



(Appendix 4)  
Darwin Ref No. 162/11/016

**The Guyana Environmental Protection Agency**

*in collaboration with*

**Fauna and Flora International under the Darwin Initiative**

*and with support from*

**Demerara Tobacco**

## **PARTICIPANT MANUAL**

*'Project Proposal Preparation'*

Manual Prepared by Chris Maain

# PARTICIPANT MANUAL

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## DAY 1 WEDNESDAY 12th APRIL

### 9.00 - 10.30 SESSION 1 - INTRODUCTION AND DONOR RELATIONS

**Purpose:**

1. Break the ice and introduce the overarching concept of donors perspective and understanding the donor's role in effective proposal writing and strategy
2. Introduce the importance of meeting donor criteria and thinking about the donor in proposal design
3. Develop the concept of linkages between program planning, proposal writing and donor relations
4. Present the framework of how the project cycle, standard proposal headings and donor targeting are all part of the same vital process

*10.30 - 10.45 COFFEE BREAK*

### 10.45 - 12.00 SESSION 2 - THE PROJECT CYCLE

**Purpose:**

1. Review the project cycle to ensure that all participants share a common understanding of this basic component of proposal writing

*12.00 - 13.00 LUNCH*

### 13.00 - 14.45 SESSION 3 - PROBLEM ANALYSIS AND PROBLEM TREES

**Purpose:**

1. Build the specific skill of developing problem trees as one method for developing program logic and proposals
2. Provide participants with the skills needed to replicate the problem tree approach in their own project and proposal development activities

*14.45 - 15.00 TEA BREAK*

### 15.00 - 16.30 SESSION 4 - PROBLEM ANALYSIS EXERCISE

**Purpose:**

1. Provide participants with a chance to apply new problem analysis skills to a case exercise and develop a program tree
2. Solidify participants' ability to adapt new information into their organizations ongoing activities

## **DAY 2 THURSDAY 13th APRIL**

### **9.00 - 10.30 SESSION 5 - IMPACTS AND INDICATORS**

**Purpose:**

1. Integrate the need for impact-based program design and measurable indicators from which to measure, monitor and evaluate program success and results
2. Confirm that the participants can easily determine inputs, activities, outputs and impacts, as well as understand how to design measurable indicators to track each of them

*10.30 - 10.45 COFFEE BREAK*

### **10.45 - 12.00 SESSION 6 - THE LOG FRAME**

**Purpose:**

1. Develop the skill of preparing log frames and developing programs and proposals in this common and important proposal format
2. Demystify this approach and relate it clearly to previous information and standard project cycle concepts
3. Provide the chance for attendees to practice developing a log frame so they can integrate this new information into their organization's on-going operations

*12.00 - 13.00 LUNCH*

### **13.00 - 14.45 SESSION 6 - THE LOG FRAME (CONTINUED)**

*14.45 - 15.00 TEA BREAK*

### **15.00 - 16.30 SESSION 7 - WORK PLANS**

**Purpose:**

1. Demonstrate how work or activity plans can be constructed based on the project's logical framework

## **DAY 3 FRIDAY 11th APRIL**

### **9.00 - 10.30 SESSION 8 - BUDGET**

#### **Purpose:**

2. Link Budget planning, resource identification, in-kind contributions and standard financial management procedures into the program planning process
3. Demonstrate why budgets are important for donors and donor relationship building

*10.30 - 10.45 COFFEE BREAK*

### **10.45 - 12.00 SESSION 9 - MATCHING DONORS TO PROJECTS**

#### **Purpose:**

1. To solidify participant's skills in moving from project based activities to donor relationship strategies, including multiple donor approaches to funding larger, more complex programs or group projects
2. Develop participant's skills in analyzing donor requirements and tailoring projects to fit those criteria without compromising mission or organizational integrity

*12.00 - 13.00 LUNCH*

### **13.00 - 14.45 SESSION 10 - RESEARCH AND COMMUNICATION**

#### **Purpose:**

1. Integrate all material into a flexible framework for developing programs that result in impact, preparing effective proposals and developing the skills needed to build donor relationships for them
2. Deliver practical strategies for donor relationship management and identification of multiple donors and in-kind matching support

*14.45 - 15.00 TEA BREAK*

### **15.00 - 15.30 SESSION 11 - WORKSHOP SUMMARY AND EVALUATION**

### **15.30 - 15.45 CLOSE**

# DONOR MOTIVATIONS

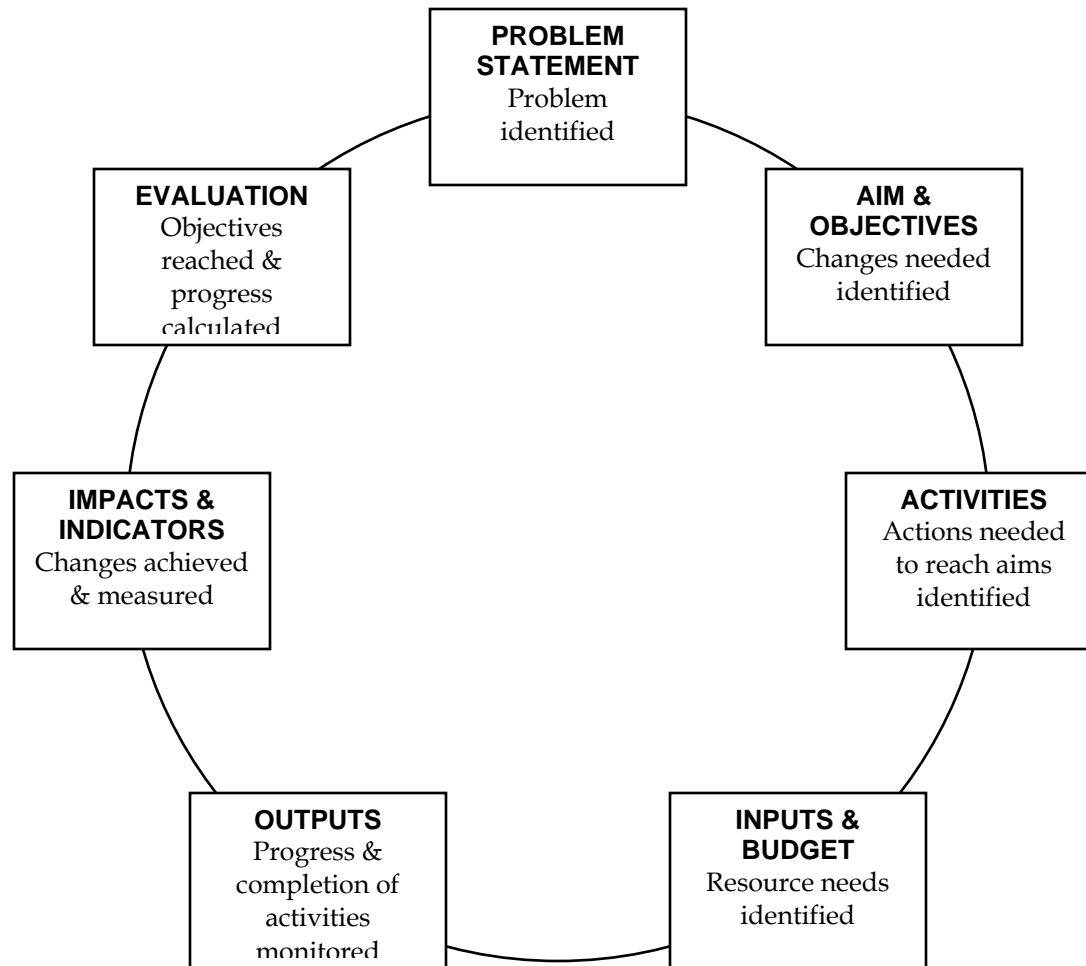
## FOR USING STANDARDIZED PROPSALS

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- To generate standardized answers to their criteria
- To make it possible to review a large number of proposals in bulk in a short period of time
- To facilitate comparison and evaluation to make a choice by getting similar information in a similar format from all applicants
- To easily eliminate submissions that do not meet basic criteria before wasting time on reading the complete proposal
- To limit the scale of info and make it easy to pick out key points that are not buried in large amounts of text
- Because they are accountable to their own donors (For example, international NGOs like Counterpart must meet USAID criteria. USAID in turn responds to the US Congress.)

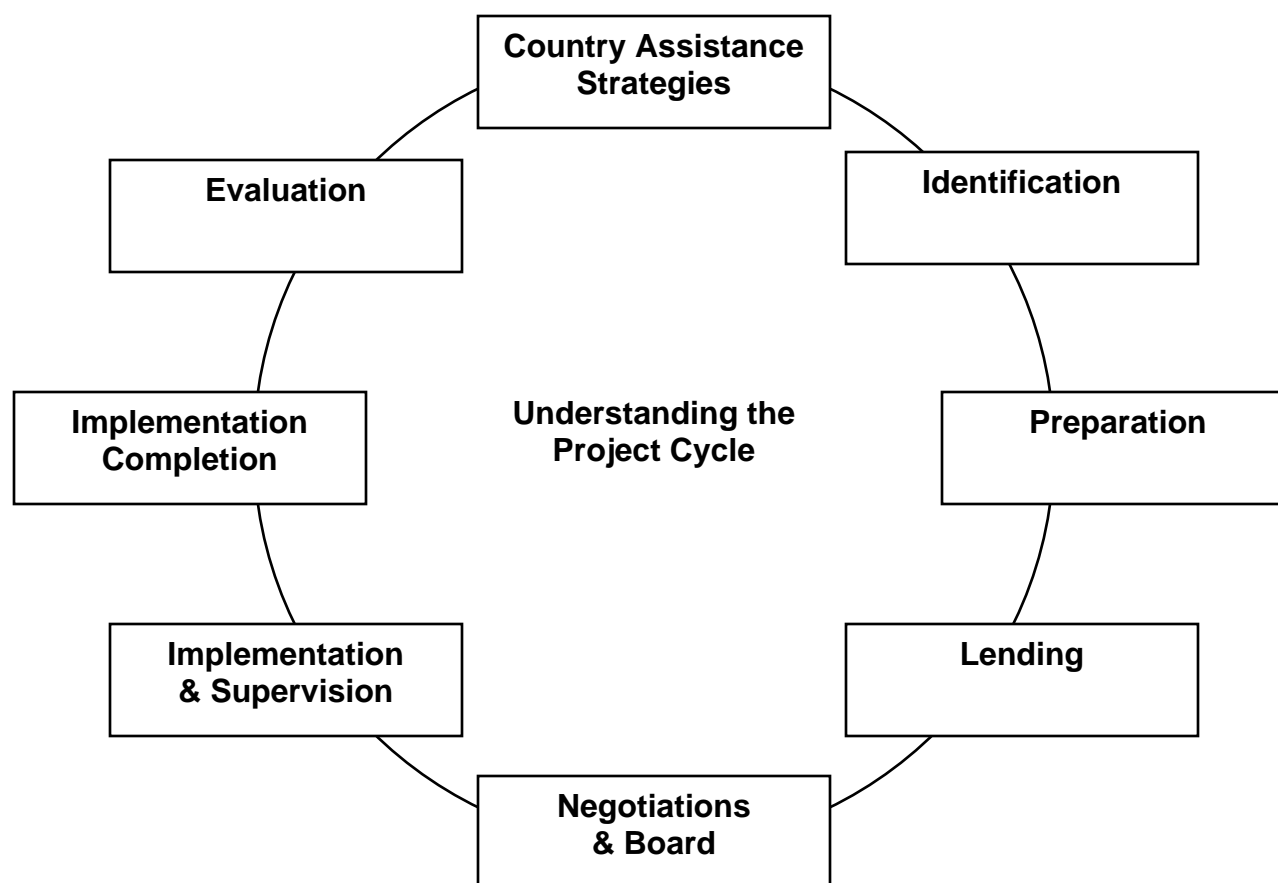
# PROJECT CYCLE

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# WORLD BANK PROJECT CYCLE

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# COMMON HEADINGS AND THE PROJECT CYCLE

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**Problem Statement (Background):** What do you know about the situation and problem? How did you identify the need for this project? What research have you undertaken? Who have you consulted?

**Problem Analysis:** What are the causes and effects of the problem?

**Project Aim (Goal):** What overall change will your project bring about in relation to the target problem?

**Project Objectives (Targets):** In what areas will your project intervene and what specific changes will it achieve?

**Activities (Actions/Interventions):** What will you have to do to achieve your objectives?

**Work Plan:** When will each activity have to be done? Who will deliver each activity?

**Inputs:** What resources are needed to deliver the project?

**Budget:** What will it cost? What funding can already be provided or given in kind?

**Outputs (Deliverables):** How will you know your activities have been completed? How will you monitor the progress of your project?

**Impacts (Outcomes):** What will change as a result of the project's activities? How will you monitor and evaluate the effectiveness of your project?

**Indicators (Measurables):** How will you measure this change? What information will you need to collect for monitoring and evaluation?

**Sustainability/Exit Strategy:** What will happen after the end of your project? How will the project's achievements be sustained?



# PROBLEM ANALYSIS BACKGROUND INFORMATION

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Most environmental problems result from a highly complex and inter-relating set of causes. A project that only deals with one cause – without taking into account the other factors – is unlikely to be effective in the long term.

Problem analysis is a process that encourages people who are developing projects to think widely about the range of causes that underlie an environmental problem. As well as looking at the immediate causes of a problem (*e.g. loss of water from leaking pipes*) the problem analysis seeks to identify the root causes, which are frequently social or economic (*e.g. lack of money to maintain pipes*). In many projects the immediate causes may need to be addressed (*e.g. replace leaky pipes*), but without addressing the underlying issues (*such as lack of money for maintenance of pipes*) the same problem may recur.

From the problem analysis the scope and type of interventions required in a project can be logically deduced. The problem analysis can be used to check your logic – i.e. that dealing with the identified causes will result in a change of the key environmental problem.

In many cases it may not be possible or appropriate for you to tackle all the environmental threats identified – but you may still need to take these factors into account as risks or constraints to the success of your project. In many cases the ultimate causes of environmental problems may be intuitive, however it is often useful to conduct some basic checks (from existing literature) to confirm your identification of problems. Remember that lack of knowledge is often a constraint to environmental management and should be recognized as such.

Many people often find it easier to understand the inter-relationships of causes of environmental problems if these are presented visually. Therefore a useful technique recommended for problem analysis is the production of a Problem Analysis Tree, which presents the causes of an environmental problem in a diagrammatic representation.

From a problem tree it should be straightforward to identify your (1) problem statement, (2) aim or overall goal, (3) and objectives.

Writing the problem statement: in a succinct sentence explain the main problem or issue that your project will tackle. Ensure that the sentence is focused and clear.

Writing the project aim: in one sentence state the overall purpose of your project. The standard form of an aim is: *To bring about change in x, such that its status is improved by year 20xx.*

Writing the project objectives: the setting of objectives helps you break down your overall aim into more manageable components, based on the major issues or causes that need to be addressed. The standard form of an objective is: *To change x by doing y such that it has decreased/increased by x% by 20xx.* Try and make your objectives *specific, accurate, measurable, realistic and time constrained.*

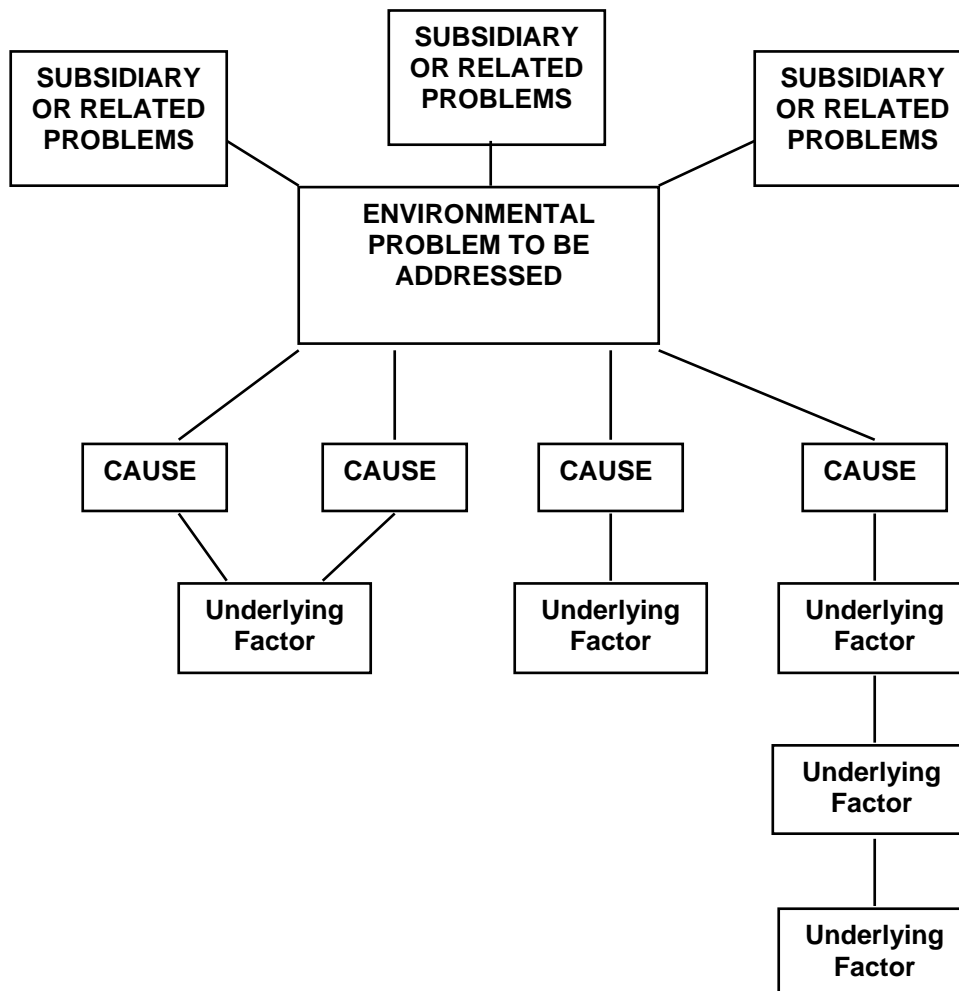
# PROBLEM ANALYSIS EXERCISE

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The following exercise explains the process of undertaking Problem Analysis, using the tool of a Problem Tree.

Completion of a Problem Tree:

1. Define the environmental problem that you want to tackle (be precise rather than general) (*e.g. loss of water supply*). Write this problem into the central box.
2. List any related effects which may be influenced by the problem you want to address (*e.g. wet ground*). Write these into the top layer of the problem tree.
3. List the immediate causes or threats that have led to the central problem (*e.g. leaky pipes*). These should be written in the boxes below the central problem.
4. List the ultimate causes of the problem. These are the factors that underlie the factors you have listed above. (*e.g. age of pipes; lack of funds to maintain pipes*). In the problem tree, for each cause written, try and identify the factors which have led to this situation.



## CASE ONE: IBERIAN LYNX

### BACKGROUND INFORMATION

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The Iberian lynx (*Lynx pardinus*) is indigenous to Portugal and Spain. It is listed as Endangered in the 2000 IUCN Red List and is considered to be the most threatened cat in the world. It is one of the few remaining large predators in Western Europe, and is a highly charismatic flagship species. There may now be less than 250 individuals left (a dramatic decline from an estimated 600 only two years ago) and the recently-reported major declines in the species' presumed 'strongholds' in Spain now mean that the smaller population in Portugal is becoming increasingly important for the survival of the species.

Only 90 years ago the Iberian lynx was found throughout most of the Iberian Peninsula, but it has undergone massive range contraction and fragmentation, so that the remnant populations are now quite isolated from each other. Remaining populations in Portugal are clustered in the cork oak forest and scrubby "montado" (farmland with one of the most biodiversity-friendly traditional agricultural systems in the world) in the south of the country. This habitat represents the last hope for the long-term survival, and eventual recovery, of the Portuguese population of Iberian lynx. Cork oak forests are a globally threatened habitat of which over half occurs in the Iberian Peninsula. They support some of the highest biodiversity in the Mediterranean basin, including many rare bird and plant species, and are therefore recognised as conservation priorities under both the WWF Hot Spots and CI Global Hot Spot systems. The area also contains 14 habitats listed under the EU Habitats Directive.

The economic landscape value of this cork oak / "montado" from animal feed, wild fruit, firewood, medicinal plants, aromatic herbs, wild mushrooms, game and pastureland is estimated at £40 million/year. Cork represents 25% of the value of total agricultural and forestry activity in Portugal and is the most important 'crop' worth an estimated £75 million pounds per year to some of the poorest communities in Europe. Some farmers in the "montado" obtain 30-100% of their annual income from the sale of cork, much of which is used for wine bottle corks. However, recently much of the wine industry has switched to using artificial plastic corks. The consequent decrease in demand for real cork may eventually increase the already high rate of conversion of cork oak forest and traditional "montado" to other uses such as eucalyptus or pine plantations and real estate developments with consequent loss and fragmentation of lynx habitat. Considerable areas of key lynx habitat are also threatened by large-scale infrastructure projects such as the creation of dams and new roads, often financed by EU development funds which are larger and more easily obtained than EU environmental funds. An additional factor negatively affecting the labor-intensive cork oak production and "montado" system is the continuing rural exodus of the human population.

The mosaic of habitats (woodland, grassland and fields) in the "montado" can support dense populations of rabbits, the Iberian lynx's principal prey species which forms 90% of its diet. However, Mediterranean rabbit populations have recently plummeted to 5% of their maximum levels due to a combination of myxomatosis and viral haemorrhagic disease, a factor that has further depressed lynx populations.

Hunting of wild boar and other game is a widespread and popular past time in the lynx's range, much of which is managed as private shooting estates. Many lynx are therefore lost each year through shooting, while others fall victim to deliberate or incidental trapping and poisoning. Although the Iberian lynx is a strictly protected species in both Spain and Portugal, legislation and penalties are not enforced, and much of the public is unaware of its special status and need for conservation.

There are also large numbers of accidental deaths on roads, mainly of young individuals dispersing to new territories. As roads continue to be improved and made faster in core lynx areas, this threat will only increase with time. An additional factor is that some of the major Iberian lynx populations in Spain are currently threatened by an outbreak of tuberculosis. The combination of mortality factors now means that recruitment of young lynx into the adult reproductive population is nearly zero, even in the largest populations. There are currently only three females in captivity (two of them old) and the Spanish and Portuguese authorities have forbidden the capture of further animals from the wild. Thus there is no effective captive-breeding programme to safeguard the species.

There is an urgent need to bring international pressure to bear to make sure there is rapid bilateral co-operation between Spain and Portugal to save the Iberian lynx across its range. There is broad agreement within the NGO community that action must be taken as soon as possible to save the species from extinction, and a consortium of NGOs has been formed. Political pressure needs to be exerted on both the Spanish and Portuguese governments and the EU to alert decision-makers to the fact that current Iberian development policies fail to protect the EU's designated protected species and do not conform to the EU's designated EIA standards.

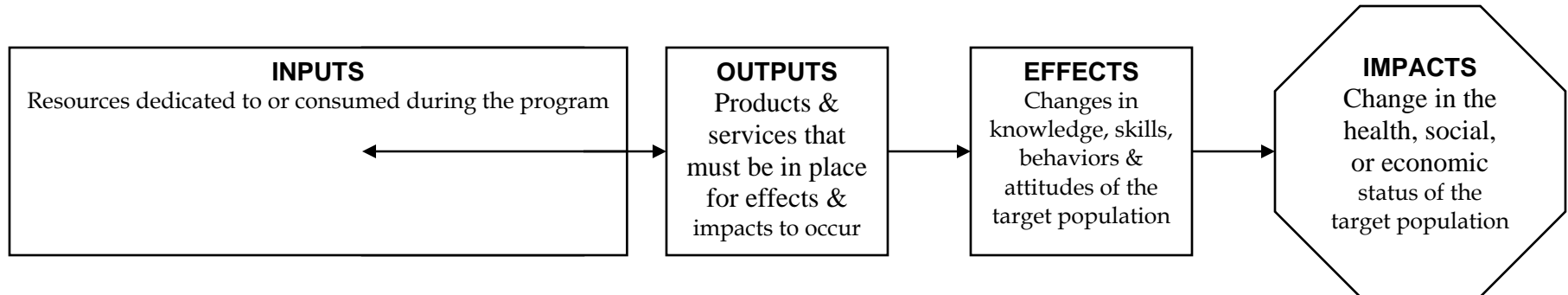
The actions required to save the Iberian lynx have been agreed internationally as:

- preservation of remaining lynx habitats (coupled with management for improved vegetation and prey);
- linkage of existing habitats to preserve the movements which still occur between the metapopulations involved (through the adoption of a range of measures which favour retention of traditional, extensive agricultural systems);
- immediate captive breeding efforts;
- and improved enforcement of existing laws (linked to greater public awareness)



# IMPACT FRAMEWORK

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# MONITORING A PROGRAM'S SUCCESS

## TERMS AND DEFINITIONS

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**Monitoring** is the ongoing process of tracking inputs and determining, based on the comparison of actual information to targets, whether an evaluation is necessary.

**Evaluation** is the overall assessment of a program's effectiveness, usually conducted at the mid-point, end or significant period after program completion.

**Reporting** is the mechanism in which program activities and results, as determined by ongoing management and monitoring are communicated to stakeholders and documented for internal program use.

**Impact Indicators** are the specific items of information that track a program's success on impact. They describe observable, measurable characteristics or changes that represent achievement of an outcome. In other words, they define the data needed to compare actual results with planned results over time.

**Impact targets** are numerical objectives for a program's level of achievement on its impacts. After a program has had experience with measuring impact, it can use its findings to set targets for the number and percent of participants expected to achieve desired outcomes in the next reporting period. It also can set targets for the amount of change it expects participants to experience.

**Benchmarks** are performance data that are used for comparative purposes. A program can use its own data as a baseline benchmark against which to compare future performance. It can also use data from other sources as a benchmark, in which case the benchmarks are used as a target to strive for, rather than as a baseline.

**Inputs** are resources a program uses to achieve program goals. Examples are staff, volunteers, facilities, equipment, curricula and money. A program uses *inputs* to support *activities*.

**Activities** are what a program does with its inputs or the services it provides to fulfill its mission. Examples are improving citizen participation in local government, educating the public about political participation and supporting marginalized populations. Program *activities* result in *outputs*.

**Outputs** are products of a program's activities, such as the number of people trained, workshops conducted, brochures distributed or grants awarded. Other term for outputs is units of service. A program's *outputs* should produce desired *impacts* for the program's beneficiaries.

**Impacts** are positive results for beneficiaries during or after their involvement with a program. Impacts may relate to knowledge, skills, attitudes, values, behavior, condition or status. Examples of outcomes include greater knowledge of local government, improved management skills, more effective responses to citizen requests, increased tourism or better drinking water.

## LOG FRAME BACKGROUND

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Logical framework analysis (generally shortened to 'log frame') is a project planning technique that is designed to help you to breakdown in a logical manner (a) what you plan to do in the project, (b) what each step will achieve and how this will be measured, and (c) what risks or constraints exist to your project. This approach helps to check the internal logic of your proposal and identify potential gaps. In addition, many donors will ask you to present a copy of a log frame within your project proposal, as it helps them to understand your project and why you have chosen certain activities.

The central element of a log frame is that your project plan is broken down into steps – the aim (or goal), the objectives (or smaller goals), and the activities to reach these objectives. At each of these stages in the log frame you are asked to interpret what will change as a result of this step in the process, and any assumptions or constraints (or risks) which might prevent the realization of that outcome.

Different donors may ask for log frames to be presented in slightly different ways, however the basic structure is generally the same. Pay attention to the format of log frame indicated by the donor application material – do not just use your generic log frame, as many donors want the information in a specific format.

Some donors may ask you to give further details of the inputs required for each activity – including how much each activity will cost. It is always wise to plan your budget in such a way that you can easily identify this information if required to present it.

Some log frames may ask for the information to be arranged in a slightly different way – for example you may be asked to define the indicators, evidence and assumptions for (i) Overall Goal, (ii) Project Purpose, (iii) Project Results (outputs), as well as just listing the activities.



# LOGFRAMES EXERCISE

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The following page shows a standard format for a log frame. We suggest that you fill the log frame in three stages (Part 1, Part 2 and Part 3). The letters below correspond to the boxes marked with the same letters within the log frame matrix.

## PART 1.

- A. Define the project's **goal or aim** as accurately as possible (\* see writing the aim).
- B. What will change as a result of this project? What will you measure to ensure the project has achieved what you anticipated (i.e. what **indicators** will you use)? [N.B. The term 'Objectively Verifiable Indicator or OVI is sometimes used for this column].
- C. How will you measure the change as a result of your project? What type of information will you need to collect to demonstrate the change in your 'indicators'? What form of **monitoring or evaluation** mechanisms will you need to develop? [N.B. this column is sometimes called 'Means of Verification' or MoV].
- D. What factors that might stop your activity being achieved, or may limit the effectiveness of the activities in achieving the project goal? These are listed as **risks or constraints**. You may also be asked to provide information on any **assumptions** which underlie your project - either information you cannot check or situations which might change.

## PART 2.

- E. From the problem analysis identify which causes and underlying factors your project will address. (If there are factors you will not address, these will need to be considered as potential constraints to the effectiveness of your project). For each cause or underlying factor, develop an **objective** (numbered 1,2,3,4 etc). These should be action-orientated, and specific (\* see writing objectives).
- F. For each objective (1,2,3,4, etc.) identify what **indicators** you will use to demonstrate that the objective has been achieved and be successful in changing the overall problem.
- G. For each objective (1,2,3,4, etc.) explain what information or **evidence** will be collected to measure changes in the related indicator. These should be sources of information that anyone external from the project would be able to collect.
- H. List any **risks, constraints or assumptions** that might affect the likelihood of each objective (1,2,3,4 etc) being achieved or being effective.

## PART 3.

- I. For **each objective** set out the **tasks or activities** you will need to carry out to meet this objective (1.1, 1.2 etc for objective 1; 2.1, 2.2 etc for objective 2.2). Think carefully to ensure you have listed all the different things you need to do to ensure that you reach each objective.
- J. For each activity (1.1, 1.2, 2.1 etc) identify what **resources** you will need to be able to complete this task (e.g. money, vehicle, personnel time). At this stage we will **not** ask you to quantify these inputs.
- K. What will have been achieved as a result of the activity - what is your **output or deliverable** from the activity (e.g. report produced; workshop held; survey completed; equipment installed)? How can someone external to the project check that the activity has been completed? Where will this information and evidence be found?

- L. List any **risks, constraints or assumptions** that might affect the likelihood of each activity (1.1,1.2,2.1 etc) being achieved or being effective.

### **LOGIC CHECK**

- M. Go through the list to check that each activity is both feasible and effective. If you cannot be certain that an activity will achieve what you expect, or will not produce a change that can be measured, consider whether the activity needs to be adapted or removed?
- N. F If you have identified any major risks or constraints in the final column that may seriously undermine the effectiveness of your project, consider whether you could do anything to address these risk factors. If so, consider writing an objective and/or activities to deal with key constraints.
- O. Will all the activities together achieve the objectives? If all the activities and objectives are achieved will the project aim be reached? If not you may need to include more activities, or else adapt your objectives or overall aim in the light of this logical process.

<b>Project Purpose/overall aim:</b>	<b>Indicator of project success</b>	<b>Monitoring plan</b>	<b>Risks/Constraints/Assumptions</b>
<b>PART 1.</b> A	B	C	D
<b>Objectives/results:</b>	<b>Indicator of success</b>	<b>Evidence</b>	<b>Risks/Constraints/Assumptions</b>
<b>PART 2.</b> E	F	G	H
1.			
2.			
3.			
4.			
5.			

Activities:	Inputs	Outputs and evidence	Risks/Constraints/Assumptions
<b>PART 3.</b>  I 1.1	J	K	L
1.2			
1.3			
1.4			
2.1			
2.2			
2.3			
2.4			
3.1			
3.2			
3.3			
3.4			

## COMPLETED LOG FRAME

<b>Project Purpose/overall aim:</b>	<b>Indicator of project success</b>	<b>Monitoring plan</b>	<b>Risks/Constraints (Assumptions and risks)</b>
To ensure the recovery of Iberian lynx populations and prevent extinction of this species in the coming decade	Iberian lynx population number at least stabilized / increased by at least 10%	An on-the-ground monitoring plan will be in place to assess numbers through observations and camera-traps	The population may be too small to recover, without risk of loss through chance (stochastic processes) or inbreeding
<b>Objectives/results:</b>	<b>Indicator of success</b>	<b>Evidence</b>	<b>Risks/Constraints</b>
1. To ensure the protection and appropriate management of areas of cork forest and montado as lynx habitat, and increase rabbit densities, such that 100,000 ha of land is under conservation management by 2006.	Area of land under conservation management; rabbit populations, number of lynxes in protected areas	Management agreements and plans or ownership records are in place. Records on habitat quality maintained	Land is not available; rabbit populations cannot be manipulated; hunting on lands cannot be controlled.
2. To adopt lynx-friendly farming practices in important corridor areas connecting patches of habitat, such that at least five major corridors are under positive management.	Area sensitively farmed; use of corridors by lynxes	Records of farms certified as lynx-friendly; verification of farming practices	Farmers are not interested in scheme; market does not exist for produce
3. To develop captive breeding population of at least 20 individuals by 2006.	Number of animals in captivity; number of young successfully raised in captivity	Studbook; breeding records; zoo husbandry records	Lynx do not adapt to captivity; law precludes capture of lynx for breeding
4. To ensure greater enforcement and observance of laws impacting the lynx, such that infringements fall by over 50% by 2006.	Number of infringements; number of convictions	Court records; police records.	Laws continue to be ignored
5. To ensure that all EU investments take into account the impacts on the lynx, such that no further negative investments are made by 2006.	Number of inappropriate EU investments	EU legislation and records	Political interest in EU outweigh concern for lynx

<b>Activities:</b>	<b>Inputs</b>	<b>Outputs and evidence</b>	<b>Risks/Constraints/Assumptions</b>
1.1 Set up management agreements with key landowners willing to protect the lynx	Time; legal and management personnel time; funds	Management agreements in place and adopted	Landowners not willing to enter into management agreements
1.2 Purchase land for sale and establish a series of private wildlife reserves	Funds; Legal specialists	Reserves established	Land is not offered for sale; ownership is disputed; sufficient funds for long-term management are not raised.
1.3 Provide supplementary feed for rabbits, and undertake vaccination program for rabbits.	Food stuff; vaccines; veterinary skills; funds	Rabbit feeding and vaccination program established	Rabbits do not respond to feeding; no easy and cost-effective mechanisms for vaccination can be developed; hunting is not controlled
1.4 Develop management plans for all areas protected for the lynx	Management planning specialist; funds	Management plans produced	Lack of control on lands to implement suggested actions
1.5 Conduct research into the distribution and population of lynxes on land under conservation management.	Researchers; equipment; funds.	Research and monitoring reports produced	Lynx too elusive to study; skilled researchers not available; research disturbs lynx
2.1 Conduct surveys to identify key migration routes of corridors which link lynx reserves	Surveyors; maps; funds	Report identifying key corridors	Lack of information on key areas
2.2 Hold a series of workshops with local farmers detailing appropriate farming practices.	Educators; venues; funds	Workshop reports	Lack of interest from farmers; lack of information on appropriate farming methods
2.3 Develop markets for produce from areas farmed in a lynx-friendly manner	Marketing expertise; funds;	Certification and marketing scheme established	Sensitive farming practices are not cost-effective; no market exists for produce; EU subsidies favor modern farming methods
3.1 Lobby government to change laws on capture of lynx for breeding	Lobbying expertise; funds/time	Government permits lynx capture	Political will and/or vision is lacking
3.2 Build appropriate cages to house a captive breeding unit	Building materials; time; workmen; funds	Lynx cages built	Lack of space or expertise for cage construction

3.3 Develop a plan for the organized capture and appropriate husbandry and breeding of lynx	Expertise/manpower; funds	Plan in place, and capture and captive maintenance underway	Lack of information on appropriate husbandry practices; lynx cannot be caught safely; lynx densities too low for capture animals; lynx do not adapt to captivity successfully.
3.4 Set up a studbook for lynx to monitor the locations of captive lynx and to record breeding and genetics of the population	Expertise; funds	Studbook established	Lack of information flow; lack of information for breeding decisions; lack of interest from zoo community
4.1 Develop a public awareness campaign aimed at the general public highlighting the threat faced by lynx populations	Time; funds; designers; printing/publications equipment	Public awareness campaign established	lack of appropriate media for campaign; cannot make messages interesting to the audience
4.2 Hold a series of workshops with supporting information, targeting politicians, the judiciary and enforcement officers to encourage better implementation of laws	Venue; materials; personnel time; funds	Workshops held	Lack of interest from participants; inability to make messages relevant to the audience
5.1 Lobby the European Parliament to repeal all major infra-structural developments in areas of lynx habitat.	Lobbying expertise; personnel time; funds	Change in investment procedures	Lack of political will or vision; economic values perceived as overwhelmingly important

Activity	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12
<b>4.1 Develop a public awareness campaign aimed at the general public highlighting the threat faced by lynx populations</b>												
Hire public awareness specialist	x											
Review current promotional materials	x	x										
Research audiences to be targeted by campaign		x	x									
Research communication approaches		x	x									
Create media list (print, radio, broadcast)		x	x	x								
Procure equipment (i.e. video editing, color printer)				x								
Create communications materials (PSAs, posters, billboards, etc.)				x	x	x						
Pilot communications materials						x	x					
Conduct focus groups to test messages/materials						x	x					
Refine communications materials								x	x			
Roll-out campaign										x	x	X
Conduct focus groups to test messages/materials (monitoring)										x	x	X
Conduct press conferences						x	x	x	x	x	x	X
Host roundtables for stakeholders						x	x	x	x	x	x	X



	Description	Base Rate	Units	Total	Comments
	The "line item" or description of budget item.	The base rate for any given item. For example monthly salary or per training cost.	The unit being measured - per month, per training	The base rate multiplied by the unit	A justification of the base rate and/or unit.
<b>PERSONNEL</b>					
	What type of staffing will you need to complete your program activities?				
	<b>Subtotal</b>				
<b>FRINGE</b>					
	Most organizations have calculated the percentage of each person's salary they must pay to pay taxes, insurance, retirement and other social benefit plans				
	<b>Subtotal</b>				
<b>CONSULTANCY</b>					
	What external support is necessary to ensure successful implementation of your program? Be sure to include consultant fees as well as expenses related to their involvement (air travel, allowances for lodging, meals and incidental expenses, visas, etc.)				
	<b>Subtotal</b>				
<b>TRAVEL AND TRANSPORTATION</b>					
	For full-time and part-time staff, identify travel needs related to program implementation. Be sure to include line items for air/ground travel, lodging, meals & incidental expenses, visas.				
	Also include a line item to allow for local travel within a city/program site area - taxi, bus, van.				

<b>Subtotal</b>					
<b>EQUIPMENT/SUPPLIES</b>					
Cars, computers, printers, photocopiers, cameras, water-testing equipment, etc. Be realistic about the items you need to complete the program. This is an item donors often feel is abused. Be prepared to defend your equipment needs.					
<b>Subtotal</b>					
<b>OTHER DIRECT COSTS</b>					
Think about these in two categories: program activities and office maintenance.					
Program Activities					
Make sure you have enough money for all the trainings, roundtables and conferences you are going to host or attend as part of your program.					
Office Maintenance					
Items such as rent, utilities, shipping, office supplies, legal fees, funds to purchase publications, bank fees, registration fees, and printing fees.					
<b>Subtotal</b>					
<b>INDIRECT COST</b>					
This is the rate (typically a percentage) that represents the administrative cost for your organization to undertake any activity. Typically auditing firms assist in identifying what this rate should be and the terms under which it should be applied to any program budget.					
<b>Subtotal</b>					
<b>Grand Total</b>					

	Description	Rate	Units	Total
<b>PERSONNEL</b>				
Public Awareness Specialist	full-time staff person to oversee public awareness activities			
Communications Assistant	full-time assistant to oversee the development of core messages and communications materials			
Media Assistant	full-time assistant familiar with the media who can organize press conferences, roundtables, and develop media list			
<b>Subtotal</b>				
<b>FRINGE</b>				
	flat rate, per local tax structure and audited financial to provide staff with insurance, retirement and other benefits			
<b>Subtotal</b>				
<b>CONSULTANCY</b>				
Research Firm	external resource to conduct research on target audience and core messaging			
Graphic Designer	external resource to work with the staff on creating communications materials			
<b>Subtotal</b>				
<b>TRAVEL AND TRANSPORTATION</b>				
Airfares, No of Trips, Origin and Destination	travel within the country to ensure general population is educated. Program office may not be the same place as the media outlets - may be more than one media center.			
Per Diem	allowance for lodging, meals and incidental expenses			
Taxi Cost To/From Airport	if air travel is necessary			
Local Transportation Costs (taxi car rental)	for travel within the program area or between cities if drivable			
<b>Subtotal</b>				
<b>EQUIPMENT/SUPPLIES</b>				
Office Furniture	furniture and items for full-time and part-time staff			
Desktop Computer	computers for full-time staff			

Color Printer/Photocopier	for the development of communications materials			
Video Monitor/Editing Equipment	for the development of communications materials			
Video Camera	for the development of communications materials			
Digital Camera	for the development of communications materials			
<b>Subtotal</b>				
<b>OTHER DIRECT COSTS</b>				
Focus Groups	at least two rounds to test messages and to check campaign strategy			
Roundtables with Media	ongoing - probably one a month once messages are finalized to ensure media coverage of issues and decrease the amount of ads required to get message out			
Press Conferences	two conferences over the life of the project			
Communications (Tel, Fax, E-mail)	monthly fee - can include mobile costs			
Office Supplies	paper, film, toner, graphic arts supplies, etc.			
Postage and Courier	as necessary			
Legal Fees	when dealing with the public, need to have "legal" check materials before going public			
Printing Fees	for the printing of communications materials			
Media Costs	actual fees to television, radio, newspapers for the placement of ads			
<b>Subtotal</b>				
<b>INDIRECT COST</b>				
<b>Subtotal</b>				
<b>Grand Total</b>				



# PROGRAM FUNDABILITY

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Tangible – “See It”

Specific – “Touch It”

Immediate – “Need it”

# BASIC FUNDRAISING PRINCIPLES

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- Your governing body is the most important part of your fundraising strategy
- Successful fundraising is hard work, not magic
- Fundraising is really “friend raising”
- Selling, not begging, raises money
- If you do not ask, you will not get
- Fundraising takes time, patience and planning
- Treat donors and prospective donors like valued customers

# ADVICE FROM FOUNDATIONS ABOUT PROPOSAL WRITING

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1. Do Your homework – research, research, research
2. Follow the Application Guidelines
3. Be Concise and Specific
4. Define your Goals, how you will reach them and how you will measure success
5. Show how the project relates to your organization's future
6. Describe how you will fund the project after the grant is finished
7. Think beyond financial support
8. Include clear contact information
9. Do not include too many bulky attachments



# BOARD OF DIRECTORS AND FUNDRAISING WEBSITES

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## Boards of Directors

<http://www.ncnb.org>

The National Center for Not-for-profit Boards is the global leader in training, publications and capacity building for Boards. They work all over the world and their site has good summaries of their publications.

<http://www.boardcafe.org>

This site has links, tools and other resources targeting Board Members of small NGOs in the State of California in the US. It includes a free email newsletter and may be useful information for you to use to strengthen your Board.

<http://www.compasspoint.org/publications/pubinfo.html>

This is the order form for "*All Hands on Board: The Board of Directors in an All-Volunteer Organization*". This pamphlet focuses on the role of the Board when there are few or no paid staff working in an NGO.

## General Resources

<http://www.efc.be>

The European Foundation Center includes several Turkish foundations as its members. It also sells a publication listing Foundations interested in funding in the Mediterranean region.

<http://www.fdncenter.org>

The US Foundation Center has good practical information about fundraising and links to other internet sites. It includes a searchable database of foundations. They sell a publication called "Guide to International Foundations" that you might find useful.

<http://www.tqci.com/publications/htm>

This page has a list of several articles that focus on international funding trends. One article in particular will be useful. It is called International Grantmaking: Patterns and Priorities. It discussed the largest international foundations, that you can then research through The Foundation Center's online database.

<http://www.geofunders.org>

This site is a collection of resources that foundations find most helpful for them in their work to support NGO capacity building. Many of the resources will be useful for you, too. The site can help you understand the foundation perspective.

<http://www.nptimes.org>

<http://www.philanthropy.com>

Both of these sites offer publications and regular information about funding trends – from foundations, individuals and corporations. They target NGO fundraising staff. Both have a US focus, but also include international information and global trends.

## Proposal Writing

<http://www.grantproposal.com>

<http://www.egrants.org/training>

Both of these sites include practical tips and resources for writing better grant proposals.