a humanitarian response in the event of a crisis and carries out this role according to approved policies and structures set by the IASC. This coordination involves developing common strategies with partners both within and outside the UN system, identifying overall humanitarian needs, developing a realistic plan of action, monitoring progress and adjusting programmes as necessary, convening coordination forums, mobilizing resources, addressing common problems to humanitarian actors, and administering coordination mechanisms and tools. It does not involve OCHA in the administration of humanitarian assistance. (OCHA)

Humanitarian Reform: The Humanitarian Reform aims to dramatically enhance humanitarian response capacity, predictability, accountability and partnership. It represents an ambitious effort by the international humanitarian community to reach more beneficiaries, with more comprehensive, needs-based relief and protection, in a more effective and timely manner.

The reform has four main objectives:

1. Sufficient humanitarian response capacity and enhanced leadership, accountability and predictability in "gap" sector/areas of response (ensuring trained staff, adequate commonly-accessible stockpiles, surge capacity, agreed standards and guidelines).
2. Adequate, timely and flexible humanitarian financing (including through the Central Emergency Response Fund).
3. Improved humanitarian coordination and leadership (more effective Humanitarian Coordinator (HC) system, more strategic leadership and coordination at the intersectoral and sectoral levels).
4. More effective partnerships between UN and non-UN humanitarian actors. (HR)

Accountability: Accountability is the means by which individuals and organisations report to a recognised authority, or authorities, and are held responsible for their actions (Edwards and Hume, 1995). (ALNAP)

Humanitarian Action: Assistance, protection and advocacy actions undertaken on an impartial basis in response to human needs resulting from complex political emergencies and natural hazards. (ALNAP)

Evaluation: A systematic and objective analysis and assessment of the organization's policies, programmes, practices, partnerships and procedures, focused on planning, design, implementation and impacts. (UNHCR)

Humanitarian Assistance: Aid that seeks, to save lives and alleviate suffering of a crisis-affected population. Humanitarian assistance must be provided in accordance with the basic humanitarian principles of humanity, impartiality and neutrality, as stated in General Assembly Resolution 46/182. In addition, the UN seeks to provide humanitarian assistance with full respect for the sovereignty of States. Assistance may be divided into three categories - direct assistance, indirect assistance and infrastructure support - which have diminishing degrees of contact with the affected population. (OCHA)

Gap Analysis: A gap analysis reveals the quantifiable difference between a measured indicator and a standard. For example, if the standard is for each refugee to have 20 litres of water per day and each person only has 12 litres of water per day, then there is a gap of 8 litres of water per day per person. For a comprehensive discussion of gap analysis, please see the Section entitled "How to Use Standards & Indicators." (UNHCR Technical Glossary)

Advocacy: Advocacy refers in a broad sense to efforts to promote, in the domain of humanitarian aid, respect for humanitarian principles and law with a view to influencing the relevant political authorities, whether recognised governments, insurgent groups or other non-state actors. One could add 'international, national and local assistance agencies'. (ALNAP)

Monitoring: System that permits the continuous observation, measurement and a valuation of the progress of a process or phenomenon with a view to taking corrective measures. (UN DHA)

Contingency Planning: A management tool used to ensure that adequate arrangements are made in anticipation of a crisis. This is achieved primarily through engagement in a planning process leading to a plan of action, together with follow-up actions. (OCHA)

Preparedness: The capacities and knowledge developed by governments, professional response organizations, communities and individuals to anticipate and respond effectively to the impact of likely, imminent or current hazard events or conditions.

Comment: Preparedness action is carried out within the context of disaster risk management and should be based on a sound analysis of disaster risks and be well linked to early warning systems. It includes contingency planning, stockpiling of equipment and supplies, emergency services and stand-by arrangements, communications, information management and coordination arrangements, personnel training, community drills and exercises, and public education. It must be supported by formal institutional, legal and budgetary capacities. (ISDR)

Capacity: A combination of all the strengths and resources available within a community, society or organization that can reduce the level of risk, or the effects of a disaster.

Comment: Capacity may include physical means, institutional abilities, societal infrastructure as well as human skills or collective attributes such as leadership and management. Capacity also may be described as capability. (ISDR)

Capacity Building: A process by which individuals, institutions and societies develop abilities, individually and collectively, to perform functions, solve problems and set and achieve their goals. (UNHCR)

Recovery: A focus on how best to restore the capacity of the government and communities to rebuild and recover from crisis and to prevent relapses into conflict. In so doing, recovery seeks not only to catalyze sustainable development activities, but also to build upon earlier humanitarian programmes to ensure that their inputs become assets for development. (UNHCR)

VOCABULARY FOCUS

- To occur – to happen – to take place
- Current – present – latest – ongoing
- To set – to lay
- To introduce – to present – to propose
- To enhance – to boost – to improve – to strengthen
- Accountability – responsibility
- To designate – to appoint – to assign
- To apply – to use – to practise
- To establish – to found – to set up – to organize
- Evaluation – assessment
- Capacity – power – strength
- To respond – to react

Vocabulary focus ends at the next page →

- To define – to determine
- Elimination – exclusion, getting rid of (to eliminate – to get rid of)
- Duplication – repetition
- Adherence to – compliance with
- Advocacy – support (to advocate – to support – to promote)
- Contingency – emergency

VOCABULARY EXERCISES

EXERCISE 1 Match the words to form meaningful phrases:

1. humanitarian	A. assessment
2. cluster	B. building
3. needs	C. response
4. affected	D. approach
5. capacity	E. population

Key: *1c. humanitarian response; 2d. cluster approach; 3a. needs assessment; 4e. affected population; 5b. capacity building*

PAY ATTENTION TO THE PREPOSITIONS IN THE FOLLOWING PHRASES.

Make sentences using the phrases below

1. Responsible **FOR**
2. To focus **ON**
3. To lead **TO**
4. To adhere **TO** – to comply with / to stick to (usually some rules) / to conform to
5. To aim **AT**
6. **On behalf of** – as a representative of

VIDEO

Watch the video *Why Humanitarian Reform?* (Mark Cutts, UNOCHA)
https://www.youtube.com/watch?v=UN-vtFbUGs8

Answer the following questions:

- What is the background of the Humanitarian Reform?
- What are its three main components?
- What are the benefits of the cluster approach?

IT'S TIME TO SPEAK!

Questions:

1. What are clusters?
2. When was the cluster approach first introduced?

3. When was the cluster approach first applied?
4. What is the aim of the cluster approach?

Key:

1. *Clusters are groups of humanitarian organizations, both UN and non-UN, in each of the main sectors of humanitarian action, e.g. water, health and logistics. They are designated by the Inter-Agency Standing Committee (IASC) and have clear responsibilities for coordination.*
2. *In 2005, a major reform of humanitarian coordination, known as the Humanitarian Reform Agenda, introduced a number of new elements to enhance predictability, accountability and partnership. The Cluster Approach was one of these new elements.*
3. *The Cluster Approach was applied for the first time following the 2005 earthquake in Pakistan. Nine clusters were established within 24 hours of the earthquake.*
4. *The aim of the cluster approach is to strengthen system-wide preparedness and technical capacity to respond to humanitarian emergencies, and provide clear leadership and accountability in the main areas of humanitarian response. At country level, it aims to strengthen partnerships, and the predictability and accountability of international humanitarian action, by improving prioritization and clearly defining the roles and responsibilities of humanitarian organizations.*

OVER TO YOU

1. Does your organization participate in cluster meetings? What is usually discussed during these meetings?
2. Why do you think coordination is important?
3. What can be done to improve coordination of humanitarian assistance in Ukraine?

VOCABULARY EXERCISES

EXERCISE 1 Match the words closest in meaning.

1. Power
2. To determine
3. To happen
4. Getting rid of
5. To use
6. Emergency
7. To found
8. To lay
9. Compliance with
10. To boost
11. Support
12. To propose
13. Repetition
14. Ongoing
15. Responsibility
16. To appoint
17. Assessment
18. To react

A. Advocacy
B. To introduce
C. Accountability
D. To apply
E. Evaluation
F. To respond

G. To define
H. Elimination
I. Capacity
J. To establish
K. To designate
L. To enhance
M. To set
N. Contingency
O. Adherence to
P. To occur
Q. Current
R. Duplication

Key: *1I, 2G, 3P, 4H, 5D, 6N, 7J, 8M, 9O, 10L, 11A, 12B, 13R, 14Q, 15C, 16K, 17E, 18F*

IT'S GRAMMAR TIME!
PROBLEM VERBS

The verbs ***lie/lay, rise /raise, and sit/set*** cause problems even for native English speakers. The solution to the problem is to remember which verbs are transitive (verbs that take a complement / an object) and which are intransitive (verbs that do not take a complement).

Intransitive Verbs

to rise	rose	risen	rising
to lie	lay	lain	lying
to sit	sat	sat	sitting

Transitive Verbs

to raise	raised	raised	raising
to lie	laid	laid	laying
to sit	set	set	setting

To rise

This verb means to *get up, move up under one's own power* (without the help of someone else), increase. Notice that there is no complement.

1. The sun rises early in the summer.
2. When the bell rings, the students rise from their seats.
3. When oil and water mix, oil rises to the top.
4. Jim rose early so that he could play golf before the others.
5. It must be late; the moon has risen.
6. Prices have risen more than ten percent in a very short time.

To raise

The verb means *to lift* or *elevate an object*; or *to increase something*. It must have a complement.

1. The students raise their hands in class.
2. The weightlifter raises the barbells over his head.
3. The crane raised the car out of the lake.
4. After studying very hard, John raised his grades substantially.
5. Mr. Daniels has raised his tenants' rent another fifteen dollars.
6. The OPEC countries have raised the price of oil.

To lie

This verb means to *rest, repose*, or to be *situated in a place*. It is often used with the preposition *down*. NOTE: This verb should not be confused with the verb *lie, lied, lied*, which means *to say something that is not true*.

1. The university lies in the western section of town.
2. If the children are tired, they should lie down for a nap.
3. Maria Elena lay on the beach for three hours yesterday sunbathing.
4. The old dog just lay on the grass watching the children at play.
5. Don't disturb Mary; she has lain down for a rest.
6. That old rug had lain in the corner for many years before it was put in the garage.

To lay

This verb means to *put somebody or something on a surface*.

1. Don't lay your clothes on the bed.
2. The boy lays his books on the table every day.
3. The enemy soldiers laid down their weapons and surrendered.
4. The children laid their toys on the floor when they had finished using them.
5. The students had laid their compositions on the teacher's desk before the bell rang.
6. The nurse laid the baby in the crib.

To sit

This verb means to *take a seat*. It is also often used with the preposition *down*.

1. We are going to sit in the fifth row at the opera.
2. Bullfight fans sit in the shade because it is cool.
3. Because the weather was nice, we sat on the patio.
4. After swimming, Bob sat on the beach to dry off.
5. Nobody has sat through as many boring lectures as Pete has.
6. They have sat in the same position for two hours.

To set

This verb means to *put somebody or something on a surface or in a place*. It is often interchangeable with *lay* or *put* except in certain idiomatic expressions like *set the table*.

1. The little girl helps her father set the table every night.

2. The carpenters set their tools in the box at noon and go to lunch.
3. The botanist set her plants in the sun so that they would grow.
4. After carrying her son from the car, the mother set him in his crib.
5. Don't set the chocolate near the oven or it will melt.
6. No sooner had they set the roast in the oven, than the electricity went out.

IDIOMATIC EXPRESSIONS WITH *SET*, *LAY* AND *RAISE*

1. The company had to lay off twenty-five employees because of a production slowdown.
2. Dr. Jacobs has set many broken bones in plaster casts.
3. John set his alarm for six o'clock.
4. The chef is hoping that the Jell-0 will set quickly.
5. While playing with matches, the children set fire to the sofa.
6. That farmer raises chickens for a living.

EXERCISE 2 Circle the correct form of the verb in parentheses and underline the complement if there is one.

1. You will see on the map that the Public Auditorium (lies/lays) north of the lake.
2. My dog loves to (sit/ set) in the sun.
3. The delivery boy (lay/ laid) the groceries on the table.
4. After the heavy rain, the water in the lake (raised/ rose) another two feet.
5. The paper hangers decided to (raise/ rise) the picture a few more inches.
6. He was exhausted so he decided to (lie / lay) down for a little while.
7. The workers were (lying/laying) cement for the patio when it began to rain.
8. The soldier (rose/raised) the flag when he heard the bugle blow.
9. In chemistry class, we learned that hot air (rises / raises).
10. They tried to (set/ sit) the explosives carefully on the floor.

Key: *1 lies, 2 sit, 3 laid, 4 rose, 5 raise, 6 lie*

EXERCISE 3 There is a mistake in each sentence. Identify and correct it.

1. After rising the flag to commemorate the holiday, the mayor gave a long speech.
2. If you set in that position for too long, you may get a cramp in your leg.
3. The doctor told Mr. Anderson that, because of his severe cramps, he should lay in bed for a few days.
4. If you had sat the plant in a cooler location, the leaves would not have burned.
5. After Allan had searched for twenty minutes, he realized that his jacket had been laying on the table the entire time.
6. Despite Martha's attempts to rise her test score, she did not receive a high enough score to be accepted by the law school.

Key: *1 raising, 2 sit, 3 lie, 4 set, 5 lying, 6 to rise*

IT'S TIME TO SPEAK!
STRUCTURING A PRESENTATION

EXERCISE 1 The following expressions help you to give a clear structure to a presentation. Complete them using the correct preposition.

to on of off for back about up

1. To start ..... , then , …
2. To move..... to my next point, …
3. To go ..... to what I was saying, …
4. To turn now ..... a different matter, …
5. To say a bit more ..... that, …
6. To give you an example ..... what I mean, …
7. To digress ..... a moment, …
8. To sum ....., then, …

Key:

1. *To start **off**, then , ….*
2. *To move **on** to my next point, …..*
3. *To go **back** to what I was saying, …..*
4. *To turn now **to** a different matter, ….*
5. *To say a bit more **about** that, …..*
6. *To give you an example **of** what I mean, ……*
7. *To digress **for** a moment, …*
8. *To sum **up**, then, …..*

EXERCISE 2 Which of the expressions above are used to.

1. return to an important point? .....
2. repeat the main points? .....
3. talk about something unrelated? .....
4. begin the presentation? .....
5. expand a point? .....
6. change the subject? .....

Key:

*return to an important point? **3***
*repeat the main points? **8***
*talk about something unconnected? **7***
*begin the presentation? **1***
*expand a point? **5+6***
*change the subject? **2+4***

PRESENTING A SOLUTION

Think of a particular project that you have been or were closely involved with. Using the framework below, prepare and then make a short presentation of a problem you solved at any point of the project implementation. It can be any kind of problem, big or small.

A TEN-POINT PRESENTATION PLAN

1. Impact opening (choose one)

Title

- (Ask a question) Have you ever..? How would you?
- (Quote some surprising figures) Did you know ….?
- (Quote someone well-known) (Name) once said…
- (Use a newspaper headline) Have a look at this.

2. Give the background to the problem

Background

- Ok. (Time) ago we were having difficulties with…
- We couldn't …
- And we weren't …

1. …
2. …
3. …

3. Ask a rhetorical question

- So, what was going wrong?

4. Describe the problem

Problem

- Well, the problem we were facing was not ….., but…

5. Describe its effects

Effects

- Now, obviously, this was having an effect on …, as well as … but …

1. …
2. …

6. Ask another rhetorical question

- So, how did we deal with the problem?

7. Describe the action you took

Action

- Well, basically, there were three things we had to do.
- Our first priority was to …
- The next thing was to …
- And, finally, we ….

1. …
2. …
3. …

8. Ask a third rhetorical question

- The question is, did it work?

9. Describe the results (perhaps a graph)

Results

- Have a look at this.
- Here are the results.
- As you can see.

10. Close

Summary

- OK, I'm going to break off in a second and take questions.
- To sum up, ….
- Thank you

READING

Codes Of Conduct

SOURCE

Relief and rehabilitation network. March 1999

Codes of conduct have become quite a phenomenon in the humanitarian system. **Superficially** these codes share a common idea: they are public statements of principles or standards of **performance** to which a number of agencies voluntarily sign up and against which each agency states it is willing to be judged.

Origins

There are many origins to the current **emergence** of codes. The following three, however, are perhaps the most important:

1. The huge **proliferation** of humanitarian agencies working in conflict since the late 1980s. The original Red Cross/NGO Code of Conduct arose specifically from the concern of the established agencies in Sudan in the late 1980s – notably IFRC and Oxfam – that much of the work being done there was of low quality and that some kind of mechanism was needed to raise standards.
2. Growing awareness of the problems of working in the midst of internal war and the growing feeling by many, both within and without the humanitarian system, that aid could be 'fuelling conflict'.
3. The 'vacuum of regulation' which confronted the hugely increased numbers of NGOs working in the midst of conflict and often in areas where the state had collapsed. There was no regulatory or protective environment either for the agencies or, more importantly, the civilian population. Indeed the **flagrant abuse of the rules** of war by parties to a conflict was the greatest part of the problem. In this context accountability became a **watchword**, both among critics of humanitarianism and its supporters.

The Code of Conduct for the International Red Cross and Red Crescent Movement and NGOs in Disaster Relief

1. The Humanitarian imperative comes first

The right to receive humanitarian assistance, and to offer it, is a fundamental humanitarian principle which should be enjoyed by all citizens of all countries. As members of the international community, we recognise our obligation to provide humanitarian assistance wherever it is needed. The prime motivation of our **response to disaster** is to alleviate human suffering amongst those least able **to withstand the stress** caused by disaster.

2. Aid is given regardless of the race, creed or nationality of the recipients and without adverse distinction of any kind. Aid priorities are calculated on the basis of need alone

Wherever possible, we will base the provision of relief aid upon a thorough assessment of the needs of the disaster victims and the local capacities already in place to meet those needs. Human suffering must be alleviated whenever it is found; life is as precious in one part of a country as another. Thus, our provision of aid will reflect the degree of suffering it seeks to alleviate.

3. Aid will not be used to further a particular political or religious standpoint

Humanitarian aid will be given according to the need of individuals, families and communities. We will not tie the promise, delivery or distribution of assistance to the embracing or acceptance of a particular political or religious creed.

4. We shall endeavour not to act as instruments of government foreign policy

NGHAs are agencies which act independently from governments. We therefore formulate our own policies and implementation strategies and do not seek to implement the policy of any government, except in so far as it coincides with our own independent policy. In order to protect our independence we will seek to avoid dependence upon a single funding source.

5. We shall respect culture and custom

We will endeavour to respect the culture, structures and customs of the communities and countries we are working in.

6. We shall attempt to build disaster response on local capacities

All people and communities - even in disaster - possess capacities as well as vulnerabilities. Where possible, we will strengthen these capacities by employing local staff, purchasing local materials and trading with local companies.

7. Ways shall be found to involve programme beneficiaries in the management of relief aid

Disaster response assistance should never be imposed upon the beneficiaries. Effective relief and lasting rehabilitation can best be achieved where the intended beneficiaries are involved in the design, management and implementation of the assistance programme.

8. Relief aid must strive to reduce future vulnerabilities to disaster as well as meeting basic needs

All relief actions affect the prospects for long-term development, either in a positive or

a negative fashion. Recognising this, we will strive to implement relief programmes which actively reduce the beneficiaries' vulnerability to future disasters and help create sustainable lifestyles.

9. We hold ourselves accountable to both those we seek to assist and those from whom we accept resources

We often act as an institutional link in the partnership between those who wish to assist and those who need assistance during disasters. We therefore hold ourselves accountable to both constituencies. All our dealings with donors and beneficiaries shall reflect an attitude of openness and transparency. We recognise the need to report on our activities, both from a financial perspective and the perspective of effectiveness.

10. In our information, publicity and advertising activities, we shall recognise disaster victims as dignified humans, not hopeless objects

Respect for the disaster victim as an equal partner in action should never be lost. In our public information we shall **portray** an objective image of the disaster situation where the capacities and aspirations of disaster victims are highlighted, and not just their vulnerabilities and fears.

SOURCE

http://www.spherehandbook.org/en/the-code-of-conduct-for-the-international-red-cross-and-red-crescent-movement-and-ngos-in-disaster-relief/

VOCABULARY FOCUS

- superficially
- performance
- emergence
- proliferation
- flagrant
- abuse of the rules
- watchword
- crescent
- to enjoy (the principle)
- response to disaster
- to alleviate
- to withstand the stress
- regardless of
- to endeavour
- to strive
- to portray

VOCABULARY EXERCISES

EXERCISE 1 Correct the vocabulary mistakes below.

1. A number of agencies involuntarily sign up to standards of performance.
2. The original Red Cross/NGO Code of Conduct arose superficially from the concern of the established agencies in Sudan in the late 1980s that much of the work being done there was of high quality and that some kind of mechanism was needed to lower standards.
3. There are many origins to the current emergency of codes.

4. The prime motivation of our response to disaster is to allow human suffering.
5. Aid is given regarding the race, creed or nationality of the recipients

Key:

1. Voluntarily 2 superficially – specifically, high – low, lower – raise 3 emergency – emergence 4 allow – alleviate 5 regarding – regardless of

EXERCISE 2 Find and match the synonyms

1. to endeavour	A. notorious
2. to strive	B. to depict
3. to withstand	C. to oppose
4. to confront	D. to attempt
5. flagrant	E. to try
6. to portray	F. to resist

Key: *1D, 2 E, 3 F, 4 C, 5A, 6 B*

IT'S TIME TO SPEAK! COMPREHENSION CHECK

Questions:

1. What are the codes of conduct?
2. How did the codes appear?
3. Why can an NGO be called an institutional link?
4. Who can receive humanitarian aid?

Key:

1. *They are public statements of principles or standards of performance to which a number of agencies voluntarily sign up and against which each agency states it is willing to be judged.*
2. *They appeared due to the huge proliferation of humanitarian agencies working in conflict since the late 1980s.*
3. *Because often NGOs act as an institutional link in the partnership between those who wish to assist and those who need assistance during disasters.*

VIDEO

Watch the video. Is there any additional information that is not mentioned in the article?
https://www.youtube.com/watch?v=l8H4_PTrkjU

IT'S GRAMMAR TIME! GERUNDS WITH PREPOSITIONS.

Azar, Using and Understanding English Grammar, third edition, chapter 14

READING

Donor Reporting. Overview

SOURCE

The following reading is based on an excerpt from: www.worldbank.org/smallgrantsprogram
Social Development Department – The World Bank *Tips by Yumi Sera and Susan Beaudry, 2007*

Reporting to Donors

This brief is one in a series of tips for civil society organizations written from a donor's perspective. It is intended to stimulate inquiry, rather than to provide rigid instructions.

PURPOSE OF REPORTING

The relationship with the donor does not end with the receipt of the grant award. Donors usually request periodic reporting depending on their own guidelines. Some donors may also request site visits. The frequency and type of reporting relationship is usually detailed in the grant agreement letter.

Donors are aware that few projects go exactly as planned. In addition to reporting on your successes, you may want to express the challenges you faced and how you overcame them. Donors are also concerned with your organization's responsiveness and honesty. Reflecting on insights gained from implementing your project can create a better understanding of the current and evolving challenges facing your community.

Donors often have a broad and global overview of similar circumstances and, through your report, can attempt to gain an understanding of the diversity of methods, strategies, and potential solutions to particular challenges at the grassroots, community level. Your report may also highlight the strengths and contributions of the concerned groups, providing donors with community-grown perspectives.

Donors also use these reports to inform their own grantmaking. Some may also use the information to justify or strengthen the support from their own stakeholders or donors.

Some donors may also request feedback on their own processes and procedures. Specific details could help the donor improve the way they work with community organizations.

TYPES OF REPORTING

There are two main types of written reports that donors may request, a **narrative report** and a **financial report**.

1. Narrative Report: This is also referred to as progress, mid-term, or completion reports. This report describes the progress made towards completing activities and achieving the results articulated in your proposal. The narrative should explain how you achieved your objectives, what challenges you faced and how you overcame them, and what resulted from the grant.

Donors may be interested in "outputs," such as, the number of participants attending workshops, number of workshops, and number of people reached through your project.

They are also interested in "results" which explains what has changed in the community due to your efforts. It is often easier to express your results in numbers, but it is also important to think in terms of how the activity you implemented actually made a difference in the community. This may be done through a reflection exercise that you can have with your board, members of the community, or advisors.

You may also want to report on the lessons that you learned from the project's implementation and how you may do things differently in the future. Increasingly, donors are eager to understand the lessons learned through your process. The narrative can also relate back to the donor's priorities.

Some sample questions that a donor may be interested in are:

- What progress has been made towards achieving the objectives stated in your proposal?
- What was done as a result of the grant?
- Who was involved in the project design and implementation, in particular women, youth, or other marginalized groups?
- How did they benefit?
- What has changed as a result of the project?
- What are lessons learned?
- What funds were identified or partnerships formed?

A success story highlighting a particular lesson or result and profiling a beneficiary may help the donor have a better picture of your activities.

2. Financial Report: This is typically a statement of accounts that details how the grant funds were used. It is usually prepared by the organization's accountant or financial staff. Depending on the donor and type of grant, an audited statement may be required or specific forms may need to be completed.

The expenses should be itemized with the unit costs and notes on the purpose. The unit cost should indicate the cost for each unit and how many units you have calculated. The expenses should clearly correspond with the activities and objectives of the proposal. You may want to show what was budgeted versus actual expenses or what was disbursed. Notes should indicate any changes that may have been made.

The currency and exchange rate should be clearly indicated. Some donors may require the currency to be converted into their own currency, for example US dollars.

Items that may be included in the financial statement are:

- Personnel (itemize all positions indicating names of senior personnel, salary, percentage of time spent)
- Consultants (itemize positions, including technical expertise)
- Workshops logistics (this may need to be itemized and detailed with conference space, meals, travel)
- Travel and transportation expenses (state purpose)
- Supplies
- Publication
- Equipment (itemize major purchases)
- Overhead (such as rent and utilities)

The report should also show the contributions from other sources by indicating the source, amount or in-kind contribution. Additional contributions and support offer evidence of sustainability, endorsement from other donors or stakeholders, and interest from the beneficiaries or community, as well as commitment from your own organization. Some donors require a percentage of community contribution. This should be reflected in the financial narrative.

3. Additional Materials: Some donors appreciate additional materials, such as photos, a profile of a beneficiary whose life has been changed, or products from your project that tell your story. Others prefer a written report which provides evidence of results to their own stakeholders. Check the reporting guidelines for more information.

PREPARING FOR SITE VISITS

Donors may request to visit your project and meet with your board members, staff, and community members. Typically, they are interested in learning about how the grant that you received has made a difference in the organization and to the beneficiaries. To prepare for such a visit, be prepared to talk about your achievements and challenges for implementation and have your financial records and administrative procedures ready to be reviewed.

Board members may want to address any strategic issues and vision for the organization. Have the donor walk around your project site and talk to different people to get a feel for

the activities that you have undertaken. If it is not possible to visit the site or activity, have beneficiaries meet the donors to recount their experience.

Ask for their feedback and any technical assistance or connections to similar projects. Request that the donor share their report so that you can use this to establish credibility with other donors. The key to reporting to donors is to develop trust through accountable practices to engage in a long-term relationship.

VOCABULARY FOCUS

- To request – to ask for
- To be aware of – to know about – to be familiar with
- Insight – understanding – vision
- Responsiveness – reaction
- To state – to articulate – to say – to express
- To benefit – to profit from – to gain from – to turn to one's advantage
- Overview – outline – synopsis – review
- To profile – to describe – to depict – to portray – to outline
- To highlight – to spotlight
- To disburse – to pay out
- Evidence – proof – verification – confirmation
- Achievement – accomplishment – attainment
- To attempt – to try – to make an effort
- Issue – matter – topic – problem – question
- Site – location
- To recount – to report – to give an account of
- Similar – alike – resembling
- Credibility – reliability – trustworthiness
- To engage in – to become involved in – to enter into – to embark on
- To itemize – to list – to enumerate

PAY ATTENTION TO THE FOLLOWING PHRASES WITH PREPOSITIONS.

Make sentences using the phrases.

1. Relationship with
2. To depend on
3. Concerned with
4. To report on
5. Feedback on
6. To refer to
7. Interested in
8. Involved in
9. To convert into
10. To include in
11. Evidence of
12. To prepare for
13. To talk to
14. To ask for
15. To be aware of

TRANSLATION PRACTICE

Pay attention to the participles and translate the following phrases:

1. Challenges **facing** the community
2. Participants **attending** workshops
3. A success story **highlighting** a particular lesson

4. The lessons **learned** through your progress
5. Insights **gained** from implementing the project
6. The objectives **stated** in your proposal

VOCABULARY EXERCISES

EXERCISE 1 Match the words to form meaningful phrases:

1. To request	A. an activity
2. To achieve	B. feedback
3. To undertake	C. a challenge
4. To face	D. a project
5. To implement	E. the support
6. To justify	F. the objective

Key:

- *To request feedback*
- *To achieve the objective*
- *To undertake an activity*
- *To face a challenge*
- *To implement a project*
- *To justify the support*

COMPREHENSION CHECK

Questions:

1. What kinds of reporting can donors request?
2. How does a donor benefit from an NGO's reporting?
3. What does a narrative report describe?
4. What questions may a donor be interested in?
5. What is a financial report?
6. Who prepares a financial report?
7. How should expenses be reported?
8. What items may be included in the financial statement?
9. Should contributions from other sources be included into the financial report?
10. What additional materials may be used in reporting?
11. How can an NGO prepare for a donor's visit?
12. What is the key to reporting to donors?

Key:

1. *Donors usually request periodic reporting depending on their own guidelines. Some donors may also request site visits. The frequency and type of reporting relationship is usually detailed in the grant agreement letter.*

Some donors may also request feedback on their own processes and procedures. Specific details could help the donor improve the way they work with community organizations.

*There are two main types of written reports that donors may request, a **narrative report** and a **financial report**.*

2. Donors are concerned with your organization's responsiveness and honesty. Reflecting on insights gained from implementing your project can create a better understanding of the current and evolving challenges facing your community.

Donors often have a broad and global overview of similar circumstances and, through your report, can attempt to gain an understanding of the diversity of methods, strategies, and potential solutions to particular challenges at the grassroots, community level. Your report may also highlight the strengths and contributions of the concerned groups, providing donors with community-grown perspectives.

Donors also use these reports to inform their own grantmaking. Some may also use the information to justify or strengthen the support from their own stakeholders or donors.

Some donors may also request feedback on their own processes and procedures. Specific details could help the donor improve the way they work with community organizations.

3. This report describes the progress made towards completing activities and achieving the results articulated in your proposal. The narrative should explain how you achieved your objectives, what challenges you faced and how you overcame them, and what resulted from the grant.

4. Some sample questions that a donor may be interested in are:

- *What progress has been made towards achieving the objectives stated in your proposal?*
- *What was done as a result of the grant?*
- *Who was involved in the project design and implementation, in particular women, youth, or other marginalized groups?*
- *How did they benefit?*
- *What has changed as a result of the project?*
- *What are lessons learned?*
- *What funds were identified or partnerships formed?*

5. This is typically a statement of accounts that details how the grant funds were used.

6. It is usually prepared by the organization's accountant or financial staff. Depending on the donor and type of grant, an audited statement may be required or specific forms may need to be completed.

7. The expenses should be itemized with the unit costs and notes on the purpose. The unit cost should indicate the cost for each unit and how many units you have calculated. The expenses should clearly correspond with the activities and objectives of the proposal. You may want to show what was budgeted versus actual expenses or what was disbursed. Notes should indicate any changes that may have been made.

The currency and exchange rate should be clearly indicated. Some donors may require the currency to be converted into their own currency, for example US dollars.

8. Items that may be included in the financial statement are:

- *Personnel (itemize all positions indicating names of senior personnel, salary, percentage of time spent)*
- *Consultants (itemize positions, including technical expertise)*
- *Workshops logistics (this may need to be itemized and detailed with conference space, meals, travel)*
- *Travel and transportation expenses (state purpose)*
- *Supplies*
- *Publication*
- *Equipment (itemize major purchases)*
- *Overhead (such as rent and utilities)*

9. The report should also show the contributions from other sources by indicating the source, amount or in-kind contribution. Additional contributions and support offer evidence of sustainability, endorsement from other donors or stakeholders, and interest from the beneficiaries or community, as well as commitment from your own organization. Some donors require a percentage of community contribution. This should be reflected in the financial narrative.

10. Some donors appreciate additional materials, such as photos, a profile of a beneficiary whose life has been changed, or products from your project that tell your story. Others prefer a written report which provides evidence of results to their own stakeholders. Check the reporting guidelines for more information.

11. Donors may request to visit your project and meet with your board members, staff, and community members. Typically, they are interested in learning about how the grant that you received has made a difference in the organization and to the beneficiaries. To prepare for such a visit, be prepared to talk about your achievements and challenges for implementation and have your financial records and administrative procedures ready to be reviewed.

Board members may want to address any strategic issues and vision for the organization. Have the donor walk around your project site and talk to different people to get a feel for the activities that you have undertaken. If it is not possible to visit the site or activity, have beneficiaries meet the donors to recount their experience.

12. The key to reporting to donors is to develop trust through accountable practices to engage in a long-term relationship.

OVER TO YOU

1. Describe how the process of reporting is organized in your organization.
2. Write a paragraph describing a project activity implemented by your organization.
3. Write a paragraph describing lessons learned from a recent activity/project.

VOCABULARY EXERCISES

EXERCISE 1 Match the words closest in meaning.

1. To describe	A. Issue
2. Location	B. Credibility
3. To know about	C. Evidence
4. Accomplishment	D. Insight
5. Vision	E. Site
6. Matter	F. To request
7. Reaction	G. To benefit
8. To pay out	H. To state
9. To give an account of	I. To itemize
10. To ask for	J. To disburse
11. To become involved in	K. Responsiveness
12. To say	L. To engage in
13. Proof	M. To highlight
14. Resembling	N. Overview
15. To profit from	O. To recount
16. To make an effort	P. To attempt
17. Trustworthiness	Q. To profile
18. Outline	R. Similar
19. To list	S. To be aware of
20. To spotlight	T. Achievement

Key: *1Q, 2E, 3S, 4T, 5D, 6A, 7K, 8J, 9O, 10F, 11L, 12H, 13C, 14R, 15G, 16P, 17B, 18N, 19I, 20M*

Have a look at 14 ways to report back to one's donor on the good work that has been accomplished thanks to their support. http://www.nonprofitmarketingguide.com/blog/2012/06/26/14-ways-to-report-back-to-your-donors/

Discuss in pairs and make a TOP 10 list of ways to report which you would use or are already using in your work. Explain your choices to your colleague. Which ones are not on your list? Why not?

14 Ways to Report Back to Your Donors

1. **Personal, friendly thank you letters.** Write like one human to another — that's what you and your donors are after all (not ATMs)!
2. **Photos in thank you cards.** Photos are incredibly powerful, especially close-ups.
3. **Donor-centered newsletter articles.**
4. **Client or impact testimonials.** Let the people who benefit talk about your results.
5. **Dramatic stories.** Tell us the emblematic story of your success.
6. **Timeline or time lapse.** Show big progress one step at a time.
7. **Real-time dashboards.** Report back in real-time (or close) with updated data on your website.
8. **Before and afters.** Nothing works better to show change than before and after photos and stories.
9. **Behind the scenes.** Using video or great storytelling, take us behind the scenes where the real action is.
10. **Executive director updates.** Invite your donors to "exclusive" conference calls with leadership.
11. **Infographics**. Share results graphically.
12. **Results of outside evaluators.** Share in plain English what the experts found.
13. **"New and improved" annual reports.** Go for a strong message in a short format.
14. **Video annual reports.** A great way to share success!

IT'S GRAMMAR TIME!

Conditionals. (See:. Azar B.S. (2002) Understanding and Using English Grammar. Workbook. Third Edition. White Plains, N. Y.: Pearson Education. P.223-225).

READING

Success Stories

The following reading is based on an excerpt from: Africare Food Security Review, No 4, September 2007. Guidance:Succes Stories. Bryson and Eley

I. Steps to Identifying a Success Story

The "how to" of developing a success story **requires** the researcher or field staff (those most **familiar with** the **anecdotal** stories of beneficiaries) to ask the right questions, questions that will **result in** a **gripping** and **accurate** account, through the eyes of an individual or several individuals, of positive project impact. The key questions and steps are as follows.

Step 1: Selecting a Positive Project Impact (the story topic). This first step **focuses on** the generalized impact or success. Rather than being about one individual, it is about an impact that has been experienced by a substantial number of the beneficiaries. It is important not to develop a success story out of an experience that was felt by only one or two beneficiaries. Choose one or two indicators from the Indicator Performance Tracking Table (IPTT) with the best positive results. **Alternatively**, identify one or two ways that beneficiaries are successfully minimizing or responding to risks. In today's climate of HIV/AIDS there may be some important project results regarding assistance provided to HIV/AIDS-affected households that would make useful success stories. Another type of success story to consider is how beneficiaries exceeded or met expectations even when there were program constraints. Indirect achievements or those not anticipated by the project should also be considered.

Step 2: Obtaining the Descriptive Details of the Impact. Who participated in the achievement of the results? Where were they located (including country)? Was a group involved such as a farmer field school or mothers attending a Hearth session? Assemble a group of participants from which to gather more information relevant to the observed positive impact; if the result was due to individual efforts, assemble a group of concerned individuals.

Step 3: Key Questions for the Group Impacted. Lead the group to answer the following questions.

1. What did they do?
2. How did they do it?

3. How long did it take?
4. What did it cost?
5. What were the results?

Step 4: Drafting the Anecdotal Story of One that Represents the Project Impact to Many. Prepare the success story using the responses to the questions. Choose the experience of one of the participants to illustrate what happened. If appropriate, fill in details specific to that individual. If the participants in the focus group were speaking **confidentially**, give the individual in the story an assumed name. The story should be a minimum of 300 words and a maximum of 900 words (2 pages).

Step 5: Collect Captivating Photos to Represent the Story. Are there any pictures **available** to illustrate the success story? Can the field team provide photos from other field visits or can the team conducting the interview for the success story take photos on site that would be useful?

Step 6: Use of the Completed Success Story. Put the success story into a text box in the body of the Cooperating Sponsor Results Report following the indicator to which it pertains. If there is no indicator concerned, the success story can be **inserted into** an annex to the report. If the success stories are going to make the text too long, consider taking them out of the main text and creating an annex of all the success stories.

Template for Drafting a Case Study that Represents Project Impact (Success Story)

A. Provide **Background Information**. Identify the individual, the activity, the location, and the program, its length and size, the sponsor, and its funding source.

> At the FFS, Patience Utumo and 40 other farmers learned techniques for improved cultivation of beans, including how to combat the root rot that has been sharply reducing yields. They were also introduced to improved varieties and taught how to cultivate them. The FFS was carried out on the fields of the farmers.

B. Describe the activity.

> Patience Utumo is a participant in the Farmer Field School (FFS) in Kabale, Uganda organized by the Uganda Food Security Initiative Phase 2 (UFSI-2) of Africare. UFSI-2 is funded by the United States Agency for International Development (USAID) with P.L.480 Title II food resources and is a five-year, $7 million program.

C. Give Details of What Happened in the Activity.

By the end of the FFS, Patience had learned all the steps in cultivating improved varieties of beans. These included… (*Put in details*).

D. Give the Results Achieved as a Consequence of the Activity, Convert Weights to Pounds (lbs) and Local Currency to US Dollars ($).

E. Give a Quote from the Participant.

Patience says of her experience, "*The Farm Field School has taught us how to put famine behind us. Now our children go to bed well fed every night.*"

An example of a Complete "Success Story" using the Template

Mariam Selifoo and her two-year old daughter Grace were participants in a Hearth program in their home village of Lansanyia, in Guinea. When Grace came into the program she weighed only 70% of the standard for her age. The Hearth was organized under the Guinea Food Security Initiative (GnFSI) of Africare. GnFSI is a $7.2 million, 6-year program funded by the United States Agency for International Development (USAID) with P.L. 480 Title II food resources.

The Hearth program involved 15 children. All of the children in the Hearth were like Grace with low weights for age. The Hearth was held in the compound of a specially trained mother. Each day for two weeks Mariam and Grace and the other mothers and children came to the compound bringing with them foodstuffs from their homes. At the Hearth, the mothers were taught how to prepare enriched porridge for the children. When the porridge was cooked, the children were fed. The mothers were delighted with the reaction of the children to the porridge, that they accepted it readily. At the end of the two weeks, the mothers had learned how to make the enriched porridge in their own homes.

By the end of the month that included the Hearth activity, Grace had gained 450 grams (1 lb.). Her weight continued to be monitored each month. Six months after the Hearth, Grace had attained a normal weight for age and was much more lively. She is the picture of a healthy young girl. Mariam Selifoo says of the Hearth activity, "*I don't know if Grace would be alive today had we not attended the Hearth. Look at her now, she is running around with her brothers and sisters in perfect health. I will always be grateful for what I learned in the Hearth.*"

One more example of a success story:

Samina is an eighteen-year-old girl from Narima colony in Yakutpura. She was married at the age of sixteen to a lorry driver. It was an arranged marriage and only afterward did Samina find out that he was abusive and a heavy drinker. After the birth of their first daughter, Samina's husband became more abusive toward her and the child. After enduring this for two years, Samina finally gave up on the marriage and returned to her parents' home.

Hearing of the centre from friends and community workers, Samina arrived at the centre to try to change her life by studying and learning new skills. Her family supported her in this move. During the time Samina has been attending the centre, she has been trained as a tailor, beautician, and embroiderer. The centre has opened new doors for Samina, and she can now write letters to her family on her own. Samina says, "Education is absolutely necessary for girls. Employment and jobs are important, but education is essential, without which even a job has no meaning or significance." Today, Samina sees a new and better life for herself and, eventually, her daughter. Her experience will ensure that her daughter also receives an education so that she can take charge of her own life.

VOCABULARY FOCUS

- to require
- accurate
- to be familiar with
- to result in
- gripping
- to focus on
- alternatively
- confidentially
- available
- to conduct the interview
- to insert into
- anecdotal
- background information

VOCABULARY EXERCISES

EXERCISE 1 Create nouns out of the following words.

familiar	to assist	to consider
to require	to achieve	
to perform	available	

Key: *familiarity, assistance, consideration, requirement, achievement, performance, availability*

EXERCISE 2 Fill in the missing prepositions.

to be familiar	to result .....
to insert	to focus .....

Key:

to be familiar with
to insert into
to result in
to focus on

EXERCISE 3 Match the words to make the phrases as they are used in the article.

1. to take	A. account
2. to conduct	B. information
3. background	C. photos
4. accurate	D. name
5. assumed	E. the interview

Key: *1C (to take photos), 2E (to conduct the interview), 3B (background information), 4A (accurate account), 5D (assumed information)*

IT'S TIME TO SPEAK! COMPREHENSION CHECK

Questions:

1. What is the purpose of the first step?
2. What questions should a story answer?
3. Why is it important to make a draft of your story?
4. Why is it a good idea to use the photos in the story?
5. Who are the main characters in the complete "Success Story" (F)?
6. What was the problem? What was done to make it a success?

Key:

1. *The purpose of the first step is to choose a general impact or success of a story.*
2. *What did they do? How did they do it? How long did it take? What did it cost? What were the results?*
3. *Draft enables you to proofread the story, improve it, correct the mistakes.*
4. *Photos can make a story more gripping.*
5. *Mariam Selifoo and her two-year old daughter.*
6. *Mariam's daughter was underweight. The mothers were taught how to cook enriched porridge and the children were fed.*

A ROLE PLAY

Work in pairs. Student A is a journalist. Student B is an IDP who, with the help of NGOs, managed to survive and escape to a safe area. All of this enabled Student B to start his/her life anew. Student A should interview Student B.

WRITING

Write your success story based on the interview. Follow the instructions given in the article.

READING

Fact Sheet Conflict Sensitivity

SOURCE

Koff Center for Peacebuilding http://koff.swisspeace.ch/

1. Definitions and what is Conflict Sensitivity all about

Conflict Sensitivity is the ability of an organization to:

A. understand the context in which it is operating in, in particular to understand intergroup tensions and the "divisive" issues with a potential for conflict, and the "connecting" issues with the potential to mitigate conflict and strengthen social cohesion.
B. understand the interaction between its intervention and that context, and
C. act upon that understanding, in order to avoid unintentionally feeding into further division, and to maximize the potential contribution to strengthen social cohesion and peace .

Why is conflict sensitivity important?

For many years aid practitioners have been pointing to the fact that humanitarian, development, or peacebuilding interventions sometimes have negative unintended side effects. Infusing resources (in terms of projects/programs) in environments of inequality, scarcity, conflict, polarisation and intergroup tensions, can – and often does – exacerbate existing tensions and conflicts. On the other hand, the "positive" potential of aid to strengthen social cohesion (through participatory development etc.) and transforming conflicts is equally clear.

What therefore is needed is an institutional recognition and awareness of these facts, and an approach that minimizes the risks and maximises the positive potential of working in conflict affected situations. This particular approach is called Conflict Sensitive Program Management (CSPM). It can be described as a lens to look at reality, a norm, a management instrument, a project/program management tool as well as a matter of personal attitude and behaviour.

The definition of **Conflict Sensitive Program Management (CSPM)** is relatively simple and straightforward: CSPM means that a "conflict lens" is built into all of the institution's considerations. Be it on strategic, operational, organisational, or personal level.

2. Central focus for effective work: tailor interactions to avoid negative side-effects & maximize positive contributions to social cohesion

CSPM acknowledges that in ALL contexts there exist cleavages that divide people (sometimes called "dividers", "sources of tension" or fault-lines etc) and issues that connect and unify ("connectors", local capacities for peace etc.). These factors are different in every context, and must be thoroughly analysed (see below: the three steps).

2.1 What is a "Divider" / "Connector"

Situations of conflict are characterized by two "realities": Dividers and Connectors. There are elements in societies which divide people from each other and serve as sources of tension. There are also always elements which connect people and can serve as local capacities for peace.

Key Questions

The following questions can be used to unlock dividers and connectors in a variety of ways.

- What are the dividing factors in this situation? What are the connecting factors?
- What are the current threats to peace and stability? What are the current supports?
- What are the most dangerous factors in this situation? How dangerous is this Divider?
- What can cause tension to rise in this situation?
- What brings people together in this situation?
- Where do people meet? What do people do together?
- Does this Connector have potential?

Key Issues in using Dividers and Connectors

- Dividers and Connectors exist in all contexts, even those that are not explicitly in conflict.
- It is important to be very specific. In the conflict situation, what are people doing? Ex: do not use: "women"; "religion"; "Hamas" etc.
- Dividers and Connectors are not people.
- Dividers and Connectors are dynamic.
- Teams do analysis work better than individuals.

Second, CSPM acknowledges that by operating in such contexts through humanitarian, development, peacebuilding or security interventions we become part and parcel of this context, and as a consequence we become also part of its conflict configuration. CSPM ensures that these interactions are understood and adapted accordingly to avoid unintentionally feeding into further division, and to maximize the potential contribution to strengthen social cohesion and peace.

The term "interaction" is a central one in CSPM. It is mainly through two patterns that we interact with the context:

1. our **actions, resources and resource transfers**
2. our **behaviors and messages**

PAY ATTENTION TO THE FOLLOWING WORDS AND PHRASES:

1. **To feed into – contribute to**
   Conflict Sensitivity is the ability of an organization to act upon that understanding, in order to avoid unintentionally **feeding into** further division ….
2. **On one hand / on the one hand – from one point of view**
   On the other hand (contrastive) – from another point of view
   On the other hand, the "positive" potential of aid to strengthen social cohesion (through participatory development etc.) and transforming conflicts is equally clear.
3. **Part and parcel (of something) –** something that cannot be separated from a condition or activity
   CSPM acknowledges that by operating in such contexts through humanitarian, development, peacebuilding or security interventions we **become part and parcel** of this context, and as a consequence we become also part of its conflict configuration.

VOCABULARY FOCUS

Enrich your vocabulary: the following words are close in the meaning.

- Tension – stress – pressure – anxiety
- To mitigate – to moderate – to lessen – to reduce – to diminish – to relieve – to ease – to soften
- Cohesion – adhesion – adherence – fusion – union – consolidation
- Scarcity – lack – shortage – insufficiency
- Awareness – understanding – knowledge
- Tool – instrument – device – means
- Straightforward – direct
- To tailor – to adjust – to adapt – to accommodate
- Thoroughly – completely – exhaustively
- Threat – danger – peril – hazard
- Specific – definite – exact – precise – clear – distinct
- To acknowledge – to recognize – to admit
- Consequence – result – outcome
- To ensure – to guarantee – to assure – to make sure
- Accordingly – correspondingly

VOCABULARY EXERCISES

EXERCISE 1 Match the words to form meaningful phrases:

1. to become part and	A. conflict
2. to mitigate	B. social cohesion
3. conflict	C. side-effects
4. to strengthen	D. parcel
5. negative	E. sensitivity

Key: *1. To become part and parcel 2. To mitigate conflict 3. Conflict sensitivity4. To strengthen social cohesion 5. Negative side-effects*

VIDEO

Watch the video episode and answer the questions below.
https://www.youtube.com/watch?v=Cy93hRAaa2U

1. Which two insights lead to the idea of conflict sensitivity?
2. Which three things does the WFP need to do better to adapt its programs? (three key directions: risk analysis, conflict-sensitive programming, partnership)
3. Is peacebuilding a WFP overriding objective?
4. Should the WFP proactively support national level peace processes?

Key:

1. *Which two insights lead to the idea of conflict sensitivity? (1 – conflict is a leading cause of hunger; 2 – to a much lesser extent hunger may contribute to tensions and hunger)*
2. *Which three things does the WFP need to do better to adapt its programs? (three key directions: risk analysis, conflict-sensitive programming, partnership)*
3. *Is peacebuilding a WFP overriding objective? (No, it isn't. Alleviating hunger is.)*
4. *Should the WFP proactively support national level peace processes? (No, it should not, at least without a consultation with the UN country team).*

Questions:

1. What is meant by conflict sensitivity?
2. Why is conflict sensitivity important?
3. What is a "divider" / "connector"?
4. What questions can be used to unlock dividers and connectors?
5. What are key issues in using dividers and connectors?

Key:

1. *Conflict Sensitivity is the ability of an organization to:*
   - *a) understand the context in which it is operating in, in particular to understand intergroup tensions and the "divisive" issues with a potential for conflict, and the "connecting" issues with the potential to mitigate conflict and strengthen social cohesion.*
   - *b) understand the interaction between its intervention and that context, and*
   - *c) act upon that understanding, in order to avoid unintentionally feeding into further division, and to maximize the potential contribution to strengthen social cohesion and peace.*
2. *For many years aid practitioners have been pointing to the fact that humanitarian, development, or peacebuilding interventions sometimes have negative unintended side effects. Infusing resources (in terms of projects/programs) in environments of inequality, scarcity, conflict, polarisation and intergroup tensions, can – and often does – exacerbate existing tensions and conflicts. On the other hand, the "positive" potential of aid to strengthen social cohesion (through participatory development etc.) and transforming conflicts is equally clear.*

   What therefore is needed is an institutional recognition and awareness of these facts, and an approach that minimizes the risks and maximises the positive potential of working in conflict affected situations. This particular approach is called Conflict Sensitive Program Management (CSPM). It can be described as a lens to look at reality, a norm, a management instrument, a project/program management tool as well as a matter

of personal attitude and behaviour.

The definition of Conflict Sensitive Program Management (CSPM) is relatively simple and straightforward: CSPM means that a "conflict lens" is built into all of the institution's considerations. Be it on strategic, operational, organisational, or personal level.

3. *Situations of conflict are characterized by two "realities": Dividers and Connectors. There are elements in societies which divide people from each other and serve as sources of tension. There are also always elements which connect people and can serve as local capacities for peace.*
4. *The following questions can be used to unlock dividers and connectors in a variety of ways.*
   - *What are the dividing factors in this situation? What are the connecting factors?*
   - *What are the current threats to peace and stability? What are the current supports?*
   - *What are the most dangerous factors in this situation? How dangerous is this Divider?*
   - *What can cause tension to rise in this situation?*
   - *What brings people together in this situation?*
   - *Where do people meet? What do people do together?*
   - *Does this Connector have potential?*
5. *Key Issues in using Dividers and Connectors*
   - *Dividers and Connectors exist in all contexts, even those that are not explicitly in conflict.*
   - *It is important to be very specific. In the conflict situation, what are people doing? Ex: do not use: "women"; "religion"; "Hamas" etc.*
   - *Dividers and Connectors are not people.*
   - *Dividers and Connectors are dynamic.*
   - *Teams do analysis work better than individuals.*

VOCABULARY EXERCISES

EXERCISE 1 Match the words closest in meaning.

1. Insufficiency	A. To tailor
2. To admit	B. Cohesion
3. To adjust	C. To mitigate
4. To guarantee	D. Thoroughly
5. To lessen	E. To ensure
6. Hazard	F. Awareness
7. Knowledge	G. Threat
8. Correspondingly	H. Scarcity
9. Consolidation	I. Tool
10. Completely	J. Accordingly
11. Precise	K. Tension
12. Instrument	L. Straightforward
13. Result	M. Consequence
14. Anxiety	N. To acknowledge
15. Direct	O. Specific

Key: *1H, 2N, 3A, 4E, 5C, 6G, 7F, 8J, 9B, 10D, 110, 12I, 13M, 14K, 15L*

IT'S TIME TO SPEAK!

In groups of 3-4 people. Identify Dividers and Connectors in the situation of the Eastern Ukraine conflict. Make a list of them, and present them to the other groups explaining your choice.

You can refer to the questions (from the text) to unlock Dividers and Connectors:

- What are the dividing factors in this situation? What are the connecting factors?
- What are the current threats to peace and stability? What are the current supports?
- What are the most dangerous factors in this situation? How dangerous is this Divider?
- What can cause tension to rise in this situation?
- What brings people together in this situation?
- Where do people meet? What do people do together?
- Does this Connector have potential?

While discussing or making your presentation, please keep in mind key issues in using dividers and connectors:

- Dividers and Connectors exist in all contexts, even those that are not explicitly in conflict.
- It is important to be very specific and try to avoid politically-charged terms and language. In a conflict situation, focus on people's actions rather than potential categories or affiliations (i.e. ethnic, religious or gender 'labels').
- Dividers and Connectors are not people.
- Dividers and Connectors are dynamic.
- Teams do analysis work better than individuals.