Davis Projects for Peace
Grant-Writing Workshop

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Plan for the Workshop

• Davis 100 Projects for Peace overview (Kiino)
• Preparing the proposal
  • How to write a successful proposal (Dueweke)
  • Internal review process (Kiino)
  • Review Criteria (Dueweke)
• Group work
  • Review of past successful proposal
  • Project ideas
  • Report back
Davis Projects for Peace Grants

“I want to use my 100th birthday to help young people launch some immediate initiatives — things that they can do during the summer of 2007 — that will bring new thinking to the prospects of peace in the world.”

*Kathryn Wasserman Davis (February 2007)*
Purpose of program

To support and encourage today’s motivated youth to create and try out their own ideas for building peace.

Projects judged to be the most promising, feasible and sustainable will be funded at $10,000 each.
What does Davis mean by “projects for peace”?

Student initiative, innovation and entrepreneurship focusing on:
- conflict prevention, resolution or reconciliation
- contributing to conflict prevention
- ameliorating conditions leading to violence/conflict
- looking for and building on shared attributes among differing peoples, races, ethnicities, tribes, clans, etc.
- fostering diplomacy or otherwise contributing to advancing peace processes underway;
- promoting economic opportunity and entrepreneurship among those in post-conflict areas
• finding creative ways to bring people on opposite sides of issues together, such as through art, sports, music or other techniques to promote a common humanity
• developing leadership and mediation skills training for those in conflict or post-conflict societies
• starting or leveraging initiatives, organizations (e.g. education, health) or infrastructure projects to build/rebuild community.

In general, projects should be building blocks for a sustainable peace. The overall program is intended to be worldwide in scope and impact, but specific projects may be undertaken anywhere, including in the U.S.
Preparing the proposal

Project Proposal (2 parts)

1. A narrative that describes (2 page max)
   • the project (who, what, where, how)
   • expected outcomes
   • prospects for future impact

2. Budget (1 page)

Pre-approval (letter of affiliation) of all involved community partners is required.

The proposal and budget is submitted electronically to Anne Dueweke.
Writing a successful proposal

A strong proposal is well researched, persuasive and clearly written. It convinces the reviewer to champion your cause.

• Demonstrate that there is a significant need or problem
• Deliver an answer to the need, or solution to the problem, based on experience, ability, logic, and imagination
• Explain how you will evaluate whether or not the project was successful
• Show how the project will continue after funding ends
• Reflect planning, research, and vision throughout your proposal (study the research reports at davisprojectsforpeace.org).
Successful proposals con’t

Make your case in a clear and engaging way

• Know who the reviewers are and write with them in mind

• Follow the guidelines carefully and be thorough in addressing all questions (Davis research report)

• Communicate enthusiasm and confidence

• Use clear specific language
Successful proposals con’t

Examples of clear and specific language

Specificity:

“Young teens will improve their math skills.”
“Fifty middle-school students, ages 12-14, will improve their scores on the state algebra test by 20%.”

Clarity:

“In the world today, many older seniors over the age of 65 receive atrocious treatment at the hands of a disjointed and fragmented health care system.”
“The fragmented nature of the health care system causes gaps in care and duplication of services for many people age 65 and older.”
Successful proposals con’t

Revising and Polishing

• Proofread carefully
• Have someone not associated with the project read the proposal
• Read the proposal from reviewers’ point of view
• Revise
Suggested Outline for Proposals

• Summary of project
• What is the need/problem/issue?
• How will you involve local stakeholders?
• How will the project be sustained?
• Why is the project likely to succeed (qualifications of proposers)
Required items due to Anne Dueweke by January 16:

- Two page proposal
- One page budget
- Résumé of each participant
- Two letters of recommendation for each participant, preferably from faculty and not to exceed one page.
- Letter(s) of affiliation if applicable

The last 3 items are for use of the campus committee only.

Proposals to work with specific organizations or individuals must be accompanied by a letter of affiliation.

Consult faculty or other advisors for comments on your proposal and budget before submitting it to Ms. Dueweke.

The Peace Project Campus Committee will review and select up to five proposals for final consideration and interviews.

The Committee will choose one proposal and up to two alternates for submission to the Davis UWC Scholars Office for final consideration.
Review criteria (3 parts)

1. Preparation
   - Knowledge of target community (language, culture)
   - Mentors with expertise (of region, project design)
   - Realistic goals in line with your skillset

2. Implementation
   - Commitment to listening, community centered
   - Plans for community partners
   - Involvement of multiple stakeholders throughout
   - Foreseen complications, obstacles
   - Flexibility, adaptability
Review Criteria, con’t

3. Plans for sustainability
   – Commitment to staying in the community; a follow-up visit
   – Creation of an NGO
   – Training others who will maintain and grow the project
   – A succession of new volunteers
Group Work

With a partner (or two), review the draft using the twelve questions for project selection committees.

Also critique for clarity.
Review Criteria

1. How familiar are the students with the target area? Do they know the local language or, if not, do they plan to work with translators?

2. Do the students have mentors who know the region and have helped them design the project? Have they reached out to a diverse set of people?

3. Have the students set realistic goals that cater to their skillsets?

4. Do the students show a commitment to listening? Have they placed community members at the center of their implementation plans?

5. Do the students plan to partner with existing organizations? If not, can they justify a plan in which they will be ‘on their own’?

6. Do the students have a clear plan to involve as many stakeholders as possible throughout the entire process?

7. Are the students prepared for the complexities of creating and leading a project? Do they have a good understanding of potential risks?

8. Do the students show a commitment to being as flexible and adaptive as possible?

9. Do the students show a commitment to staying in the community as long possible? Are they considering a follow-up experience?

10. Do the students plan to create an NGO? If not, can they make a case that an NGO is unnecessary for project sustainability?

11. Do the students have a plan to train locals to help maintain and grow the project?

12. Do the students have plans to connect new volunteers to their project?