

A USER-FRIENDLY PROJECTS HANDBOOK FOR TRADE UNIONISTS



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The Global Unions hope that these materials will assist trade union leaders and activists around the world to access funding for projects that can help to build strong unions and empower workers to organise for their rights and decent working conditions everywhere.

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* The Application Form referred to is the one required by FNV, LOTCO and SASK. It is important to note that TUSSOS may have different forms and reporting guidelines. These will be specified in the contract and should be identified prior to the planning process.

You can download electronic versions of these materials at:
www.itglwf.org/DisplayDocument.aspx?idarticle=488&langue=2

1. INTRODUCTION

Trade union development projects play a major role in promoting strong and sustainable unions

This handbook is a practical guide for unions and other stakeholders to plan, implement, monitor and evaluate a project. The appendices provide useful information for planning and completing an FNV, SASK and LOTCO application form with ideas for conducting planning and evaluation workshops.

This handbook can:

- ▣ help unions gain maximum benefit from a project
- ▣ be used in conjunction with annex a "Using the Application Form"

Democratic trade unions engage their members at all levels of decision-making. The methods used promotes democracy through the use of participatory processes to ensure that those directly involved in the project can be part of the decision-making processes.

Participatory methodology is a tool for giving ownership to the recipients of funding, but the extent of participation depends on the role of each stakeholder.

"Who" is participating and "what" are they participating in are the principal questions to ask when establishing levels of participation.

The 'who' are project stakeholders

In trade union development projects they can be divided into 4 major groups.

1. Union members, officers and staff (the primary stakeholders)
2. The Global Union Federations (GUs)
3. Trade Union Solidarity Support Organisations (TUSSOs)
4. The unions who support the project in the TUSSO home countries

Other possible stakeholders might include employers' organisations, government agencies and non-governmental organisations (NGOs).



The 'what' are decision-making processes and activities

- ▣ The overall management, planning, implementation, monitoring and evaluation of the project
- ▣ Activities that analyse and interpret progress and impact in order to learn and make decisions about changes either in the project cycle or the union.

The level of dialogue between the stakeholders is an indicator of participation. For effective dialogue the following are important:

- ▣ Relevant training in managing, planning, implementing, monitoring and evaluating a project
- ▣ Access to the information needed to carry out tasks and implement processes
- ▣ All stakeholders discuss and agree the roles and responsibilities at the beginning of each project

There are a wide range of approaches and methods that can be used to ensure participation. For example, project steering committees made up of the primary stakeholders with decision-making responsibilities and monitoring and evaluation processes that are planned and implemented by the unions.

Trade union development projects are divided into two categories:

1. **Bilateral projects:** projects implemented by the TUSSOs, national trade unions or trade union centres in direct partnership with NGOs or trade unions in project countries without the involvement of the GUs
2. **Multilateral projects:** projects that include GUs and their affiliated unions as stakeholders in project countries

3. THE PLANNING PROCESS



Planning for the future helps unions to build stronger organisations

Systematic and strategic planning contributes to a project that is useful and effective to the unions.

A structured participatory planning process gives unions responsibility for identifying their specific needs and priorities and helps to establish project ownership.

Planning identifies and develops best practice, recognises strengths and weaknesses, builds on achievements and learns lessons from the past.

Breaking down the planning process into steps helps to make it less complex. Clear objectives in an application make reporting to both members and other stakeholders easier.

Project planning needs:

- ▣ Time and resources
- ▣ An agenda and timeframe
- ▣ Participants representative of union membership with a clear mandate
- ▣ Gender equality
- ▣ Clearly defined and agreed roles and responsibilities for all stakeholders

STEP 1

GATHERING AND ANALYSING THE FACTS

An assessment of the current situation *could* include:

- ▣ The strengths and weaknesses of the union
- ▣ The membership base and the potential for increasing union membership
- ▣ Problems faced by union members
- ▣ Recent developments in the sector or industry the union organises
- ▣ The financial situation of the union
- ▣ The impact of activities
- ▣ Union policies, programmes and decision-making structures
- ▣ The role of women in the union.

Gathering information as part of the planning process assists to focus objectives and identify the support and resources needed to implement the project.

Action-based research can involve, activate and mobilise different levels of the union and encourage commitment to the project. Information can be gathered on the external environment, the internal union situation, a previous phase of the project or the issue that the project will deal with.

TOOLS TO ASSIST IN GATHERING INFORMATION

1. A Baseline Survey

This is a form of research that collects and analyses data on the existing situation. The information can assist with planning and also provide a benchmark to measure progress.

For example, before implementing an organising campaign, a baseline survey collects information on the number of workers employed in an area, how many are already organised, the gender balance and any results from previous organising campaigns. The survey can also collect information on the attitude of workers to trade unions, the grievances they face and experiences of rights violations.

2. SWOT Analysis (Strengths, Weaknesses, Opportunities, Threats)

This technique is a simple tool to use in a workshop or meeting to assist people to analyse the situation and develop plans.

Strengths

- ▣ What advantages does the union have?
- ▣ What does this union do better than others?

Weaknesses

- ▣ What can be improved?
- ▣ What can be avoided?

Opportunities

- ▣ Which situations can the union take advantage of?
- ▣ Which interesting trends could assist the union?

Threats

- ▣ Which obstacles do the unions face?
- ▣ Are government or employer strategies damaging the union?
- ▣ Could any internal weakness threaten the union's survival?

3. A Resource and Capacity Audit

Gathers factual information about:

- ▣ The union's financial situation
- ▣ The human resources of the union, including branches, committees, full-time officers and administration staff, elected positions providing voluntary support
- ▣ The level of skills and knowledge that people in the union have

- ▣ Expertise in specific areas, for example, advocacy or education
- ▣ The number of people who can be mobilised for a campaign
- ▣ Contacts and support from organisations outside the union

STEP 2

PROBLEM IDENTIFICATION AND ANALYSIS

Every union has many problems to deal with on a daily basis. It is not possible for a project to deal with every problem.

An important part of planning is for the union(s) to select the problem that the project will deal with. For multi-union or sub-regional projects this is more complex and will take longer than for a single union project.

In a multi-union or sub-regional project there should be a process that allows the representatives to brainstorm issues and problems and then identify and select a common issue. This can create tensions when unions have different priorities but careful facilitation assists unions to manage any tensions.

The next stage is to analyse the selected problem. There are a number of tools that can be used to analyse problems, for example, the 'problem tree' approach. Such tools identify and analyse the causes and effect of the problem on various groups, such as workers, members and the union.

Causes and effects are usually different but can occasionally be the same. For example, poverty is a cause of child labour but poverty is also an effect of child labour because children are paid less than adults.

Some causes are not within the scope of the union to deal with in a 3-year project, for example, poverty in general or inequalities in society. But resolving the problem of child labour in a sector that the union organises can be within the scope of the project.

It is not possible for one project to deal with all the problems experienced by a union so it is important that the union clearly identifies the problem or theme that they want the project to concentrate on. Either the union has already identified the problem or theme in their own planning processes or it is selected in the planning phase using a set of criteria to assist the selection.



STEP 3

DEVELOPING OBJECTIVES AND IDENTIFYING TARGET GROUPS

There are 3 types of objective:

1. Development objectives
2. Project objectives
3. Expected results

Objectives are identified from the problem analysis and describe how the situation needs to change and what can be done to bring about the change

Development Objective

- ▣ A vision statement that describes the situation that unions want to help create
- ▣ Creates a focus for activities and assists to formulate the project objectives
- ▣ Are consistent with the identified problem and policies of the union and other stakeholders

The development objective is not usually achieved in the timeframe of the project, as it describes the ideal situation but the project should make a contribution to the vision.

There are always other factors that contribute to or prevent the objective being reached that cannot always be controlled by the unions.

Project Objectives

These objectives are more precise. There can be several project objectives but the number must be realistic in terms of the length of the project, the current situation, the funding requested and the capacity of the union.

These objectives describe what will be done and what will be achieved as a result of the actions.

Expected Results

- ▣ Provide information about what should be happening within the union or organisation after the activities
- ▣ Describe a positive situation that needs to be in place for the objectives to be achieved
- ▣ Guide the selection of the implementation strategy, outputs and outcomes

Each project objective can have several expected results but the number and type depends on the size of the project, the timeframe and the capacity of the union.

Target Groups

It is important to ensure that the people who receive information and skills in the project are those people who need them and will use them.

For example, training large numbers of union trainers is not useful if they do not have the opportunity to conduct workshops or education activities. Training elected shop stewards to handle grievances is directly related to the union work that they are responsible for.

Direct beneficiaries are those people who can influence the problem and have an impact on the outcome. They are the group provided with training and education or those people who will lead actions or activities. These people can influence the outcomes for members or local communities; either within the project phase or after the phase has been completed.

Indirect beneficiaries may not play a direct role in the project but are groups that will benefit from the actions that the union takes as a result of the project activities, for example, through increased wages or improved laws negotiated by union leaders or negotiators.

STEP 4

DEVELOPING THE PLAN (IMPLEMENTATION STRATEGY)

A strategy is a description of the actions and activities and the order in which they will take place within an estimated time schedule. Writing the strategy down can ensure that activities and actions take place in a logical way, for example, training educators before they need to conduct workshops.

This includes identifying and deciding on the activities needed to reach the objectives; for whom, when and where.

It is important to work within the timeframe of the project. The plan for the first year will be more detailed and the plans for years 2 and 3 will be more general because it is difficult to anticipate exactly what the situation will be after the first year.

The plan should include time and resources for monitoring and evaluation.

Carrying out a resource audit of the union can identify:

- ▣ The skills, information and resources needed to implement the strategy
- ▣ The skills, information and resources that the union currently holds
- ▣ The skills, information and resource gaps that the project can fill

This guides the selection of actions and education and prevents duplication of activities and resources. Ensures that funds are not wasted and can help to determine the grade of skills and quality of information that is needed.

STEP 5

WRITING INDICATORS

The outcome and output indicators are developed from the project objectives and expected results. They are an estimate of what the project can achieve and are used to measure progress. They provide the stakeholders with a tool to assess how the project is developing and if there needs to be any changes.

Outputs are estimates of the number of activities, people trained, actions or materials produced by the project, for example, workshops, seminars, conferences, meetings, training materials, campaigns, research or skills.

Outcome Indicators are a description of changes that are expected to take place during or after the project. They describe the behaviour, activities or actions of the people and organisations that are directly involved in the project and should focus on changes within the sphere of influence of the project.

Indicators assist the stakeholders to measure how these changes are contributing to the development objective and how the project activities assist them to perform their roles with more impact.

They are written:

1. as factual estimates, for example numbers or percentages, and may include a description of the quality to be achieved (i.e. the level people are trained to in order to carry out a task or the standard to which something will be achieved).
2. to indicate societal or political changes that the unions may have directly or indirectly influenced as a result of project activities. For example:
 - An improvement to trade union or human rights in law or practice
 - Improved terms and conditions of employment for a group of workers as a result of negotiations with management or government
 - Better maternity protection for women workers in a particular sector or workplace

Indicators need to be realistic and measurable and exist within the limits of the project strategy and objectives. There may be many external influences that prevent or contribute to achievements or challenges.

For more details about indicators see section 6 of this handbook

Sustainability and Impact

The sustainability of the project is not the continuation of the activities or training delivered in the project nor is it an expectation that the unions can find the funds to continue the project. Sustainability is about how the union(s) continue to use the skills and information to work on issues.

For example, can they continue to work towards the development objective? Are those trained in the project able to continue using the skills they learnt? Can the unions implement their policies more effectively?

If an outcome of the project:

- ▣ is increased membership; can the union continue to represent those members?
- ▣ is improved financial management; can the union maintain the new systems that are introduced?
- ▣ is the union's capacity to influence government policy, employers or public opinion; can they continue to do this after the project has ended?

4. GUIDELINES FOR IMPLEMENTATION

All projects need structures to support and coordinate implementation, monitoring, evaluation and reporting at union or national level



After a project has been approved the organisation that submitted the application and who has legal responsibility for the project signs a contract with the sponsor and donor. The contract establishes the total amount of funding to be provided for the project over a set period of time and outlines requirements for reporting and transfers of funds. Once the project is approved, it is important that the unions begin implementation as soon as possible.

A number of problems can be experienced during project implementation. Unions often do not have full time workers and both union and project work is done on a voluntary basis. Women trade unionists also have family responsibilities, allowing them even less time to carry out or participate in project activities. If these issues are not taken into account it can prevent the full implementation of activities.

All stakeholders must play a role in ensuring that problems are quickly identified and solutions found so that the day-to-day work of the union and individuals is not disrupted.

Problems can include

- Under- or overspending funds
- Failure to complete planned activities
- Difficulties in preparing and submitting reports
- Changes in project staff
- Insufficient time to implement actions and activities

All projects need structures to support and coordinate implementation, monitoring, evaluation and reporting at union or national level. These structures are identified in the application and are agreed to by the union executives. All structures need clear roles and responsibilities, decided by the union.

Number and size of structures

Large multi-union/sub-regional projects need more than one committee. A Project Committee can be set up with representatives from each union or country, which meets once or twice a year to assess progress and decide if any changes are required. Other stakeholders could also attend these meetings.

There also needs to be a committee at the national or union level to coordinate implementation and reporting of the local activities, these committees need to meet on a more regular basis.

Committee Representatives

It is important that a project committee includes representatives from different groups in the union/s, for example, the executive committee, the women committee and the education committee. This can ensure that the project is integrated into the various decision-making structures of the union/s.

To ensure satisfactory implementation, the union can assign a person with the responsibility of coordinating and implementing the project. Alternatively, the project can employ a dedicated coordinator.

Communication

An important role for the committees is to communicate with all levels of the union, informing them about the project, the objectives, activities, target groups and TUSO requirements. This assists to ensure that the project activities are integrated into the day-to-day work of the union and not seen as something separate.

Responsibilities

Project committees should have sufficient members to share the responsibilities fairly and ensure that the tasks are not a burden to individuals. For example, one member can be responsible for financial management of the project. Another could be responsible for organising activities or the agenda for activities.

The project coordinator oversees the work of the committees and monitors the progress and implementation of activities. Other activities can include, finding external resource persons, liaising with other organisations, establishing project monitoring, financial and evaluation systems, collecting reports and ensuring that they are sent on time. This person is usually the contact person for the GU in multilateral projects or TUSO in bilateral projects.

Training

Often project implementation and monitoring is a new area of work for unions. It is important to provide training to project coordinators and the liaison or contact people who assist them. Training needs to cover preparation for implementation, monitoring budget against expenditure, financial and narrative reporting, evaluation and ways to resolve problems.

Minimising problems

- Give the implementing partners direct ownership of the project by providing them the time to plan and design the project for themselves.
- Provide checks to ensure that the plans are not unrealistic in terms of the union's own capacity and resources.
- Avoid putting pressure on the union to include other stakeholder agendas; these might be important to one stakeholder but may not be useful for the union.
- Employ project coordinators with the relevant skills, knowledge and experience to supervise and coordinate all aspects of a project.
- Bring together all the people that have responsibilities for implementation at the beginning of the project to discuss and agree on guidelines and criteria for monitoring, reporting and financial management.
- Hold a project launch during the first meeting of the project committee, so that it has status within the union.
- Publicise the progress of the project on the union web site or journals, in pamphlets or power point presentations to union executive meetings.
- Organise regular quality review meetings to assess progress and review the results. If there is a need for changes, these should be documented and agreed before seeking approval from the TUSO.
- Provide training for people with implementation responsibilities, including budgeting and financial reporting, evaluation and monitoring and narrative reporting.
- Ensure that the Project Coordinators keep in regular contact with the union contact or liaison persons and hold regular meetings to monitor progress.
- Provide an environment and process where people can raise problems without fear of criticism.
- Deal with a problem immediately before it becomes a major issue.
- Build flexibility into the project design; stakeholders that need to approve changes should send their comments without delays.
- Ensure that all stakeholders acknowledge and respect their agreed responsibilities.



5. MONITORING AND EVALUATION

Monitoring and evaluation are requirements of all externally funded development projects, including trade union development projects

People directly involved in the project are responsible for monitoring but evaluation can be carried out by either internal or external people, or by a combination of both.

National governments require TUSOs to submit reports with information demonstrating that project funding produces results and that expenditure is transparent and accountable. They need this information in order to continue to receive funding from the government. This means that the needs of the sponsor have largely been dominant in monitoring and evaluation but there will be better results if the process is also useful for the union.

Monitoring and evaluation assists all stakeholders to learn from experience, analyse results and make decisions for the future. In order to do this the processes must be participatory and useful to everyone (unions, GUs and TUSOs).

Participatory monitoring and evaluation ensures that the unions can make decisions about the questions that are asked, why they are asked and how information is gathered.

Participatory monitoring and evaluation:

- Improves project planning, management and implementation
- Encourages and promotes self-assessment by all stakeholders
- Strengthens organisations and promotes institutional learning
- Assists the unions, GUs and TUSOs to make internal decisions about future policy and programmes
- Encourages shared learning and mutual respect and ensures ownership at the local level.

Monitoring and evaluation are part of the same process. Both gather information to make decisions about immediate or future directions, measure progress and identify successes and challenges.



Monitoring helps to:

- Check that the implementation of activities is within the agreed time frame
- Observe and deal with changes and problems
- Regularly assess progress
- Listen to and give feedback
- Keep track of expenditure.

Evaluation helps to:

- Assess the value and impact of a strategy
- Measure achievements against objectives and project indicators
- Reflect on internal and external changes and identify potential challenges
- Promote the achievements of union and project activities
- Make decisions for the future.

Monitoring and evaluation is useful and important when it incorporates the different needs and requirements of all stakeholders through mutually acceptable procedures and methods.

The Processes

There are 3 stages: (1) Planning (2) Gathering Data (3) Analysing and using the data

PLANNING

Monitoring and evaluation need:

1. Clear procedures that are discussed in the project planning phase and written into the application.
2. Indicators for outputs and outcomes, to identify the information that needs to be gathered.

Output Indicators

Are estimates of **what the project can produce**, for example:

- ▣ Workshops, seminars, conferences, meetings, materials, campaigns.

They include **factual information**, for example:

- ▣ Number of activities, participants, gender breakdown, venue, length, type, agendas, dates

Outputs are a monitoring tool. They show what is implemented, when it is implemented and what is not implemented.

Monitoring questions can include:

- ▣ Is there a difference between the expected outputs and what actually happened?
- ▣ Why is there a difference?

The answers help to modify future activities or materials. They can help the union to improve the selection of the target groups, locations or dates.

Outcome Indicators

Describe changes that are expected to take place during or after the project.

Outcomes use estimated figures or percentages, for example:

- ▣ How much the membership of the union has increased
- ▣ The number of new committees or structures established
- ▣ The number of women who participate in meetings.

They can be used to assess changes within the union or changes to the external environment or conditions.

For example:

- ▣ Legal changes to support trade union rights
- ▣ Improvements in the conditions and terms of employment
- ▣ Union recognition at the workplace or with government.

Evaluation questions can include:

- ▣ Why the outcome was partially achieved or not achieved?
- ▣ Were the expectations too high?
- ▣ Were there any external or internal events that were not anticipated?
- ▣ Where the objectives and project design appropriate?

Outcome indicators should focus on change that is clearly within the scope of the union's influence.

Indicators demonstrate how the unions are progressing towards the development objective. Changes happening outside the project's scope are influenced by many other factors and actions that cannot be controlled by the unions. For example, the achievement of full trade union rights depends on who is in power in the country, the policy and programmes of global institutions and even the economic situation. Frequently, long-term results are achieved later, after the project has finished. The fact that the union is able to continue this work, after the project is finished, is in itself a major outcome.

GATHERING DATA

There are many methods of collecting data. It is important to select the right method for the type of information needed. For example,

METHOD	USE
Observation of meetings, workshops or a union activity and field visits	Used for evaluation and measuring outcome indicators <ul style="list-style-type: none">▣ Provides information on how something is being done or how useful it is
Interviews of individuals or small groups	Used for both evaluation and monitoring <ul style="list-style-type: none">▣ Useful for finding out responses after an activity when participants or the union have practiced what they learnt
Questionnaires / surveys sent to selected target groups or individuals	Used for evaluating output and outcome indicators <ul style="list-style-type: none">▣ Can provide factual and narrative information. Indicates peoples' impressions and finds out what they are doing since the activity was implemented

METHOD	USE
Action based or document research	<p>Used for evaluation and monitoring</p> <ul style="list-style-type: none"> ▣ Provides information about one specific indicator or issue ▣ Provides both factual and narrative information ▣ Is participatory and can involve many people
Reports of activities and actions	<p>Used mainly for monitoring</p> <ul style="list-style-type: none"> ▣ Reports provide useful and factual information about the agenda and content of an activity
Workshops with specific or mixed target groups	<p>Used for evaluation</p> <ul style="list-style-type: none"> ▣ Assists participants to analyse data and identify change in relation to union activities and goals ▣ Provides the opportunity for debate and reflection
Informal discussions with project participants or union leaders	<p>Used for monitoring</p> <ul style="list-style-type: none"> ▣ Face to face, by telephone or email ▣ Useful for assessing implementation progress and identifying problems

Gathering data takes time and should be recognised as a genuine project activity. If it is not built into the activity plan or given to a specific person to carry out, no one will have the time to do it. The purpose should be clear and all data collected must be used for a specific purpose or it is seen as a time wasting exercise.

ANALYSING AND USING DATA

Information collected for monitoring and evaluation is used in a number of ways:

- ▣ To inform debate and discussion on evaluation
- ▣ To complete annual narrative reports and evidence outcomes
- ▣ To analyse and assess progress and challenges
- ▣ To support decisions for future action.

The information gathered belongs to the union to use in their internal discussions on policy and programme issues. The information can assist them to learn more about their members, set targets and complement internal union reports.

The information can be used to promote the work that the union is doing or to share what has been learnt with others. The TUSOs can use the information to promote their work and the affiliates in the TUSOs countries who support the project can use it to raise awareness of issues with their members.

Information gathered as part of project must be used in a transparent and accountable way by the GUs and TUSOs and the local unions should be in agreement with the way the information is used outside their own countries.

Some points to note:

- ▣ Allocate time and funding for monitoring and evaluation
- ▣ Time is the most important resource because people have to collect, give and analyse the information
- ▣ A stakeholder meeting assists in ensuring that all needs are met and that the unions can genuinely participate in the process
- ▣ Responsibility for evaluation and monitoring processes are clearly identified
- ▣ Training in monitoring and evaluation techniques and information gathering is provided to ensure that the people carrying out the tasks have the relevant skills and information
- ▣ The processes are communicated clearly to all those participating in the project
- ▣ Documents use consistent and understandable terminology
- ▣ Specific needs of groups are taken into account and sufficient time allocated for activities, reporting and feedback
- ▣ The whole process is kept as simple as possible to avoid workload and participation problems
- ▣ Unions need to be involved in preparing the evaluation processes and plans. If an external evaluator is used, the unions still need to be involved in developing terms of reference and research questions.

Useful and practical evaluation processes need not be time consuming or costly and do not require specialist expertise. Evaluation conducted by the unions themselves is a more effective and useful way of learning than if done only by an external person/s.

6. REPORTING



Reports are a contractual requirement of all sponsors and donors; they are also useful for future reference. The TUSOs require narrative and financial reports for each project consisting of a mid-term report and an annual report.

Reports are a useful tool for transmitting important information, providing accountability and transparency, making recommendations, providing motivation, highlight successes and reinforcing learning.

NARRATIVE REPORTS

Activity reports

The project coordinator or the union will be requested to provide short activity reports. This is useful for monitoring and for preparing the mid-term and annual reports. They can include the name of the activity, number of participants (with gender breakdown) venue and dates and a short description of the activity with an attached agenda

Mid-term reports

The TUSOs require a brief report on the progress of implementation. Details include the number of activities conducted with a short description, any changes that have been made, the reason for these changes and a work plan for the rest of the year

Annual reports

These are a record of the whole year and should include factual information and an assessment of the year's progress. A matrix should be used to demonstrate the indicators that have been achieved or not achieved with brief comments relating to the objectives and expected results

Final project reports

These are requested by the TUSO when the project is closed. These reports should cover the whole project period and provide an in-depth analysis of achievements and results. They should also provide information about plans that the unions have made for the future and how they are able to continue to reach the development objective

Financial reports

These must accompany both mid-term and annual reports. They must include detailed expenditure for each activity in local currency and budget against expenditure analysis, as well as a summary of the balance of funds and indicating where they are held. All financial reports must be audited. A narrative report can also include an analysis of expenditure

Reports should be accurate, clear and concise and relate to the project application

7. GLOSSARY

Assumptions	The external or internal factors that might intervene to prevent the implementation of the project or achieve the outcomes earlier than anticipated; usually outside the influence of the project
Bilateral projects	Projects implemented by the TUSOs, national trade unions or trade union centres in direct partnership with NGOs or trade unions in project countries without the involvement of the GUs
Development Objective	A vision statement that describes the situation that unions want to help create
Direct Beneficiaries	Groups or individuals who can influence the outcomes and who receive training or education during the project phase or who direct or lead actions
Expected Results	Describe a positive situation that needs to be in place for the outcomes to be achieved
Gender Equality	"----- the full development and advancement of women, for the purpose of guaranteeing them the exercise and enjoyment of human rights and fundamental freedoms on a basis of equality with men" (CEDAW article 3)
Global Union Federation (GU)	An international federation consisting of national and regional trade unions organising in a specific industry sector or occupational groups
Indirect Beneficiaries	Groups that will benefit from the outcomes of the project and the actions taken by the direct beneficiaries
Multilateral projects	Projects that include GUs and their affiliated unions as stakeholders in project countries
Outcome Indicator	A description of changes that are expected to take place during or after the project influenced by the behaviour, activities or actions of the people and organisations that are directly involved in the project
Output Indicator	Estimates of the number of activities, people trained, actions or materials produced by the project
Stakeholders	A group or organisation with specific project roles and responsibilities. For example, supporting, managing, planning and evaluation, implementing or providing funding
The Project Objectives	A set of precise statements describing what will be done in order to achieve an outcome that is a result of the activities and actions
Trade Union Solidarity Support Organisation (TUSO)	Are organisations that support development projects to promote strong trade unions governed and financed by their members. They can be a trade union secretariat, a national trade union or a foundation
Unions supporting TUSO projects	Affiliates of Global Unions in the TUSO countries who provide financial and human resources for projects.

COUNCIL OF GLOBAL UNIONS



The Council was set up in 2007 bringing together the newly formed International Trade Union Confederation, the Global Union Federations and the Trade Union Advisory Committee to the OE CD (TUAC). The Council of Global Unions aims include promoting trade union membership and advancing common trade union interests worldwide through enhanced cooperation. Global Union Federations represent workers in the different economic sectors, from education, public services, manufacturing to retail and the media.



BUILDING AND WOOD
WORKERS INTERNATIONAL
www.bwint.org



INTERNATIONAL METALWORKERS'
FEDERATION
www.imfmetal.org



PUBLIC SERVICES INTERNATIONAL
www.world-psi.org



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www.fia-actors.com



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INTERNATIONAL TRANSPORT
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www.itfglobal.org



TRADE UNION ADVISORY COMMITTEE
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www.tuac.org



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www.fim-musicians.com



INTERNATIONAL FEDERATION OF
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WORKERS' UNIONS
www.icem.org



INTERNATIONAL TEXTILE, GARMENT
AND LEATHER WORKERS FEDERATION
www.itglwf.org



UNI GLOBAL UNION
www.uniglobalunion.org



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