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WELCOME TO THE ECO LEADERS GUIDE!

Over the next few pages, you'll find all the activity guides, aids, tests/quizzes, worksheets, and templates for **'Chapter 4: Developing Your Advocacy Plan'** from the Eco Leaders Guide. Use the hyperlinks below to quickly access the specific resource you need.

CHAPTER 4: Developing Your Advocacy Plan

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USAID
FROM THE AMERICAN PEOPLE



Eco Leaders Guide

WWF's Environmental Education and Youth Advocacy Toolkit for the Mekong Region



Disclaimer:

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CASE STUDY EXERCISE: USING THE AMOEBA MODEL FOR POSITIVE AI CHANGE

LEARNING OBJECTIVE

This case study exercise will help you think about your own environmental issue. It uses a case example of changing the mindset and practice of IT and learning at a school with the introduction of Artificial Intelligence (AI), which as we know is still quite controversial.

Reading and thinking about the Amoeba change roles in this example can help you to more effectively reflect on how people will react to your call for change. This will help you to better understand the roles you and your team are playing in your own advocacy change process, as well as the roles played by others outside your group. It can also reveal some strategies to engage them and get them onboard with the change you want to make.

INSTRUCTIONS

1. Read through the Amoeba AI case example article from “Designing for Positive AI Change” with this link: <https://www.linkedin.com/pulse/using-amoeba-model-positive-ai-change-kelly-schuster-paredes-tlnee/>
2. Use the AI case example to answer the questions on the next page.



DESIGNING FOR POSITIVE AI CHANGE

USING THE AMOEBIA MODEL

Artwork Generated by Dalle with Inspiration from the Amoeba Model

1. According to Alan AtKisson, the creator of the Amoeba Model, how is the way that the single-celled amoeba organism lives similar to the cultural change process? Describe what you think is the reason an amoeba is used as a metaphor for cultural change. What is its metaphorical value?
2. What is the concern about AI among educators as expressed in the case? Would there be similar concerns among people in your social context, who may also express reservations with your cause and your change efforts? Brainstorm how they might, and your thoughts on that possibility.
3. In the case example of AI diffusion in education, what distinguishes the change agent's role? Why is this person (i.e. the computer science teacher) identified as the change agent? What is the suggested strategy they should take to move the Innovator's idea forward at the school?
4. What is the difference between the change agent's role strategy and the iconoclast's role? What's the difference between their respective strategies for influencing organizational / cultural change (i.e. incorporating a new idea (AI) into an existing system? Could they accidentally cancel out each other if they are not coordinated in their efforts?
5. Why is the Transformer's role so important in the AI Education change process? What leverage do they have and why would they help to "legitimize" the new idea so that others in the cultural system (i.e. the school) accept and adopt the new idea? Can you think of any possible transformers in your own environmental issue advocacy and change situation?
6. Based on this AI case example, what is the importance of the strategy used with either Laggards or Reactionaries? How are they different from the strategies used for the Change Agent or Transformer?

SMART GOALS WORKSHEET

Crafting SMART goals is a process to help you identify whether what you want to achieve is realistic, and to determine a deadline. When writing SMART goals use concise language, but include relevant information. The process is designed to help you succeed, so be positive when answering the questions.

INSTRUCTIONS

As a team, follow the steps below and develop a SMART goal.

FIRST STEP	Write the goal you have in mind
GOAL	Example: Local communities become actively engaged in environmental health protection.

S	What exactly do you want to accomplish? Why is this goal important? Who needs to be included? When do you want to do this? Where will it take place?
SPECIFIC	Example: Increase the number of volunteers for our community clean-up project.

M	How can you measure progress and know if you've successfully met your goal?
MEASURABLE	Example: Recruit 50 new volunteers within the next three months.

A	Do you have the skills required to achieve the goal? If not, can you obtain them? What is the motivation for this goal? Is the amount of effort required on par with what the goal will achieve? What are the potential obstacles?
ACHIEVABLE	Example: Partner with local schools and community centers to reach potential volunteers.

R	Make sure your goal aligns with broader objectives and is worthwhile. Does this goal matter? Is it the right time? Does it align with other efforts or needs?
RELEVANCE	Example: This goal supports our overall mission to improve community engagement and environmental health.

T	When will it be achieved? What can be done today? What can be done six weeks from now? What can be done six months from now?
TIME-BOUND	Example: Recruit 50 new volunteers by September 30th.

SMART	Review what you have written, and craft a new goal statement based on what the answers to the questions above have revealed.
GOAL	Example: "Our goal is to enhance community engagement and environmental health by recruiting 50 new volunteers for our community clean-up project by September 30th. We will achieve this by partnering with local schools and community centers to reach potential volunteers over the next three months."

Identify Objectives

Based on your SMART goal, define specific objectives—smaller, actionable steps that will help you achieve your goal(s).

Then test your goal(s) and objectives using a tool known as a Theory of Change. This is a testable hypothesis that guides decision-making and action during the development and execution of an advocacy strategy. It explains the process of change and helps you evaluate whether your advocacy actions are leading to the expected outcomes.

Then, the next step will be to develop strategies to accomplish these objectives. This could involve public awareness campaigns, lobbying for policy changes, building coalitions, or other methods, depending on the nature of your advocacy.

OBJECTIVES	<ol style="list-style-type: none">1.2.3.
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THEORY OF CHANGE	IF...
	THEN...
	BECAUSE...

TOOL: WHO AND WHAT STAKEHOLDER ADVOCACY TARGET ANALYSIS

INSTRUCTIONS:

Use the table below to understand your target stakeholders and think about what type of engagement strategy you will use to get them to support your issue and ideas for change.

1. Review the Stakeholder Influence and Impact Analysis you developed in Chapter 3. Add any additional key stakeholders that you see missing from the previous analysis. Discuss with your team and agree on who you need to persuade in order to bring about the change you're aiming for.

Ask yourself two important questions about each of the people/organizations:

- a. Which stakeholders have the political, economic or social influence on decisions and behavior?
- b. Who has the ability to actually make this change a reality?

List the stakeholders you select in the *Who and What Advocacy Target Template (Column A)*.

2. Understand their views of your advocacy issue, and identify what type of engagement strategy you will use in getting them to support your issue and ideas for change.

- Know **WHAT side they sit on in relation to your issue**. Are they for or against doing something to change the status quo around your issue? (Column B).
- Know **WHO influences your target**. You can ask them to act on your behalf or lend their support (Column C).
- Know **WHAT influences your target**. You can find ways to include what your targets care about in your advocacy message (Column D).

For each of your key targets, map out how they think in relation to your issue and the change you want to make, as well as the influences on their position around your issues.

EXAMPLE

Advocacy Objective: Promote experiential nature-based environmental education for primary and junior secondary school student			
TARGET	What Side Do They Sit on in Relation to Your Issue (For or Against)?	WHO Influences Your Target?	WHAT Influences Your Target?
Vice Minister of Education	Not clear where he sits on this idea, but from what is publicly available he might be open to it.	<ul style="list-style-type: none"> Two very close personal advisors Education consultant Influential Educators Minister of Education National Media 	<ul style="list-style-type: none"> Public negative sentiment on policies and project implementation National elections Influential international / regional media and political leaders Used to work as advisor for Mekong River Commission (MRC)

WHO AND WHAT ADVOCACY TARGET TEMPLATE ANALYSIS - INFLUENCE AND IMPACT MATRIX

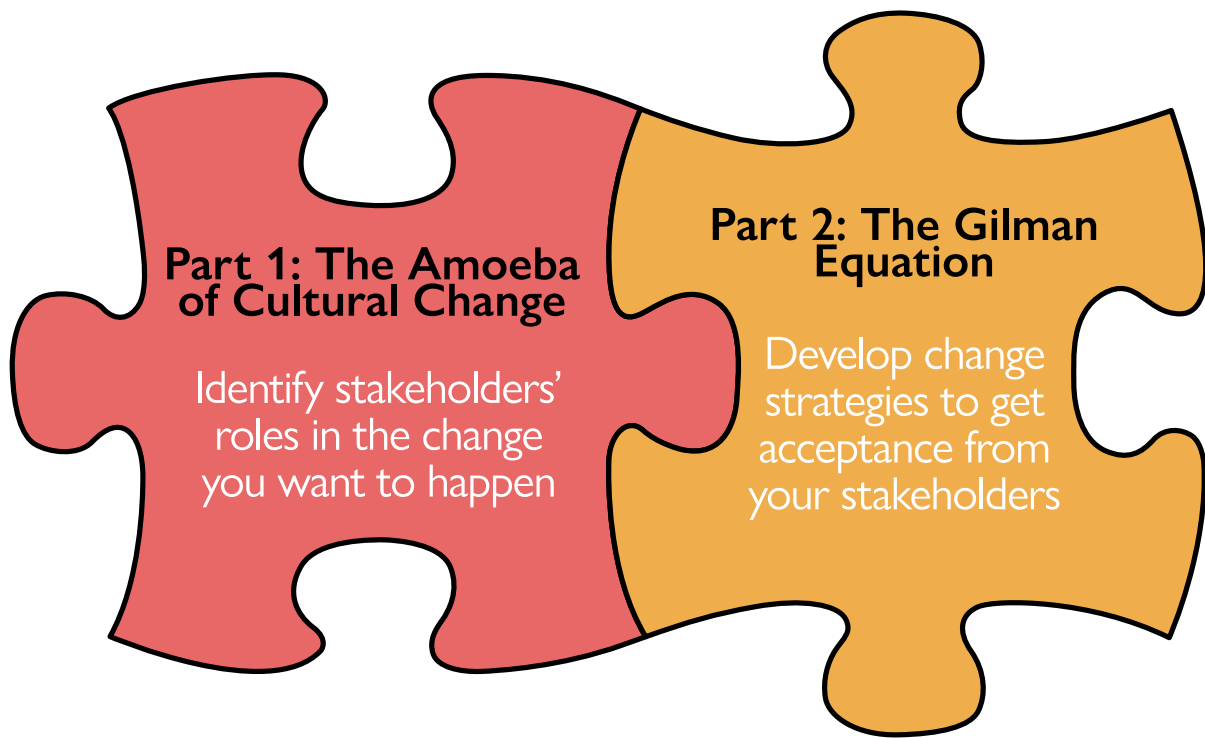
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DEVELOPING SOCIAL CHANGE STRATEGIES

This tool is all about social change, including the perspectives and strategies required to move an idea forward. The tool combines two connected tools that will help you better understand your stakeholders and identify the roles they might play in the change process. You will then be able to develop strategies to ensure their acceptance and support of your idea/initiative.

HOW TO USE THIS TOOL

Together with your team, sit down and go through the information and instructions provided on the following pages.



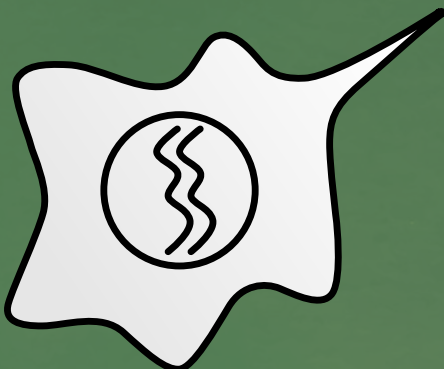
AMOEBA (PART 1)

1. Read the background information and the Amoeba role descriptions provided. Make sure that everyone in your team understands the Amoeba analogy and role characteristics.
2. Look at the list of stakeholders you have identified in the previous stage of advocacy, and identify, one by one, their Amoeba roles. Are they potentially reactionaries, transformers or mainstreamers?
3. **Use worksheet 1 to create your own AMOEBA MAP**

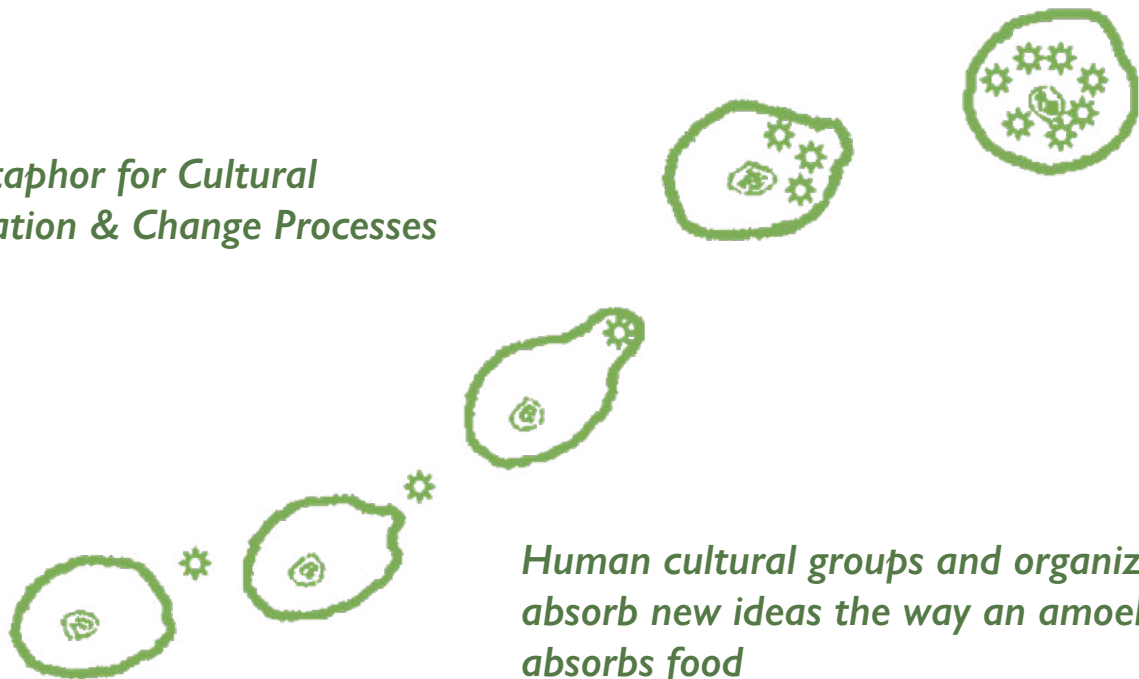


THE GILMAN EQUATION (PART 2)

1. Read the explanation of Gilman's Equation. Make sure that everyone in your team understands it.
2. An example of strategies to be used with a transformer in the context of School Solar Panel Installation is provided to help get you started.
3. List each Amoeba role, and their names on Worksheet 2. Then follow the guiding statements to develop the change strategies.
4. **Use Worksheet 2 to record your Gilman strategies.**



A Metaphor for Cultural Innovation & Change Processes



Human cultural groups and organizations absorb new ideas the way an amoeba absorbs food

INTRODUCTION

Amoeba is a tool for understanding, mapping, and planning for cultural change processes. The Amoeba model at the heart of this tool assists changemakers to develop a sound strategy to support effective change duties for sustainability in a culture, group, organization, or community.

THE AMOEBA METAPHOR

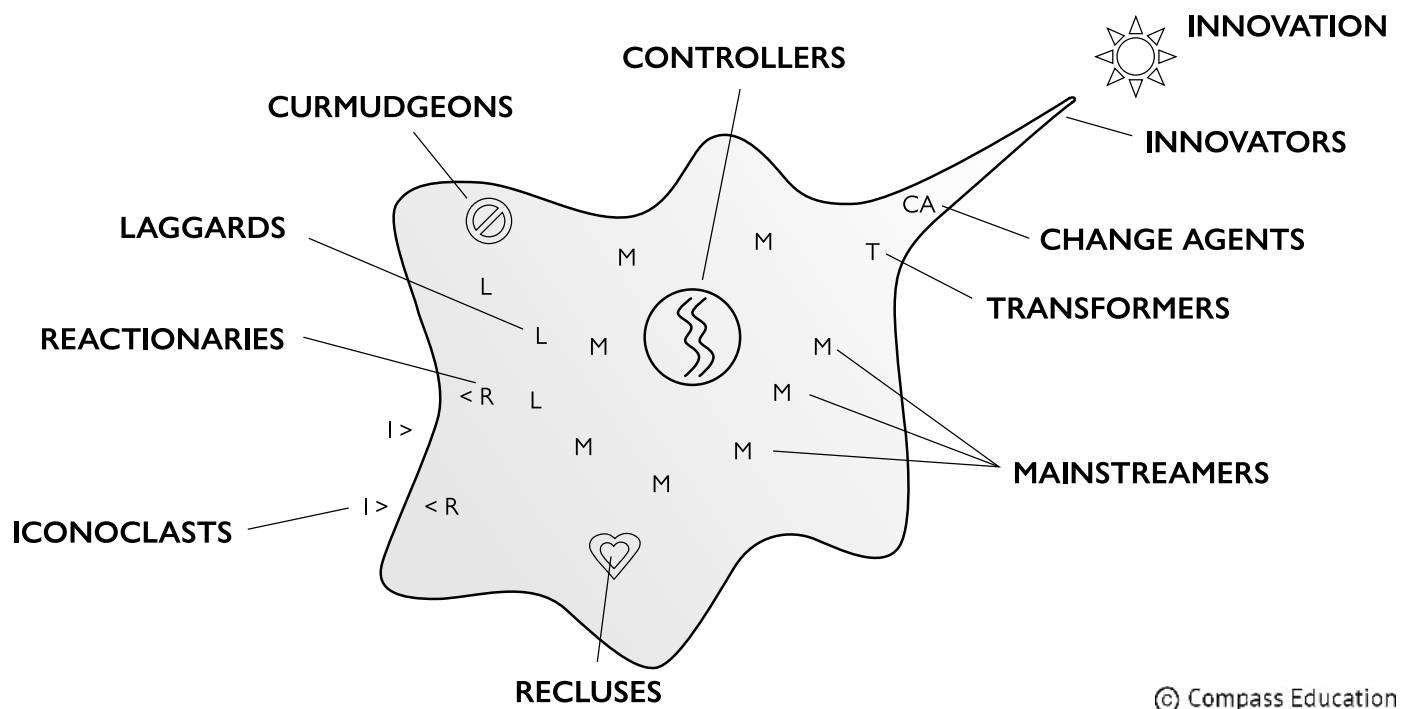
The learning model in Amoeba builds around a central metaphor: the idea that **human cultures are like the amoeba, a single-celled organism**. In nature, the amoeba is a predator. It is always seeking food—just as humans seek new ideas and solutions to problems. The amoeba aggressively hunts down and absorbs (“eats”) other smaller microorganisms. When it senses food, it stretches out a pseudopod (“false foot”), an extension of itself, in the direction of the target. When the amoeba absorbs the food item, it does not draw the “foot” back: instead, it surges forward in that direction, and fully engulfs its prey. It must move and change shape in the process. The food, once ingested, then spreads throughout the amoeba’s body. In other words, the search for new food, and the willingness of one part of the amoeba to “stick its neck (or foot) out,” results in a shift in position and a re-shaping—a transformation!—of the entire amoeba. This is what makes the metaphor relating to bringing social change so powerful. Sometimes change causes many other changes in social groups, resulting in a major shift in how all the members of that culture behave—which is what we call a cultural transformation.

THE AMOEBA MODEL

- Helps you to understand the role you are playing, the roles played by others in your community and/or organization, and the dynamics affecting the innovation and change process.
- Helps you plan more effectively for the introduction of new ideas.
- Empowers you to enable other advocates, achieving greater multiplier effects. The Amoeba model itself can be viewed as an innovation designed to spread the principles of innovation diffusion theory.

ROLES IN AMOEBA MODEL - EXPLANATION

This is a map of the roles that people play in the cultural change process. Let's get familiar with each of them!



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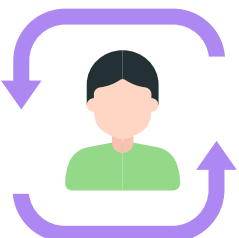
INNOVATOR:

The Innovator lives on the edge. S/he is the source of new ideas. Think of the leading-edge researcher, thinker, writer, or inventor. Sometimes people like this are thought of as eccentric by others. They are often obsessed with their ideas, or passionate about keeping them pure. For these reasons, they are often not very good at promoting their own ideas. That's why they need Change Agents.

Examples: Thomas Edison and the light bulb; James Lovelock and the Gaia Hypothesis; Einstein and Relativity Theory, etc.

Characteristics:

- They tend to think differently to the mainstream.
- Generate groundbreaking ideas and inventions.
- Often seen as eccentric or overly passionate.
- Not typically skilled at promoting their own ideas.



CHANGE AGENTS:

Change Agents translate the Innovator's ideas into a form that can sell. They move outside the mainstream, but they know how to communicate with the mainstream. The classic model of a Change Agent is a consultant who studies the works of new thinkers and translates them into a form that a client can digest. Change Agents are concerned with promotional strategy. But to succeed, they need to connect with Transformers.

Examples: The entrepreneurs who brought Edison's inventions to the market; younger physicists who created experiments to prove Einstein right; today's journalists who write about global environmental issues, etc.

Characteristics:

- They 'translate' and communicate the Innovator's ideas to the mainstream.
- They are skilled in promotional strategy and communication.
- They often act as consultants or intermediaries.



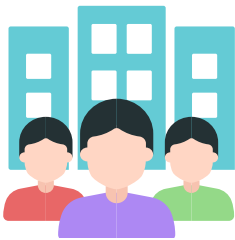
TRANSFORMERS:

Transformers are those who embrace new products or ideas before they become mainstream. They are open to new ideas, and they want to promote positive change. But they also do not want to sacrifice their own reputation, or their position of influence if they have one. They adopt the innovations they think will ultimately catch on with the rest of society. They serve as gatekeepers into the mainstream. A classic example would be the senior executive who hires the consultant, with an eye toward whether the ideas the consultant brings will both improve life in the organization and enhance her or his own reputation.

Examples: Technology critics who get an early look at the latest technical equipment, before it is marketed to the general public. Their reviews will generally determine whether the product succeeds in the market.

Characteristics:

- They embrace new products or ideas before others.
- They are open to new ideas and interested in promoting positive change.
- They serve as gatekeepers for new ideas entering the mainstream.



MAINSTREAMERS:

These are members of the 'noisy majority,' busy with the basic essentials of cultural life. Mainstreamers are neither for nor against change, in principle. In fact, they are often unconscious that change is happening. They adopt the innovation when they see that 'everybody else is doing it.'

Examples: The broad acceptance of any popular consumer product or mainstream fashion. The iPod, iPhone, and iPad come to mind.

Characteristics:

- They make up the majority of the population.
- Broadly speaking, they are neither for nor against change.
- They adopt new innovations when they see widespread acceptance.



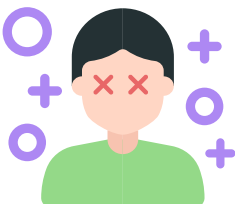
LAGGARDS:

Laggards are basically Mainstreamers who don't like change in general. They're the opposite of Transformers. They are happy and comfortable with the status quo. Diffusion theorists call them 'late adopters.' They usually only change when they can no longer avoid it, because the Mainstream has already done so.

Examples: People who didn't want to give up vinyl for CDs — or later, give up CDs for digital services.

Characteristics:

- They are resistant to change and prefer things as they are.
- They adopt new ideas and technologies very late.
- They change only when it becomes unavoidable.



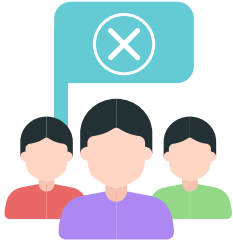
CURMUDGEON:

Curmudgeons are cynical grouches. For them, nothing will ever change, and if it does, it probably won't be for the better. Their motto is, "Why bother?" They've seen it all— perhaps they even used to be idealistic dreamers themselves—but now they mostly complain. They act as wet blankets in any change process.

Examples: People in the group will undoubtedly recognize this character in their own experience.

Characteristics:

- They are cynical complainers ... "why bother?"
- They believe that change is futile or likely to be negative.
- They tend to complain and oppose change.



REACTIONARY:

Reactionaries react powerfully against change, because they believe it will harm culture—or harm them personally. Reactionaries generally are perceived as having a vested interest in keeping things as they are, or in moving things in the opposite direction. They actively resist the adoption of innovation, by any means in their power—sometimes very cleverly. They often have an economic or power interest in the status quo; or have their sense of identity or core values invested in it. They go along with change only if it is unavoidable, and then very late in the process.

Examples: *Car companies that resisted requirements for fuel efficiency; citizens' groups that resist the introduction of technologies they think are dangerous.*

Characteristics:

- They strongly resist change due to perceived harm to culture or personal interests.
- They have a vested interest in maintaining the status quo.
- They use various means to actively resist innovations.



ICONOCLAST:

The Iconoclast is the person who identifies the problem that the Innovator is trying to solve. The word means 'attacker of cherished beliefs.' Iconoclasts attack the status quo. Where the Innovator and Change Agent is trying to pull the Amoeba in a new direction, the Iconoclast is kicking it from behind. A classic example is the gadfly journalist or columnist, who attacks the powers that be and exposes problems in society. Protest groups are also Iconoclasts. In a contentious change process, Iconoclasts keep Reactionaries busy, so that Change Agents can effectively promote the new idea.

Examples: *Protest groups; social-protest comedians; politicians who "go negative"; critical journalists.*

Characteristics:

- They challenge and attack the status quo.
- They identify and highlight problems that need solving.
- They are often seen as disruptive or provocative.



RECLUSE:

The Recluse is somebody like a monk, an artist, a poet, or a peace activist, who is more preoccupied with discovering a 'great truth' than with something so mundane as changing the world. The person with this role usually doesn't actively engage with the change process, but they can still affect it, often in unpredictable ways.

Examples: *Recluses have existed within cultures for centuries.*

Characteristics:

- They are withdrawn from active participation in the change process.
- They focus on a personal search for truth or artistic expression.
- They impact change indirectly and unpredictably.

KEY STRATEGY POINTS TO WORK WITH PEOPLE IN DIFFERENT AMOEBA ROLES

Once you identify who plays what role in the community in relation to your initiative or idea, you can think about applying some of these ways to work with each of them.

Innovators and Change Agents

- Innovators need Change Agents to help spread their ideas.
- Innovators are often not as effective as Change Agents.
- Both Innovators and Change Agents sometimes fail to actively adopt and/or demonstrate the innovation themselves.
- Innovators can be overly attached to a “pure” version of their idea, hindering its spread.

Change Agents and Transformers

- Change Agents need to collaborate with Transformers.
- They are more effective when they work together.
- Trying to change Reactionaries can be a waste of time for Change Agents.

Reactionaries

- Reactionaries are effective when they discredit or disempower Change Agents.
- It's often easier to stop real change as a Reactionary than to be a Change Agent.
- Reactionaries often believe their actions benefit the whole community, and sometimes they are right.

Mainstreamers

- Mainstreamers often desire some change—but they fear too much change.

Iconoclasts

- Iconoclasts should keep Reactionaries busy.
- Iconoclasts often make terrible Change Agents, and vice versa because they are focused on the problems and not the practical solutions.

Curmudgeons

- Curmudgeons can hinder change, especially if they have a platform to voice their opinions and if Innovators and Change Agents engage with them too often.
- Many Curmudgeons were once Change Agents who became disillusioned.

Esteemed Persons (Recluses)

- Recluses or Esteemed Persons are highly respected and can either speed up or slow down the change process.

KEY POINTS TO CONSIDER

Adapt the Innovation

Make it suitable for the group you are trying to influence!

Motivate the Change Agents

This includes yourself (!) and any team you are working with to promote change within the system.

Organize the Transformers

Get them engaged in your effort—and bring them on board—as early as possible.

Easy Does It for the Mainstreamers

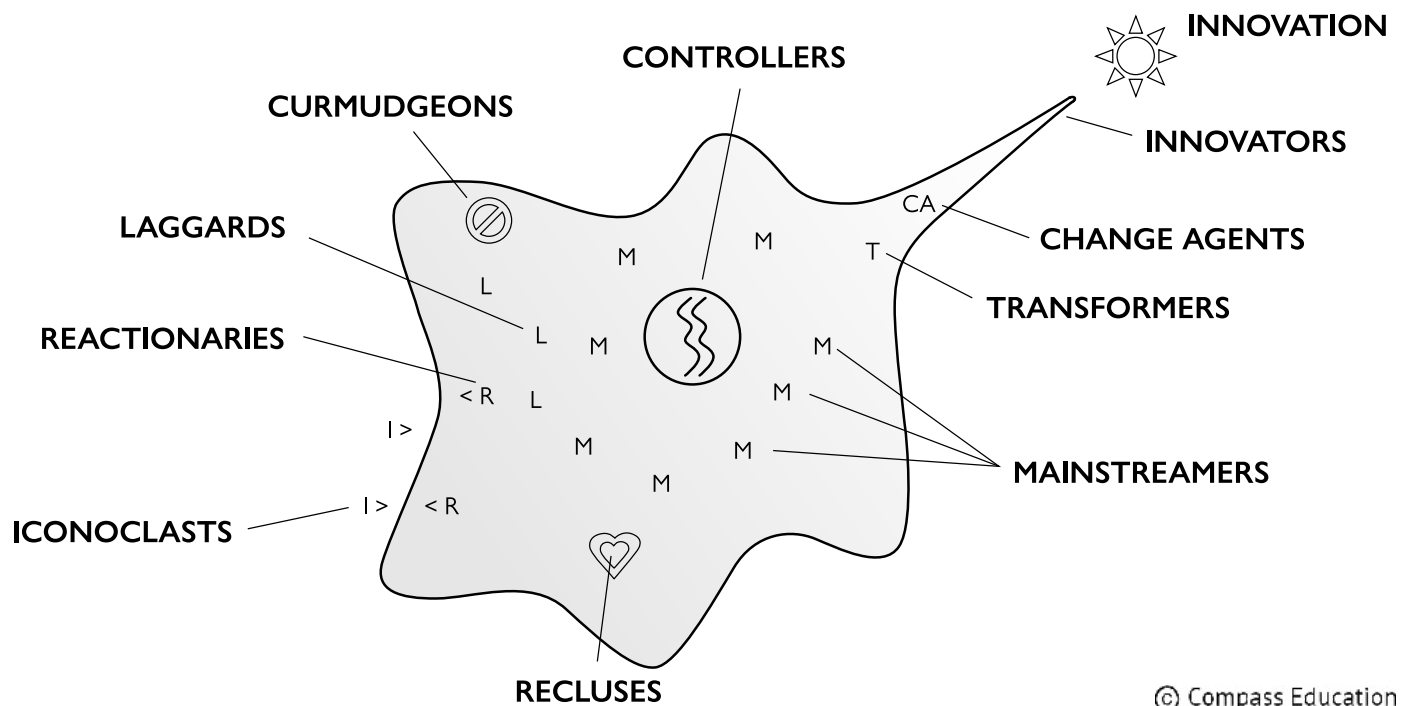
Don't go out trying to promote something to the Mainstream that "isn't yet ready for wider use." Take it easy, get it working with the Transformers first, then get them to help you plan the introduction to the Mainstream.

Build the Momentum

Create small successes that build one on each other, so that all involved in the change process can feel "the wave building up".

Avoid the Reactionaries

As much as you can, don't engage with the Reactionaries. Indeed, try to escape their attention! Let your new idea just ooze into the Amoeba, naturally and positively. If there is Reactionary resistance, try to get the Iconoclasts involved to keep them busy!



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"Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has."

- Margaret Mead

WORKSHEET 1: CREATING YOUR AMOEBA MAP

Consider your project or initiative and identify the key Amoeba roles individuals play in relation to what you are trying to accomplish. In the table below, list their names, positions, and organizations. This information will help you identify strategies to effectively work with or address them.

AMOEBA ROLE

CHANGE
AGENTS

Names, positions, and organizations

AMOEBA ROLE

TRANSFORMERS

Names, positions, and organizations

AMOEBA ROLE

REACTIONARIES

Names, positions, and organizations

AMOEBA ROLE

ICONOCLASTS

Names, positions, and organizations

AMOEBA ROLE

RECLUSES

Names, positions, and organizations

AMOEBA ROLE

CURMUDGEONS

Names, positions, and organizations

PART 2

THE GILMAN EQUATION (DEVELOPING CHANGE STRATEGIES)

Now that you have identified the roles each person plays in the Amoeba framework, it's time to develop strategies to spread your initiative.

Dr. Robert Gilman developed an "equation" to explain why a diffusion strategy for spreading ideas does or does not work. We call this the "Gilman Equation" to honor his insight. We can use this insight to develop strategies that can help to get our work supported by different stakeholders.

The Gilman Equation says that in order for a person to adopt an innovation, the following must be true...



Here is another way to say it...



The Gilman Equation suggests that there are three basic strategies to pursue, to make an innovation more likely to be adopted.

1. Increasing "N" — Promote the Perceived Value of the New Way.

This is commonly known as marketing, which focuses on communicating the benefits of the new idea or thing to the target population.

2. Decreasing "O" — Critique the Perceived Value of the Old Way.




This is done by highlighting the problems, shortfalls, and failings associated with the idea, practice, or thing that the innovation is trying to replace. This is what Iconoclasts do.

3. Decreasing "CC" — Reduce the Perceived Cost of Change.




This can be done by making it easier for people to switch, through training, discounts, subsidies, cost-sharing, step-by-step guides, etc.




WORKSHEET 2: CHANGE STRATEGY DEVELOPMENT EXAMPLES




Use the table in the following pages to develop strategies for engaging stakeholders to promote the change you want to happen.




Initiative / Innovation: Installing Solar Photovoltaics (PV) on School Roof				
Amoeba Role	Name	Perceived Value of New Way	Perceived Value of Old Way	Perceived Costs of Change
Transformer	Mr./Ms. ... (School Principal	This is not the main mission of the school	If it isn't broken, don't fix it.	Costly and requires additional procurement process, adding extra workload to administration team
		Actions to Increase:	Actions to Decrease:	Actions to Decrease:
		 Present/write to the school principal, emphasizing the school's vision and missions that incorporate sustainability as a key component of the overall mission. By installing solar PV, this will help to build the school's reputation as a leader in education for sustainability.	 Conducting research and submitting a proposal for the project. Showcase other schools with solar PV and highlight the return of investment (RoI) and other benefits	 Start with a pilot phase so the school doesn't have to make a large investment all at once. Identify in-kind expert support for system management to provide advice on operations at no or very low cost. Offer to collect and process data over time on the proportion of energy used from different sources by the school.




WORKSHEET 2: YOUR CHANGE STRATEGIES




Initiative / Innovation				
Amoeba Role	Name	Perceived Value of New Way	Perceived Value of Old Way	Perceived Costs of Change
		Actions to Increase:	Actions to Decrease:	Actions to Decrease:
				

Amoeba Role	Name	Perceived Value of New Way	Perceived Value of Old Way	Perceived Costs of Change
		Actions to Increase:	Actions to Decrease:	Actions to Decrease:
				

Amoeba Role	Name	Perceived Value of New Way	Perceived Value of Old Way	Perceived Costs of Change
		Actions to Increase:	Actions to Decrease:	Actions to Decrease:
				

Initiative / Innovation				
Amoeba Role	Name	Perceived Value of New Way	Perceived Value of Old Way	Perceived Costs of Change
		Actions to Increase:	Actions to Decrease:	Actions to Decrease:
				

Amoeba Role	Name	Perceived Value of New Way	Perceived Value of Old Way	Perceived Costs of Change
		Actions to Increase:	Actions to Decrease:	Actions to Decrease:
				

Amoeba Role	Name	Perceived Value of New Way	Perceived Value of Old Way	Perceived Costs of Change
		Actions to Increase:	Actions to Decrease:	Actions to Decrease:
				

4.4.4

DEVELOPING YOUR MESSAGE FOR DIFFERENT AUDIENCES

In advocacy work, tailoring your messaging to specific audiences is crucial because it ensures that the communication is relevant, engaging, and persuasive for those you are trying to reach. Different audiences will have varied values, concerns, and levels of knowledge about the issue at hand. By customizing the message, advocates can connect more effectively, sparking interest and motivating action. For instance, policymakers may require data-driven arguments, while the general public might be moved by emotional storytelling or personal experiences. Tailored messaging makes it possible to address these diverse needs and perspectives, maximizing the impact of the advocacy efforts. It helps break down complex issues into understandable and relatable terms, thereby enhancing the likelihood of support, engagement, and ultimately, the desired change.

INSTRUCTIONS

Look back at your **“WHO and WHAT” analysis** along with the **“Amoeba roles and Gilman’s Equation strategies”** that you have identified. Write in the table below who you consider to be your key target audience and develop a message that you think will help motivate them to do what you want them to do.

Note: We have provided a few examples of stakeholders in the table below. Please remove and replace them with your own identified target groups.

Target Audience	What concerns them in relation to your primary issue(s)?	WHO” and “WHAT” influence them?	What strategies do you plan to use to get them to support your goals / objectives? (from Gilman’s Equation)	What is a message that you can use to influence them the way you want?
Example: Decision-makers (government ministers, legislators, administrators, corporation heads)				
Example: Donors (foundations, bilateral agencies, multilateral agencies)				

<i>Example: Journalists</i>				
<i>Example: Civil society organizations</i>				
<i>Example: Rural youth</i>				
<i>Example: Urban educated young adults</i>				
<i>Example: Opinion leaders (religious leaders, chiefs and tradi- tional/community leaders)</i>				

TOOL: ADVOCACY PLAN TEMPLATE

1. WHAT IS THE OVERALL CHANGE WE WANT TO SEE?

(Write out your long-term goal and campaign/project objectives)

2. WHAT ARE THE THINGS THAT WE EXPECT TO SEE HAPPEN AS A RESULT OF OUR ADVOCACY EFFORTS? (Tangible outcomes)

3. WHAT STRATEGIC ACTIONS NEED TO BE TAKEN TO MAKE THIS CHANGE HAPPEN? (List below)

HOW (Strategic actions & activities)	TO DO TASKS (What needs to be done to take this action?)	WHO WILL BE RESPONSIBLE	WHEN (What is your time frame?)
1.			
2.			

3.			
4.			
5.			
6.			

MANAGING RISKS			HOW TO AVOID			HOW TO SOLVE / DEAL WITH		
POSSIBLE RISKS								
MONITORING SUCCESS (INDICATORS)			SOURCES OF DATA & INFORMATION			WHEN TO MONITOR		
WHAT TO MONITOR? (INDICATORS)								

COMPLETED TEMPLATE WITH EXAMPLE OF ADVOCACY PLAN

What is the overall change we want to see? (Write out your long-term goal and campaign/project objectives)

We are aiming to have outdoor, experiential environmental education become a standard part of teaching practice for teacher in all grades.

What are the things that we expect to see happen as a result of our advocacy efforts? (Tangible outcomes)

Integrate nature-based experiential environmental education (EE) into existing school curriculum so that students and teachers are more connected with natural ecosystems and learn to value nature (such as wetlands, rivers) as learning resources

What would make this change happen?

1. Catch the attention of Ministry of Education officials and influential education advisors and teachers
2. More and more schools are open to integrating nature-based experiential EE into their curriculum
3. Connect students and teachers with the natural world so that they understand it better and are more connected and care about natural ecosystems



HOW (Strategic Actions & Activities)	TO DO TASKS (What things need done to take this action)	WHO WILL BE RESPONSIBLE	WHEN (What is your (time frame?))
1. Raise awareness of the situation among school directors and teachers	<ul style="list-style-type: none"> Develop presentation and issue brief paper on what experiential nature-based EE is and the benefits of it to student learning success Make presentations to education officials and school heads/ district officials 		
2. Create agreement with schools and district authority to test this type of learning	<ul style="list-style-type: none"> Get approval from school heads/ district officials to co-develop this pilot learning program after school hours (as an extracurricular activity) Sign Memorandum of Understanding (MoU) and/or Memorandum of Agreement (MoA) with district officials and School heads of participating schools 		
3. Provide prototype syllabus with experiential EE learning activities	<ul style="list-style-type: none"> Co-develop the syllabus of nature-based experiential EE activities with team, and EE experts and teachers Conduct a review with outside advisors and experts 		
4. Create alliance with video media producer	<ul style="list-style-type: none"> Get agreement with visual media producer to film the learning process and make a short promotional documentary 		

5. Train teachers on experiential learning for EE river and wetland activities	<ul style="list-style-type: none"> • Conduct teacher training on experiential EE for all teachers of participating schools, as well as other key educators 		
6. Conduct lessons with schools, and film & document the process	<ul style="list-style-type: none"> • Prepare students for the outdoor lesson beforehand • Conduct a series of nature-based EE activities in tandem with teachers on subject of freshwater ecosystem and climate change 		
7. Get Feedback from teachers and students on this learning experience	<ul style="list-style-type: none"> • Conduct in-person and online evaluation of the experiential lessons and document pre- and post-test results 		
8. Use the film and report, posters, and brochures to advocate with education officials and teachers at conferences and events.	<ul style="list-style-type: none"> • Take the film and documents on the project on a roadshow, speaking and presenting at any relevant conference or meeting possible • Get people to sign a support statement for integrating more authentic experiential nature-based EE in school curriculums 		

MANAGING RISKS	RISKS	HOW TO AVOID	HOW TO SOLVE / DEAL WITH
	<ul style="list-style-type: none"> • Cannot attract any school to test these type of outdoor experiential EE activities • Being manipulated and ignored because we do not know the system • Loss of motivation due to slow process of change 	<ul style="list-style-type: none"> • Be realistic about expectations • Track and monitor involvement • Understand the system – get professional advice from inside • Inject energy often 	<p>Step up the pressure when you feel interest fades</p> <p>Refer to higher authorities</p>
MONITORING SUCCESS	INDICATORS	SOURCES OF DATA & INFORMATION	MONITORING SCHEDULE (WHEN)
	<ul style="list-style-type: none"> • Number of schools participating • Number of students • Increase in knowledge and skills • Perception of school officials, education experts, teachers, students and parents 		<p>Throughout the process monitor schools and students</p> <p>At the start and end of pilot activities</p> <p>At the beginning and end of the entire project</p>

TOOL: RISK ASSESSMENT

To help you identify your project's obstacles and risks—and also develop potential ways to mitigate and reduce them as much as possible—your advocacy team should use this “Risk Management” tool.

INSTRUCTIONS

1. With your team, brainstorm possible risks. Write each risk on a sticky note or piece of paper using the corresponding color based on the risk level.



Use a yellow sticky note or pen for low-risk items.



Use an orange sticky note or pen for medium-risk items.



Use a red sticky note or pen for high-risk items.

2. It may help to group the risks into categories and deal with them together.
3. Starting with the high-risk issues, discuss how each can be avoided or dealt with.
4. Put all your information in a table similar to the one below.

Example:

Possible Risks	How to avoid	How to deal with
Being over-ambitious with our goals, objectives and expected outcomes	Plan to start small and grow as we realize some early successes. Separate the advocacy work into phases.	Monitor and review our progress regularly to keep focused on the most important activities, and adjust as needed.
Insufficient funding to complete all activities	Do a good budgeting process with help from experts or others who have previous experience on what things cost.	Cut out low priority or unnecessary activities, materials, media, and try to get free volunteer ‘in kind’ assistance.

Important: Know your rights and keep yourself safe! In many countries the rights to free assembly are limited in certain circumstances. Make sure you have read up your rights before engaging in more high-risk forms of advocacy such as protesting.

RISK MANAGEMENT TEMPLATE

[illegible]

TOOL: PROJECT INDICATORS DEVELOPMENT TEMPLATE

INSTRUCTIONS

1. Write the identified objectives and activities in the **Advocacy Indicators Development Table**.
2. Work with your team to identify some good indicators for each campaign / project objective and activity.
3. Once you have a list of candidate indicators, use the **Indicator Assessment Table** to rate how good your indicators are. Refer to the characteristics of Good Indicators explained in the graphic below

Valid



Accurate measure of behavior, practice or action that is the expected output or outcome of your program or activity

Measurable

Quantifiable using available tools and methods



Reliable

Consistently measurable in the same way by different observers



Precise

Operationally defined in clear terms



Relevant

Has meaning to the people and groups who you need to influence



Understandable

Your target group of stakeholders (decision-makers, students, public) can easily understand what the indicator is showing



4. Based on the outcome of the **Indicator Assessment**, discuss with your team to finalize the indicators and mark them down in the **Project Indicators Development Table**.

PROJECT INDICATORS DEVELOPMENT TABLE

Use the template below to come up with and record some indicators that could be good for measuring the effectiveness and impact of your actions/objectives.

Our Advocacy SMART Objectives: (List below): 1. 2. 3.			
What are the Indicators that we will use to measure the success of the Advocacy Campaign?	Objective Success Indicator 1. 2. 3.		
Advocacy Actions / Activities that We Have Planned (list below)	Indicators How do we know if our actions are successful? Brainstorm a success indicator for each action / activity below.	Sources of Data for Our Indicators	Time frame for Monitoring the Activity Indicators
Activity 1:			
Activity 2:			

Activity 3:			

INDICATOR ASSESSMENT TABLE

Look at your indicators carefully, one-by-one, and rate them based on these criteria from 0-3, where...

0 = Not good 1 = Fair 2 = Good 3 = Very good

Indicators	Valid	Precise	Relevant	Measurable	Understandable	Reliable

If any of your indicators get a very low score, consider identifying a better indicator that more accurately measures the intended outcome.

PROPOSAL DEVELOPMENT GUIDELINE

ELEMENTS OF A GOOD PROPOSAL

PROPOSAL STRUCTURE

For a proposal to be successful, some sections need to be fully completed and comprehensive. This section of the guidebook will help you to understand the most important elements of a proposal.

1. **Cover Page:** Sometimes also referred to as the title page, it is the first page that introduces the document to the reader. The title page provides the reader with basic information about the content of the document. When developing the proposal, particular attention should be given to preparing an attractive cover page, as it is the first thing that the reader will see. A nicely prepared cover page can help create interest in your proposal. The cover page should:
 - Be attractive
 - Be professional and formal
 - Provide information about the proposal
 - Not be cluttered
 - Use official fonts and color scheme
 - Use an image that relates to your project and organization

The cover page should also capture the essence of the project and proposal, and should immediately catch the attention of the donor. Most experts suggest including the following information in the cover page:

- Title of the project
 - Organization name and logo
 - Name of the donor
 - Complete contact details of the organization (Address, Website, Email)
 - Submission date
 - Relevant image (optional)
2. **Table of Contents:** The table of contents goes after the cover page and provides the reader with an organized list of the various sections and subsections of the proposal. This gives the reader a clear idea of the way you have organized the proposal and they can move to the sections that are most relevant to them. Things to consider while you develop the table of contents are:
 - Use a simple format
 - Lists all the sections
 - Make sure that page numbers are correct
 - The titles and headings should match with what is in the text
 3. **Executive Summary:** The executive summary is considered the most valuable and important part of the proposal. Its primary purpose is to create interest about your proposal and help convince the donor to support you with funding. In simple terms, it helps you sell your project.

Things to consider while writing the executive summary:

- You should analyze important points relating to the main problem that your project will address. What is the solution, how is your proposal unique, and why is your organization suitable to carry out such a project?
- It needs to address the Why, How, and What of the proposal.
- Restrict the length to one page (approximately 300-500 words).
- It should capture the attention of the donor and entice them to read the entire proposal.
- Important components of an executive summary:
 - **Opener/Problem (1-2 paragraphs):** Focus on the issue, challenge and the need. Include some information that comes from academic research to demonstrate that you understand the problem.
 - **Solution (1-2 paragraphs):** State the solution that you propose to solve the problem. Mention your strategy, the possible impact, how many people will benefit from the program, how/where it will be implemented, etc.
 - **Funding Requirement (1 paragraph):** Explanation of the estimated amount required for the project.
 - **Organization and Expertise (1 paragraph):** Talk about your organization and your organization's strengths. The emphasis should be on why and how your organization is the best suited to implement the project successfully.

- Questions that the Executive Summary should address:
 - Why is the project important?
 - What is the problem that you are addressing?
 - How do you intend to resolve the problem?
 - What is the total budget and duration for the proposed project?
 - What is your expertise?
 - What is the grant amount being requested?
- Tips for writing an excellent executive summary are as follows:
 - Be concise and clear
 - Don't use jargon (specialized words) and overly technical language
 - Focus on the benefits of the project
 - Use the right tone that suits your target reader
 - Do not include too much data
 - Make it exciting
 - Don't make it too long

4. **Problem Statement:** This is a key section of the proposal as it presents the argument for why your project needs funding. It describes the issues and problems that a particular community faces and how your organization would address the given problem. The primary purpose of the problem statement is to convince the donor that your project is important and the issue that you intend to solve is real. At the same time, it should also make the donor hopeful that their support can help in addressing the problem, and that practical solutions exist to reduce the problem or issue.

While writing this section, it is critical that you quote facts and figures as evidence of your problem. These facts can be from data that your organization has collected or can be from research articles or government reports. Along with using data to justify the project, you should also mention why your organization is suitable to carry out the project (for example, mention similar projects that you have implemented in the past). The problem statement should answer the “5 Ws”: (Who, What, Where, When and Why):

- What is the problem that you intend to solve? What is its impact?
- What will happen if the problem remains unsolved?
- Who are the people/communities (i.e. target group) that the problem affects?
- When did the problem/issue become critical?
- Where is the issue occurring?
- Why is it important that we fix the problem now?

5. **Project Description:** This is the main narrative of your project and provides the reader with all the necessary information about the project. This section will include important elements of the proposal and will describe the project goal, objectives, methodology, impacts, etc., to the reader.

Below is an explanation of the various components of a project description:

5.1. **Goal:** Goal is a broad statement that sets out what you plan to do in a project. The goal essentially defines the purpose of the proposal by making it clear to the reader what problem your organization intends to address. As the goal of the proposal demonstrates to the reader your intention to solve a particular problem, it should be linked with the problem statement. The following tips will help you to frame a quality goal:

- Avoid being vague
- Link the goal with the problem statement
- The goal should be consistent with your organization's mission and vision statement
- Use simple language to write a goal
- Choose only one goal for a proposal

5.2. **Objective:** Once you have a logical and well-reasoned goal, you have to frame three/four objectives that would help you to achieve it. Objectives are detailed statements describing the ways through which you intend to achieve the goal. Consider the following while framing the objectives of your proposal: Objectives should also address the “5 Vs” and fulfill or consider the following:

- Objectives should support the goal
- Objectives should follow a logical order.
- Be SMART objectives: Specific, Measurable, Achievable, Realistic, and Time-bound.
- Use action verbs while drafting objectives: Use active verbs like create, identify, promote, enhance, increase, and develop etc.
- Have 3-4 objectives: Most experts recommend keeping three to four objectives in a proposal.

5.3. Project Activities: These refer to the smallest identifiable and measurable pieces of work planned for successful completion of the project. Defining the activities helps project staff to understand what actions to take and at what time. Every activity is associated with a definite interim goal or objective. The project activities will describe how each of your objectives will be achieved. Key questions that this section should answer include:

- What are the specific tasks?
- Who is responsible for each task?
- What resources are needed?
- When will these activities occur and over what time period?
- Are there other organizations in your community serving a similar audience?

5.4. Staffing and Administration: This section talks about project management aspects. Here, you can mention the implementation staff, the implementation schedule and other related information. You can describe the people who will be hired as part of the project, along with their respective roles. Some of the points that can be considered while writing this section include:

- The number of people to be hired for the project
- The role of each person
- The qualifications expected for each role

5.5. Project Results: Project proposals should explain the expected results that will be achieved by the project. Project results can be divided into three types:

- **Outputs:** These are immediate results obtained after implementing an activity. E.g. Number of hand pumps installed.
- **Outcomes:** Outcomes are the mid-term results which are not observed immediately but are felt after some time. E.g. Improvement in water availability.
- **Impact:** Impact is usually a long-term result and is normally not achieved during the life cycle of the project. E.g. Reduced water stress in villages.

5.6. Project Timeline: The project timeline indicates when the various activities and processes will be carried out during the course of the project duration. The primary purpose of the timeline is to help the project staff to carry out the various activities in a timely and smooth manner. Some suggestions about writing the timeline are:

- Use a simple format (e.g. in table or Gantt Chart form)
- Set realistic deadlines
- Allow some flexible buffer time to get things done by the completion deadline.

5.7. Monitoring and Evaluation: This section discusses the proposed mechanisms and procedures for monitoring the project activities so that one can ensure that all activities occur as planned. You should have a well-defined plan to monitor your project activities and also to evaluate the success of the project. Monitoring allows the project team to keep a check on the progress, while evaluation helps the team to appraise data and improve project implementation in the future. While working on the evaluation plan, the following questions should be addressed:

- How will success be measured?
- What do you consider success to be?
- How will the result be measured?
- What methods will be used to assess results?
- Who will conduct the evaluation and when?

5.8. Risk and Assumptions: This section of the proposal describes the external factors that may impact the success of the project. Identifying the risks and assumptions will help you not only in developing a stronger proposal, but will also show the donor that you have a good understanding of external and internal factors. By thoroughly analyzing these, you will also be in a better position to mitigate the risks and reduce the chances of project failure. While assessing the risks and assumptions you should look at:

- Political willingness
- Resource availability
- Climatic conditions
- Accessibility
- Support of government
- Internal organization issues (e.g. experts, trainers and staff)

5.9. **Sustainability:** To sustain the impacts of any community-based project, it is essential that suitable linkages are developed with the local community, government departments and all relevant stakeholders. You should clearly spell out the sustainability measures in your project, so that the donor is convinced that the project will sustain itself even after the funding ends. While describing the sustainability section you should include references to the following:

- **Participation:** Describe how the project will ensure ownership and participation throughout the planning, implementation and monitoring and evaluation phases.
- **Support from authorities:** Explain the linkages that will be developed with local authorities and government departments that will help strengthen and sustain the project.
- **Sustainability of the project:** Describe the measures that will be taken to help ensure that the project activities will continue—or that the project will have a lasting impact—after the funding ends.

5.10. **Communication:** An important aspect of the project is the communication plan that will be used to disseminate the project results and key project learnings. Your project proposal should mention how you would ensure that the project results are shared with relevant stakeholders and target groups. Here you can include references to the following:

- Use of social media
- Type of reports that will be published
- Field manuals and training booklets
- Workshops for sharing project results
- Best practices
- Case studies

6. **Budget:** Often, the most difficult part of a proposal is budgeting. While developing the budget, get one of your finance team members and project team members to sit together and work on a tentative budget. Give this team a brief overview of what you want to do in the project so that they can work out the costs. Your budget should be divided into categories such as salaries, expenses and fringe benefits, travel, supplies, and equipment.

7. **Organization Profile:** Your organization profile is an important document that presents information about the organization, such as: its background; where it has come from; its future plans and intended trajectory; who are the people running and leading it; and who are the people impacted by its action. A profile provides important information about your organization to the donor and should include the following:

- Organization name
- Established date
- Registration details
- Contact details
- Aim and objectives
- History
- Track record of experience
- Organization structure
- Awards
- Certifications

8. **Annexure:** The Annexure is the additional information that you wish to submit to the donor. All additional documents and reports should be submitted as appendices and should not be part of the main body of the proposal. Points to consider when preparing the annexure are as follows:

- All documents should be properly numbered
- Only the most relevant documents should be submitted
- The following documents can be annexed:
 - CVs of the project team
 - Evidence of nonprofit status of your organization
 - Research reports/data to support your problem statement
 - Relevant experience of the organization

SAMPLE PROPOSAL TEMPLATES

There are several possible templates that can be used for preparing a proposal. The template you choose will depend on the following:

- **Donor Requirement:** This is the most important factor that should determine the template you choose. A donor usually provides a template for submitting your application. In case they have not, you can go through the application procedure to understand the donor's expectations and select a template accordingly.
- **Technicality of the Proposal:** If the proposal is too technical you should opt for a template that has several sections and subsections.
- **Funding Volume:** When applying for a large grant, the project template you select should be comprehensive and cover all the details of the project. If the grant size is small go for a simple and short proposal template.
- **Time for Preparing the Proposal:** When preparing a proposal with a tight deadline, select a simple template; if you have more time then go for a detailed proposal template.

No matter which project template you choose, you will have to include key elements such as the Executive Summary, Project Goals and Objectives, Activities and Budget.

Below we provide three proposal templates that can be used for writing quality proposals.

- Detailed Proposal Template
- Intermediate Proposal Template
- Short Proposal Template

1. **Detailed Proposal Template:** Such a proposal will be approximately 25-30 pages long and cover all the elements we have discussed in the section above. This kind of template is generally selected when preparing large projects.

Detailed Proposal Template

1. Cover Page
2. Table of Contents
3. Executive Summary
4. Introduction
5. Problem Statement
 - 5.1 Problem Analysis
 - 5.2 Beneficiary Profile
 - 5.3 Resource Assessment
6. Project Description
 - 6.1 Goal
 - 6.2 Objectives
 - 6.3 Project Strategy
 - 6.3.1 Key Approaches
 - 6.3.2 Activities
 - 6.4 Project Results
 - 6.4.1 Outputs
 - 6.4.2 Outcomes
 - 6.4.3 Impact
 - 6.5 Project Management
 - 6.6 Timeline
 - 6.7 Monitoring and Evaluation
 - 6.8 Risks and Assumptions
 - 6.9 Sustainability
 - 6.10 Communication
7. Budget
 - 7.1 Budget Narrative
 - 7.2 Detailed Budget
 - 7.3 Budget Summary
8. Organization Profile
9. Annexure

2. **Intermediate Proposal Template:** Such a proposal will have a length of approximately 15 to 20 pages. This kind of template will also include all the key elements of a proposal, but will not be as detailed as the detailed template.

Intermediate Proposal Template

1. Cover Page
2. Table of Contents
3. Executive Summary
4. Problem Statement
5. Project Description
 - 5.1 Goal
 - 5.2 Objectives
 - 5.3 Project Activities
 - 5.4 Project Results
 - 5.5 Timeline
 - 5.6 Monitoring and Evaluation
 - 5.7 Risks and Assumptions
 - 5.8 Sustainability
 - 5.9 Project Management
6. Budget
 - 6.1 Budget Narrative
 - 6.2 Detailed Budget
 - 6.3 Budget Summary
7. Organization Profile
8. Annex

3. **Short Proposal Template:** This template can be used when applying for a small grant—the length of the proposal can range between 8 and 12 pages. This template only includes a few important elements of the proposal.

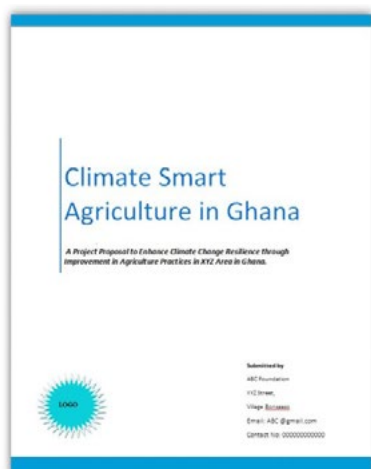
Short Proposal Template

1. Cover Page
2. Table of Contents
3. Problem Statement
4. Project Description
 - 4.1 Goal
 - 4.2 Objectives
 - 4.3 Project Activities
 - 4.4 Project Results
5. Budget
 - 5.1 Detailed Budget
6. Organization Profile
7. Annex

EXAMPLE PROPOSAL

Here is a sample proposal using the intermediate proposal template. The sample proposal has all the elements that you need to include in the proposal with a small description of each section and sub section. Please note that this is just a sample and the various sections do not have the complete description. It has been drafted to give you an idea of how each section is to be written. When writing the proposal for your organization, you will have to elaborate in each and every section so that it provides sufficient and adequate information to the donor.

1. Cover Page



2. Table of Contents

1. Executive Summary	1
2. Problem Statement	2
3. Project Description	4
3.1. Goal	
3.2. Objectives	
3.3. Project Activities	
3.4. Project Results	
3.5. Timeline	
3.6. Monitoring and Evaluation	
3.7. Risk and Assumptions	
3.8. Sustainability	
3.9. Project Management	
4. Budget	12
4.1. Budget Narrative	
4.2. Detailed Budget	
Organization Profile	14
Annexure	16

3. Executive Summary

Climate change poses a serious threat to people worldwide and impacts their livelihoods to different degrees. Studies reveal that the most vulnerable people belong to developing countries, and in particular rural communities.

The northern regions of Ghana are the poorest part of the country, with a high proportion of the population living in poverty. Most of the people are dependent on farming and related sectors as the country offers limited alternative income options. This makes the country highly susceptible to even a slight change in weather patterns, making the people severely vulnerable to climate change.

To address the issue of food insecurity, it is important that climate smart farming techniques are promoted and adopted. This would help make agriculture more resilient to climate change and also ensure food security. Climate smart agriculture is still in its nascent stage and the

project will open new gateways for the development of viable and sustainable agronomic practices in developing countries. Through this project, ClimateSmart Foundation aims to initiate a multi-stakeholder dialogue to develop a community-based adaptation strategy for the communities of Bonitot village. The project is in line with the existing issues being faced by the local people of the area and would focus efforts towards the following:

- Increasing awareness on linkages between climate change and food security.
- Improving food security through adoption of climate smart agriculture practices.
- Enhance adaptation and preparedness of the vulnerable communities of the area.

4. Problem Statement

Climate Change (CC) poses a severe threat to the underprivileged and the rural masses, by reducing their access to food, energy and water. Communities that rely heavily on natural resources are the worst hit and often fall victim even to a slight change in weather. The huge attention being given to CC issues is evident from the fact that several international and national agreements have been signed to reduce GHG emissions. Several multilateral and bilateral agencies are also routing funds for CC mitigation and adaptation.

Along with global mitigation and adaptation strategies to cope with climate change, there is also a need to preserve traditional practices. Farmers worldwide are facing tremendous pressure to meet the demand of growing populations and food consumption. CC further adds to this existing pressure. Studies reveal that CC will reduce food productivity by affecting all four dimensions of food security: food availability, access to food, stability of food supplies, and food utilization. There is a need to adapt to changing climatic conditions to reduce the vulnerability of rural communities to climate change. This would be possible by introduction of fundamental changes in agricultural practices. Integration of traditional knowledge with innovations in agriculture also has a huge potential to enhance the adaptive capacity of the rural communities. International organizations and research institutes worldwide have developed an approach that tackles both the issues of climate change and food insecurity.

The UN Food and Agriculture Organization (FAO) defines climate-smart agriculture as an approach to guide actions to transform and reorient agricultural systems to effectively and sustainably support development and food security under a changing climate. Climate-Smart Agriculture (CSA) promotes production systems that sustainably increases productivity, resilience (adaptation), reduces/removes GHGs (mitigation), and enhances achievement of national food security and development goals. Rural communities in Ghana are one of the most vulnerable to climate change impacts. Rising temperatures, erratic rainfall patterns and the increased frequency of natural disasters create challenges for the agrarian society of many West African Countries.

The Ghanaian economy is dominated by agriculture as more than 25% of the country's GDP derives from this sector. CC will therefore greatly impact existing farming practices and by extension the livelihoods of those dependent on it. The northern regions of Ghana are the poorest part of the country, with a high proportion of the population living in poverty.

Climate projections available for the northern regions of Ghana suggest the following changes in climatic conditions:

- Mean daily temperatures will increase by 2.5-3.2°C by 2100.
- Annual rainfall totals will decrease by up to 27% by the year 2100, causing increasing droughts.
- Increasing desertification.
- Decreasing river flows and recharge rates.
- Potential for increased floods as a result of increasingly erratic rainfall

5. Project Description

The project will provide scientific solutions to extend the adaptive capacities of rural peoples and farmers. It will provide a set of agronomic practices to suit the agro-ecology of the area and improve food security and increase productivity. The proposed project will be implemented over a period of two years. It will be implemented in Bonitot village, Amansie-West District of the Ashanti Region of Ghana. The area is characterized by hot, humid tropical climate conditions. 80% of the population practices agriculture, and the farmers mainly rely on small scale cash crop farming. Most farmers have small plots of land and use traditional farming practices. The project will benefit the farming communities of Bonitot village through an awareness campaign and will directly benefit the 500 farmers who will be trained on aspects of climate smart agriculture.

5.1 Goal

The overall goal of the proposed project is to increase food security through adoption of climate smart agriculture practices.

5.2 Objectives

1. To sensitize the farming community in Bonitot village about the linkages between food security and CC.
2. To promote adoption of climate smart farming practices suitable for the agro- ecological region of Bonitot through capacity building and training of 500 farmers.
3. Establish a resource center to serve as an information hub and library for the farmers to get latest information on climate change.

5.3 Project Activities

- a) **Mapping and Situation Analysis:** The purpose of this activity is to understand the current situation in the Bonitot district. This would include mapping of the various socioeconomic, political, and environmental aspects of the area.
- b) **Development of Awareness Tools to Suit the Local Communities:** Audiovisual material will be developed to sensitize local communities on CC risks and threats. Leaflets, booklets and flashcards will be developed in vernacular to create greater impact. CC documentaries made by international agencies will also be translated.

- c) **Awareness Campaign:** Awareness generation is a key activity for achieving project success. Farmers will adopt climate smart agriculture practices only after they understand the implications of CC on food security. Follow-up sub-activities will be undertaken to sensitize the communities.
- **Community Meetings:** Project team will initiate community meetings to discuss the project and also share information on climate change risks and food security threats.
 - **Distribution of Leaflets and Pamphlets:** Communication material developed in the vernacular language will be distributed. Use of easy language will help in developing a better understanding of the issues.
 - **Documentary Film Screening:** A documentary film will be screened in a community meeting hall, to showcase the threats of CC.
 - **Mobile Information Centre:** A mobile van will be used for dissemination of information. This will serve as an information center that can be used by people who are not able to attend the awareness camp.
- d) **Promotion of Area-Specific Agricultural Activities:** Area-specific technologies that are aligned with agro-ecological principles will be promoted in the villages. Adoption of such technologies will help in improving the biological, social and economic systems resilient to climate change.
- e) **Trainings Will Be Focused on the Following Aspects of Climate Smart Agriculture:**
- Crop and nutrition management
 - Conservation agriculture
 - Livestock management
 - Agro forestry
 - Aquaculture
 - Diversified energy systems
 - Soil and water management
 - Risk insurance
 - Weather forecasting
 - Technological interventions
- Training sessions will also be given on some traditional agricultural practices such as mulching, intercropping and manure production. All the training sessions will be given in local vernacular so as to facilitate easy learning and understanding amongst the farmers.
- f) **Establishment of Resource Center and Weather Forecasting Center:** The resource center will serve as an information hub for farming-related activities. In addition to the educational material, quality seeds, cropping material, organic manure, pesticides, insecticides, etc., will be made available to the farmers at lower prices.

5.4 Project Results

- Increased awareness among the community on linkages between CC and food security.
- Enhanced learning of various aspects of climate smart agriculture.
- 500 farmers adopt the climate resilient practices and supplement their income.
- Resource center established in the village becomes an information hub for neighboring villages, where farmers can gain knowledge about various new technologies and agriculture practices.

5.5 Project Timeline

No.	Activities	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
1	Mapping and Situation Analysis								
2	Development of Awareness Tools to Suit the Local Communities								
3	Awareness Campaign								
4	Promotion of Area-Specific Agricultural Activities								
5	Capacity Building								
6	Reporting and Documentation								
7	Monitoring and Evaluation								

5.6 Monitoring and Evaluation

The project will undertake monitoring and evaluation (M&E) at all levels as per the (M&E) plan. Monitoring will be carried out right from the project inception, so as to ensure that processes and results are documented regularly. This will in turn allow steering decisions and for modifying the project processes to meet the deliverables in a timely manner. Data gathered during monitoring will help in evaluating the project progress at the end. Quarterly activity reports will be submitted to the donor agency, which will help in project evaluation.

5.7 Risks and Assumptions

- Lack of involvement from the stakeholders.
- Poor participation of farmers in training workshops and demonstrations.
- Land is unavailable for establishing the resource center.

5.8 Sustainability

The project will ensure financial, institutional and environmental sustainability. To ensure long term impact and sustainability, the following strategies will be followed:

- Training and capacity building of the farmers will help in meeting the project objectives. The trained farmers will help in transferring the knowledge to their peers.
- As the material will be in the local language it will be easy for the participants to understand and share the knowledge.
- Establishment of the resource center in the area will help in the long run. After the project is completed, trained farmers will take charge of it and our NGO will support them with updating information.

5.9 Project Management

The project will be implemented by a team of five staff members and will comprise the following:

No.	Position	Responsibility
1	Project Director (1)	Responsible for the overall administration and management of the project. He/she will develop proposals for future funding and manage other staff.
2	Social Worker (1)	Responsible for mobilization and conducting initial village-level meetings and orientation sessions.
3	Trainers (3)	Two agriculture experts for training on various aspects of CSA will be hired for a period of two years. They will be responsible for initially imparting training and will then be responsible for managing the resource center.

6. Project Budget

Activity	Description	Total Cost	Requested Fund
Human Resource	1 Project Coordinator	1500 USD/Year	3500 USD
	2 Project Assistant	2000 USD/Year	
Activity	Awareness Camp	1000 USD	5000 USD
	Training Workshop	3000 USD	
	Study Tour	1000 USD	
Travel	Travel, accommodation, and per diem expenses	1500 USD	1500 USD
Total			10,000 USD

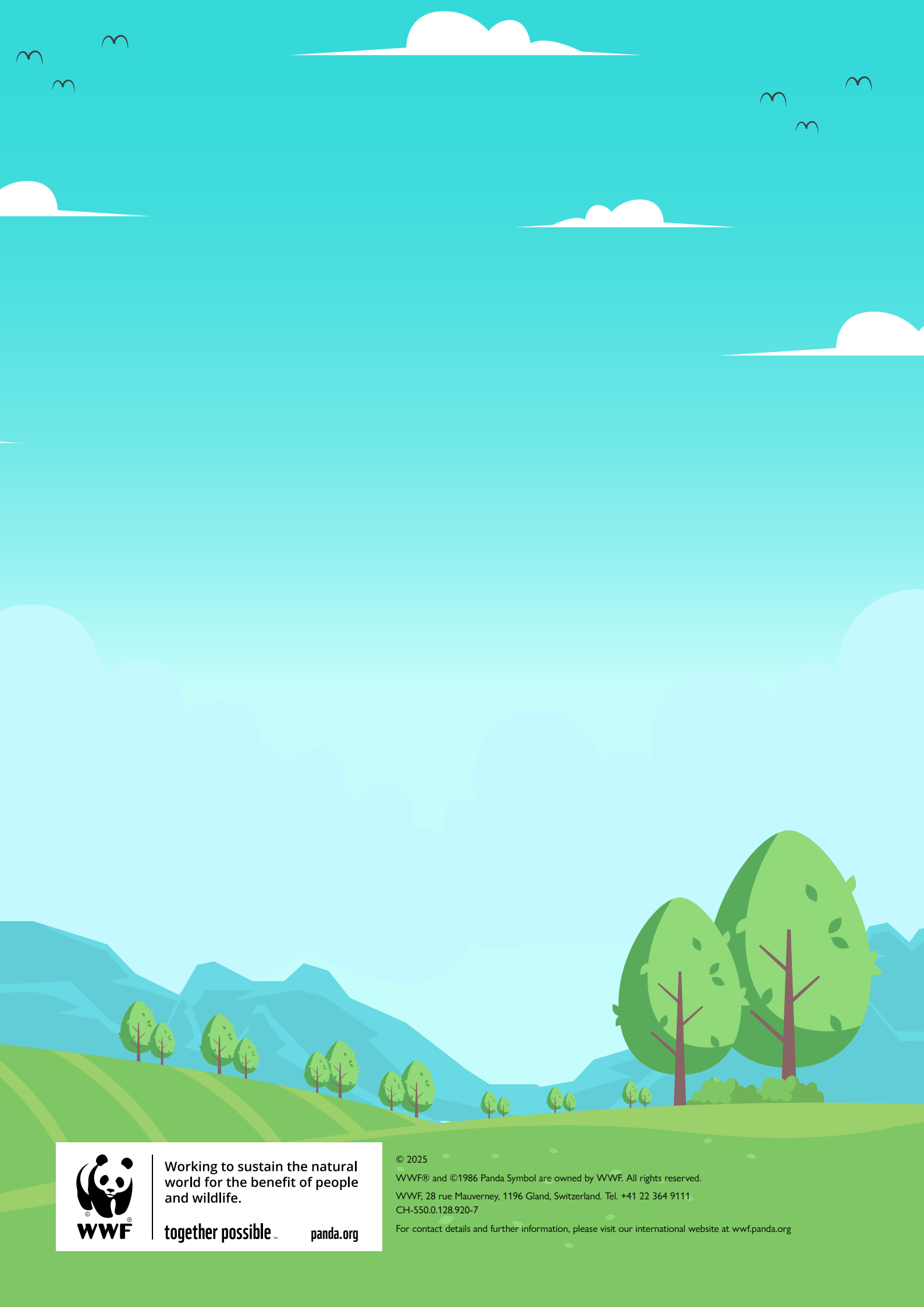
7. Organization Profile

ClimateSmart is a national NGO engaged in developing programs and material to increase awareness about the environment and sustainable development in Ghana. The organization was established in 2000 and has since worked towards creating awareness about the environment and conservation. ClimateSmart's primary objective is to improve public awareness and understanding of the environment, so as to promote nature conservation and sustainable development.

8. Annexure

1. Certification of Registration
2. Tax Exemption Certificate
3. Climate Vulnerability Report of Ghana
4. CV of Project Director

Good luck with your proposal writing!



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