



**C S D F**

# How to build a successful and sustainable NGO?

**“We have our say!”  
ORGANISATION DEVELOPMENT**

The project is supported by the European Commission in the framework of the project titled “We have our say!”



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## **Sustainability is:**

- a capacity, a potential, an ability rather than a given fact
- the capacity of the organization to fulfill its mission and reach its vision
- more than survival: growth, development, impact
- a perceived indicator of success of an organization

## **Elements of NGO Sustainability**

**Institutional Sustainability:** capacity to provide for the strategic framework, effective leadership and efficient organizational background for the NGO

**Program Sustainability:** capacity to provide for the best possible services and programs, making an impact, improve the lives of beneficiaries with the resources available

**Financial Sustainability:** capacity to generate the resources necessary to achieve institutional and program sustainability



## Elements of Institutional Sustainability

- Strategy
- Governance/Structure
- Leadership
- Management
- Communication/ External and Internal PR
- Human Resources
- Organisational Culture

## Elements of Programme Sustainability

- Professional Clarity/Competence
- Needs Assessment
- Quality Assurance
- Project Management
- Documentation
- Stakeholders/User Involvement
- Results/Impacts-Outcomes-Outputs



## Elements of Financial Sustainability

- **Infrastructure**
- **Resource Base**
- **Donor Relations**
- **Liquidity**
- **Solvency**
- **Profitability**
- **Business Income**
- **Financial Management**
- **Transparency/Audit**



# Strategic Priorities and the Organizational Lifecycle

<b>Lifecycle</b>	<b>Strategic Priorities</b>
<b><i>Dream</i></b>	<ul style="list-style-type: none"> <li>▪ Common Vision</li> <li>▪ Common Professional Base</li> </ul>
<b><i>Birth</i></b>	<ul style="list-style-type: none"> <li>▪ “Operationalization”</li> <li>▪ Core Activity</li> </ul>
<b><i>Pre-Growth</i></b>	<ul style="list-style-type: none"> <li>▪ Goals</li> <li>▪ Structure</li> </ul>
<b><i>Growth</i></b>	<ul style="list-style-type: none"> <li>▪ Resources</li> <li>▪ Infrastructure</li> <li>▪ Networks</li> </ul>
<b><i>Development</i></b>	<ul style="list-style-type: none"> <li>▪ Professional Profile</li> <li>▪ Strategy – Mission</li> <li>▪ Management Systems</li> </ul>
<b><i>Turbulence</i></b>	<ul style="list-style-type: none"> <li>▪ Organizational Culture</li> <li>▪ Leadership</li> </ul>
<b><i>Stability</i></b>	<ul style="list-style-type: none"> <li>▪ Quality of Service</li> <li>▪ Measurable Impact</li> <li>▪ Governance</li> </ul>



## QUESTIONS FOR REFLECTION

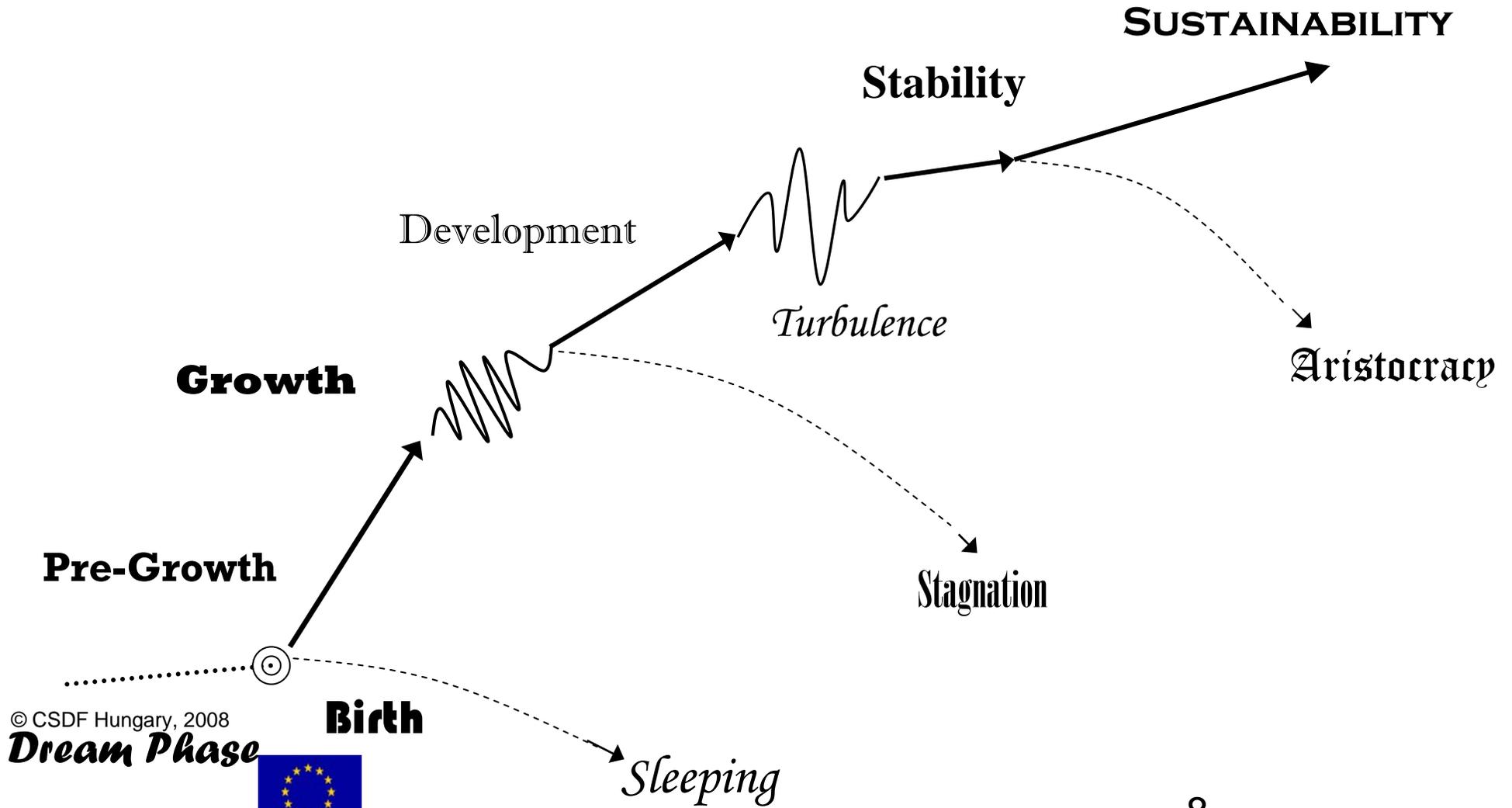
1. What is the reason for being of our organization? What do we work for day-after-day?
2. What would we like to achieve with our work in the community or the society? What are we changing and how through our work?
3. If we were not existing from tomorrow, who would notice? What would be lost for the world? Wouldn't someone take over what we do?
4. What are we best at? What is it that only we can deliver? What value does this create and for whom?
5. How much did we manage to achieve what we had planned so far?
  - 0 We had no plans
  - 1 Nothing really happened as we planned
  - 2 We realized some of our plans but not most
  - 3 About half-half
  - 4 Most things we planned we realized
  - 5 We perfectly realized our plans
6. How satisfied are we with what we achieved?

1	2	3	4	5
Not really	somewhat	quite enough	we're satisfied	we're proud
7. What was it that we did not plan on yet it gave us a sense of achievement?
8. How do we know when something goes well, achieves the goals?
9. When do we think we made a mistake? What do we do in those cases?
10. Do we feel like we have real choices or rather that we are on a set course?
11. Have we ever felt that we planned something in vain?

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# Organizational Life Cycle



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*Dream Phase*



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# STRATEGIC PLANNING

**We need strategic planning, if we find that there is no or no clear:**

- societal and organizational future vision (board and/or staff members do not see where the organization is going)
- mission statement (if board and/or staff members do not know why the organization came to life, and what is its main goal or do not identify with this goal)
- strategy (if board and/or staff members do not have a common view of the road and steps leading to the goals)

**Strategic planning is needed, because**

- We have to spend the existing and obtainable – but, after all, limited - sources in the best way to achieve our goals
- It helps to identify the goals and priorities of the organization
- It frames the future activities of the organization
- It helps to develop the required conditions to achieve the goals
- It makes us more aware, more attentive to the changes of our environment and future consequences
- It urges us to decide what kind of future we want (both on societal and on organizational level (proactiveness!)).

**When is strategic planning not a good idea?**

- If the organization is in a serious crisis, which makes implementation of the strategy questionable (management, financial crisis).
- If the principles of strategic planning do not fit to the organizational culture (for example because planning as an activity or long time thinking collides with the basic aims or values of the organization).

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- If the needed resources for the strategic period are not yet available to an extent that it would be unrealistic to implement the plan

## BASIC CONCEPTS

### A. Strategy

- is a tool for visioning
- determines goals and the means of achieving those for a longer term period (2-5 years)
- it's task is to launch the changes required to obtain our goals in the right time
- It demands an active leadership behavior
- It is an operational guide, a system of rules coordinating the various activities, the elements of which can change

### B. Strategic thinking

#### Strategic thinking

- Proactive
- Sets out from goals
- Sets goal based priorities
- Conscious and informed decisions
- Takes all consequences into account

#### Non strategic thinking

- Reactive
- Sets out from possibilities
- No priorities
- Spontaneous decisions
- Takes only short-time outputs into account

### C. Strategic planning

- Formalized (conscious/deliberate compared to strategic thinking), inclusive (represents all levels of the organization), intensive (does not last for too long of a time), creative process.
- An activity building concepts relating to the longer-term future of the organization, which is not linear but takes interim changes into consideration.



## What is needed for a successful strategy?

Strategic planning is an important tool for strategy development. However in some NGOs, even a wonderful strategic planning exercise does not help, while in others there was no strategic planning and yet it has a winning strategy. What then determines the success of a strategy?

In the „**continuous strategy**” system of CSDF Hungary, there are three key elements in regard to successful strategic functioning:

- **Clear and sound organizational identity** (vision, mission, distinctive values, realistic self-image), this ensures the long-term success of the strategy;
- **In-depth knowledge of the environment and the marketplace**, ongoing analysis of the environment and adaptiveness, this ensures the short term effectiveness of the strategy;
- **Strategic thinking in the organization**, at least at the leadership level but ideally at all levels, to ensure that the above two elements lead to the right strategy.

## Organizational identity

### Societal vision

Societal vision describes **the ideal state of the world** for which the NGO is working and which it aims to achieve. It is to be conceived in a time frame of 20-50, or even 100 years. It focuses on the field of competence of the organization and shows its impact. It expresses what the founders and leaders of the NGO would consider as the greatest achievement, what difference they wanted to make in the world.

Several NGOs can have a similar future vision (e.g. a country free of discrimination). However, their specific contribution needs to be reflected in their visions, show their distinct features (e.g. the vision of a policy think tank on minority rights will be different from that of a grassroots rights defenders NGO).

This distinct future vision is an absolute condition of a successful strategy as this is the origin and a main determining factor of the organizational identity. In addition it should be well communicated so it can be understood by everyone, not just existing in the minds of the leaders!

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## Mission

The mission is the self-definition of the NGO. The mission statement is to determine and describe how the organization is unique, what added value it provides.

It declares

- what (core business, competence, profile)
- why (societal needs, goals, future vision – what drives the organization)
- for/with whom (target group, whose lives it aims to change)
- how (the unique methodology and tools it uses to achieve change – beyond its projects & services)
- where (geographical coverage, the level of targeted change, e.g. local, national, global)

the organization is doing.

A statement of those activities that the organization will never deal with may complement the mission statement. Why it does not deal with some issues is important to clarify.

The mission is not set in stone and its elements may change along with the development of the organization. However, it is set for a longer term, at least 5-10 years and some of its elements need to stay intact. E.g. an NGO can have always the same target group but servicing them at a greater territory over the years; or stay within the same territory but extending its services to new target groups over the years. The unchanging elements of the mission will eventually become the core competencies of the organization, which will distinguish it from others and make it possible to attain their desired goals. As time advances the mission becomes more and more clear and stable as the NGO learns through experience what it can do best and what its role is in this world.



## Values

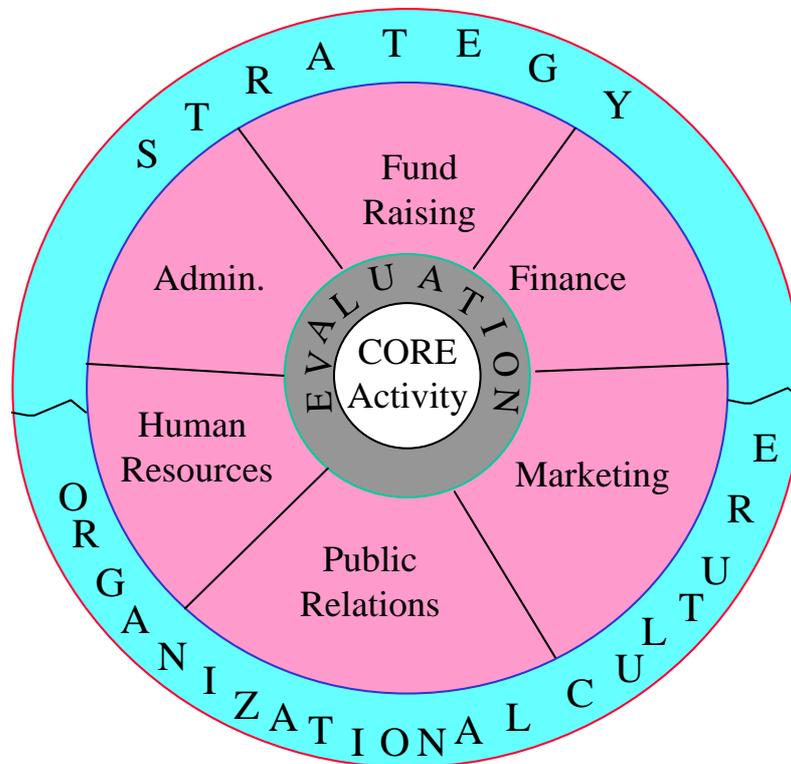
Every decision in an organization, and especially strategic decisions, happen based on certain values. It is important to surface, analyse and clarify these values, and agree on which values are of decisive significance to the organization, which will guide its key decisions in its life. If this does not happen then conflicting values and expectations will be held by different stakeholders which will occasionally lead to problems, sometimes even stifle or destroy organizational development. Before every major decision affecting the organization it is worth to explore the value base of the decisions.

Organizational values are those which, similarly to the mission, distinguish a certain organization from others. E.g. transparency can be a distinctive and strategically important value in an environment where this is reflective of the mission and resource base of the organization (e.g. an anti-corruption NGO in a less developed country). However, transparency says nothing about a public benefit service delivery NGO in a well-developed legal system when transparency is a minimum legal environment for public benefit service organizations.

In every NGO, many values and principles are represented in their organizational culture. Those organizations which are strategically successful are able to identify those values, which are of crucial importance from the point of view of their mission and sustainability; which are reflective of their uniqueness; and which are not only desired by also practiced in the organization.



# Management Wheel for Non-profit Organizations



The Management Wheel indicates the areas of NGO management that have to be fulfilled to some extent in every NGO so that it can work effectively in the long term.

- ❖ At the center of the organization is the core activity.
- ❖ Strategy and culture will determine how effectively the support management functions – including fundraising – will work.
- ❖ All management functions are interrelated.



# Organizational Structures

Organizational structures can be hierarchical, democratic or grassroots (base-democratic). The visualized structure (organogram) shows:

- the level of complexity (horizontal and vertical divisions)
- responsibilities (line of reporting)
- fulfillment of organizational functions

It does not show, however, how decisions are made within the organization!

## 1. Hierarchical

- at least 3-4 levels
- centralized
- little or no horizontal relationships
- little or no decision-making bodies

## 2. Democratic

- max. 3-4 levels
- “flat” structures
- strong body to control
- horizontal/team relationships

## 3. Grassroots

- rules to avoid concentration of power (rotation, quotas, task-related leadership, compulsory consensus etc.)

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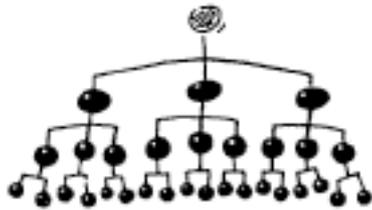


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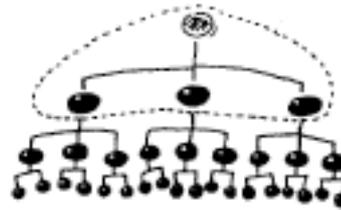
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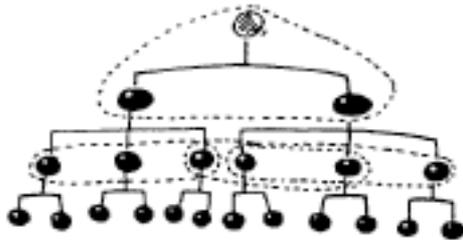
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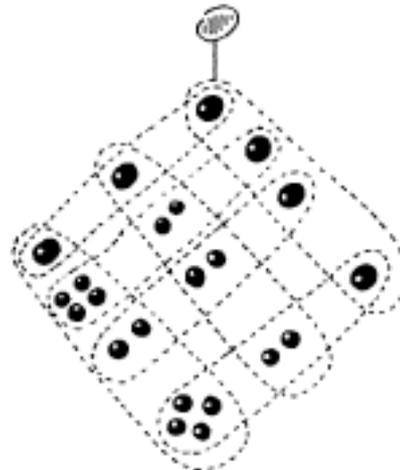
Model 1: The Rigid Bureaucracy



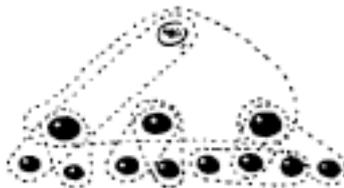
Model 2: The Bureaucracy with a senior 'management' team



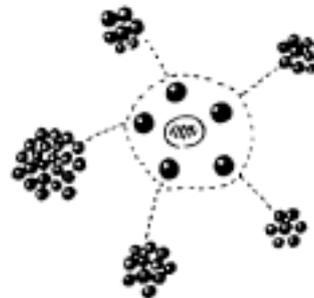
Model 3: The Bureaucracy with Project Teams and Task Forces



Model 4: The Matrix Organization



Model 5: The Project Organization



Model 6: The Loosely-coupled Organic Network

Source: Morgan, G. (1989), *Creative Organisation Theory, A Resource Book* (London, Sage, p. 66). Copyright 1989 by Sage. Reprinted by permission of Sage Publications, Inc.



# Levels of Organizational Culture

## **Manifest Level: Organizational Behavior**

This level is apparent to anybody who comes into contact with the organization. It consists of visible expressions of organizational behavior that can be sensed but might not always be understood by outsiders.

Examples: written and spoken language of the organization, jargon, layout of its office space, atmosphere of its premises, relationships among staff members, norms and rules, mannerisms and degree of formality, style of dress, communication styles, humor etc.

## **Intermediate Level: Values and Beliefs**

This level is normally only implied but certain circumstances can bring it to the surface to be identified and understood. It consists of the basic underlying values and assumptions that are the basis for the work and communication of the organization. They influence the everyday work of the organization usually at the cognitive level.



Examples: moral principles, rules, philosophical approaches, practical assumptions, ideologies and attitudes, myths, the history of the organization, etc.

- “We cannot substitute our work for anything”
- “We are really professional”
- “We are essentially beggars to our donors”
- “We need to learn all the time”

## **Subconscious Level: Core Assumptions**

Assumptions and values at this level are the basic “personality traits” of the organization. They are an inherent, inseparable part of the organization and stem from the complex interaction of all factors that have ever had an impact on the organization from its conception through its birth, development and major turning points. This level is also the synthesis of all of the experiences, lifestyles, principles and personalities of the people in the organization, as well as the cohesive force that binds them together as well as their unquestioned sense of identity.

All of these factors are stored in the collective subconscious of the members of the organization and although it may be possible to identify some of them, it is very difficult, if not impossible to change them.

Examples: the openness or closed-ness of an organization, the speed of its work, how it reacts to



outside influences (e.g. criticism), the bureaucratic or entrepreneurial nature of the organization etc.



# CHANGE MANAGEMENT

## Managing Planned and Organic Changes

### Types of Changes

Change is an ongoing process, the organization needs to be adaptive and prepared for dealing with those changes which are taking place at various levels of the organization (individual, group, organizational) and in the environment (societal and global).

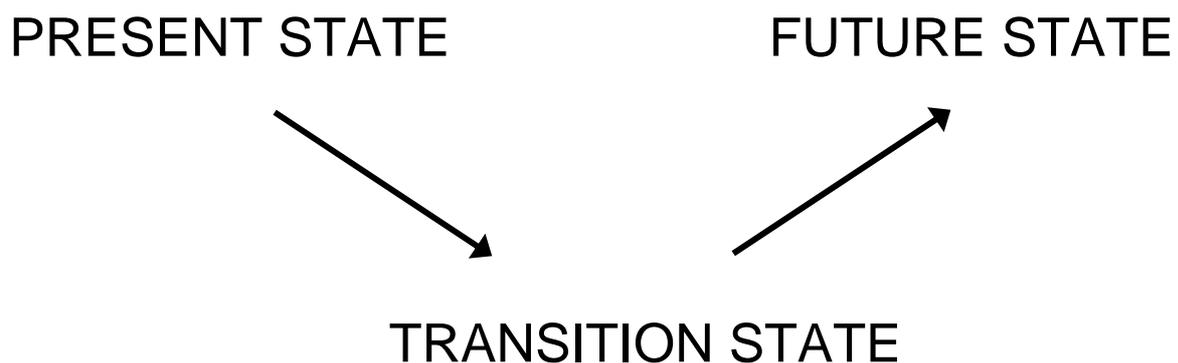
The patterns of change can be problem solving, transition change and organizational transformation.

Process of Change	Target	Role of facilitator
<b>Growth</b>	Problem Solving	Problem Solving
<b>Transition</b>	Achieving Future Plans	Transition Manager
<b>Transformation, Breaking Framework</b>	Protecting Substances	Transformation Manager



## States of Changes

In the **present state** the symptoms, problem definitions and problem diagnosis take place, while the **future state** consists of the values, goals and future visions of the organization. Basically, there are two types of changes with different sources of momentum: "problem-pushing" changes and "vision-pulling" changes.



After clarifying and analyzing the situation in the present state, the organization must look towards its future plans and visioning, but in so doing, it must also plan for a critical transition state that will connect and bring the present to the future.



# Process of Organizational Development

Present State	Transition	Future State
characterizing symptoms problem definitions and then creating diagnosis	making plans providing sources and then facilitating organization through the process	definition of values setting goals and then creating a vision

## Incentives for Change

People need to be motivated for participating in change management. While problems “push” people, results, visioning “pull” and give energy to them. Before mapping out symptoms and problems, the group should look at strengths, results and positive mechanisms in the organization, personal, interpersonal as well as organizational levels.

Any staff member can be change manager in the organizational development process, but before starting this job, some of decisions have to be made by the governance body and leadership:

- a.) Organizational development has to be approved as itself!
- b.) Diagnosis, transition plan, goals and vision have to be approved!
- c.) Resources (financial, human resources, time) have to be provided!
- d.) Organizational development process needs a facilitator
- e.) Facilitator needs responsibilities, roles, budget, and time



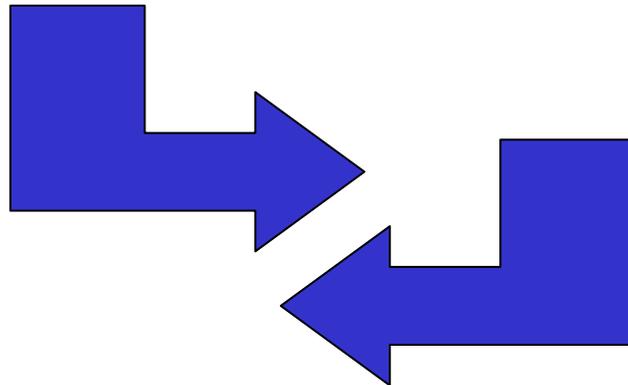
# ORGANIZATIONAL CHANGE

## PLANNED

E.g. introducing  
corporate  
fundraising

## ORGANIC

E.g. our  
volunteers  
gain skills in  
marketing



# Projects in the Organization

## *What is the relation between the project and the organization?*

- ❖ Every project should fit into the organizational strategic plan
  - Relevant to mission
  - Available organizational capacity and resources
- ❖ Projects are based on organizational values and are communication channels about the organizational culture for the outside world
- ❖ Framework of project growth is limited by the organizational medium term vision
- ❖ The main aim of running projects is to get closer to the societal vision

## *What is a project?*

A planned process:

- Unique / one-time
- Limited in time
- Delivers change (impact)
- Goal oriented
- Step-by-step measurable
- Possible solution for the assessed needs of the target group
- With concrete human and financial resources



# Project Development and Management

## *Project Development*

<p><b>Preparation Phase</b></p> <ul style="list-style-type: none"> <li>❖ Project Definition</li> </ul>	<p>Idea Generation Needs Assessment External and Internal Analysis (SWOT, Stakeholder Analysis)</p> <p>Goal Setting (Mission/Objectives) Agree on Professional Approach</p>
<p><b>Planning Phase</b></p> <ul style="list-style-type: none"> <li>❖ Developing Evaluation Framework</li> <li>❖ Planning Project Implementation</li> </ul>	<p>Define Results (at 3 levels) Set Evaluation Criteria and Methods</p> <p>Plan Activities Prepare Timetable Develop Budget</p>
<p><b>Implementation Phase</b></p> <ul style="list-style-type: none"> <li>❖ Risk Management</li> <li>❖ Interim Evaluations</li> </ul>	<p>Develop Alternatives Monitor Achievements</p>
<p><b>Close Down/Follow-up Phase</b></p> <ul style="list-style-type: none"> <li>❖ Evaluation</li> <li>❖ Future Plans</li> </ul>	<p>Results Learning Points Recommendations</p>



# Idea Generation

“Ideas are the most marketable products of a nonprofit organization”

- ❖ A creative process to surface the possible ways of implementing a project.
- ❖ People from different backgrounds and from different organizational positions should be included in this exercise.
- ❖ Ideas are generated by creative techniques about how the project can be best realized.
- ❖ Ideas should not be bound by actual realities.
- ❖ Many ideas should be brought up, one generating another, instead of going into details about one of them.

A long list of ideas is then “filtered” by different considerations to arrive at the optimal direction for the actual project.

Possible techniques:

- ❖ Brainstorming
- ❖ Rorbach-method
- ❖ Pattern-analysis
- ❖ “Idea Factory”



# Needs Assessment

## 1. *Who is the target group?*

Which are the groups most in need of the service?

Which groups do we know best and which ones do we reach best?

It is important to be as specific about the target group as possible!

E.g. Women refugees:

- ❖ Women refugees from post-war territories
- ❖ Young women refugees
- ❖ Abused women refugees
- ❖ All women refugees in refugee camps etc.

## 2. *What are the needs of the target group?*

There is a difference between need and demand!

Sources: primary (direct) and secondary (indirect) sources.

# Needs Assessment Tools

## **Questionnaires**

Start designing the questionnaire by asking: what do I want to know?

What kind of information do I need? These will set the basis and criteria for processing the questionnaire.

Questions need to be designed for each type of information.

Types of questions:

Yes – No

Scales – numerical (1-5) or descriptive (not good – excellent)

Open questions

The questionnaire should be short, clear and understandable!



### ***How to reach the target group?***

Direct mail

Interviewers

Attached to other services (e.g. publications distributed)

### ***Focus Groups***

Focus group is a meeting with representatives of the target group – informing them about the project, assessing their needs and getting their feedback on planned activities.

Focus groups can be organized with other stakeholders as well: experts, authorities, citizen groups etc.

This exercise also helps in identifying our potential allies and supporters, as well as and those who will not want to help us. Is there a need and a way to convert them?

### ***3. What are needs we will actually address?***

We need to pair up ideas we have generated (a filtered list) and the needs we found.

- ❖ Do they match?
- ❖ Are we capable of satisfying a certain need?
- ❖ Do we want to address that need?

**Determining the exact target group and the exact needs of theirs that we will address is the most important basis for a successful project!**



# SWOT

## Analysis of internal and external environment



### *Internal resources*

- quantity analysis  
(concrete resources)
- quality analysis  
(abstract resources)

### *External environment*

- macro-level analysis  
(social, political, economic context)
- micro-level analysis  
(cooperation, competition, stakeholders)



## **Organizational (Internal) Assessment - Strengths/Weaknesses (SW)**

### ***Purpose of Organizational Assessment***

To assess the internal strengths and weaknesses of the organization - Organizational Audit - to determine the unique organizational capabilities/core competencies (strengths) and areas that need improvement-organizational development (weaknesses), in order to better pursue environmental opportunities and manage environmental risks. Focus is on the present conditions in the organization. One result might be a list of the core competencies that exist in the organization, and what additional ones need development.

### **Quantity Analysis**

- ❖ Client/customer base
- ❖ Financial/other resources
- ❖ Important/influential stakeholders
- ❖ Markets served
- ❖ Products/services
- ❖ Number/mix of donors, etc

### **Quality Analysis**

- ❖ Expertise, know-how
- ❖ Image
- ❖ Human resources - special skills
- ❖ Administrative systems

## **Environmental (External) Assessment - Opportunities/Threats (OT)**

### ***Purpose of Environmental Analysis***

1. To alert the organization to the various external or future oriented threats and opportunities that may prompt or require an organizational response within the planning horizon.
2. To anticipate changes in the environment before useful avenues of possible response are closed off.
3. To prepare the organization to respond effectively to the outside world - before a crisis emerges.



## **Macro:**

1. *Forces and trends*
  - a. Political
  - b. Economic
  - c. Social
  - d. Technical

## **Micro:**

2. *Key resource controllers*
  - a. clients
  - b. customers
  - c. funders
  - d. dues-paying members
  - e. regulators
  - f. relevant policy making bodies
3. *Actual or potential competitors and/or collaborators.*

## **Stakeholder Analysis**

Stakeholder: any person, organization or group of people who are affected by the work & existence of the organization, i.e. "have a stake" in it.

Stakeholders categories:

- ❖ Internal / External
- ❖ Direct / Indirect interest
- ❖ Primary / Secondary

For any NGO there should be one key, primary stakeholder group, representing those will above all benefit from its activities: i.e. the main beneficiary.

- ❖ Beneficiary: some who receives a direct -material or immaterial-benefit from the NGO; in other words: clients, users, customers.
- ❖ Constituency: population potentially served, "covered" by the services of the NGO



- ❖ Target Group: includes all stakeholders; and also those groups who might not have a direct interest in the NGO, but the NGO has an interest in them (e.g. media, academy, etc.)

## The Results Based Planning and Management Framework (“RBPM”)

The Results Based Planning and Management (RBPM) Framework is an effective tool to develop project plans and can also be used to establish a strategic plan for an organization. This planning method was originally introduced and used by the Canadian International Development Agency (CIDA) and has been further developed by CSDF Hungary.

The RBPM approach focuses on the expected long-term impact and derives the activities from a set of required and potential goals, outcomes and objectives that lead to these impacts. This method of planning provides us flexibility at the activity level in order to achieve the impacts without compromising the expected outcomes. It also ensures that all activities defined and implemented will directly support the long-term goals and will lead to the desired impact. This way we are able to optimize our strategies to deliver impact and at the same time we can tailor our tools to the changing environment during the program in order to achieve the expected results.

Learning to develop and use the RBPM framework will also be very helpful in writing proposals as it provides the logical framework on which to base them. In fact, this framework serves as the most consistent basis for the so-called “EU Logframe”, which is a requirement for most EU proposals.



## 1) Project mission

As a first step in the planning process we define the **mission** of the project. The project mission defines the **overall goal** of the project, elaborating the following questions: **what** (overall goal), **how** (ways and tools), **for whom, where, how long and why** we plan to do to implement change in a given community.

### Example:

The three-year long “Caring Hands” project aims to foster early childhood and childhood development for needy children and their caregivers, in the rural areas of Hungary and Romania through providing a wide range of formal and informal education possibilities. We believe that every child has the right to equal chances in education, which provide ways to escape from poverty and ensure proper shaping of human personality.

**What:** childhood development

**How:** education (formal and informal)

**For whom:** (1) children, primarily those suffering from grave consequences of a brake of normal life and (2) their caretakers (parents, nurses, teachers, etc.) involved ion their early childhood development

**Where:** 10-10 villages in rural areas of Hungary and Romania, where life circumstances are hard or where people suffer from grave consequences

**How long:** 3 years (April 2004 – April 2007)

**Why:** We believe that equal chances to education should be provided to every child as this will help them escape poverty and ensure proper shaping of their human personality. This, in the long term will lead to better life circumstances for the given communities.



## 2) RBPM framework

As a second step we develop the **RBPM framework** for the project, **deriving it from the project mission**. Using the above example the RBPM framework would entail the following project elements:

<p><b>2) Goal:</b></p> <p><b>What are the goals that will lead us to the long-term impact?</b></p> <p><b>The long-term goals describe the main purpose of the project, deriving it from the mission and the already defined impact.</b></p> <p><u>Example:</u> Foster early childhood and childhood development through quality education programs (formal and informal)</p>	<p><b>1) Impact:</b></p> <p>What are the changes in the given communities that we would like to see in the long term to accomplish the project mission?</p> <p><u>Example:</u> Better educated children and improved life circumstances of the given communities</p>	<p><b>Indicators:</b></p> <p><b>How can we measure the long-term impacts and what will be the tools to measure them?</b></p> <p><u>Example:</u></p> <ul style="list-style-type: none"> <li>▪ Examine changing number of children receiving secondary and higher education</li> <li>▪ Examine changing percentage of deficiencies of the child population regarding physical well-being and learning readiness</li> </ul>
<p><b>4) Objectives:</b></p> <p>What are the mid-level goals that we should set and implement to reach the outcomes?</p>	<p><b>3) Outcomes:</b></p> <p>What are the mid-level results that should be achieved in order to accomplish the long-term goals?</p>	<p><b>Indicators:</b></p> <p><b>How can we measure the mid-level outcomes and what will be the tools to measure them?</b></p>



<p><u>Example:</u></p> <ul style="list-style-type: none"> <li>▪ Adapt and introduce appropriate methods and tools of early childhood and childhood education and development (alternative school programs, dream corners, nurse visiting programs)</li> <li>▪ To provide quality training for core groups of resource people in the given communities (teachers, nurses, parents and other caregivers)</li> <li>▪ To promote the importance of early childhood education in the given communities (awareness raising, donor education programs etc.)</li> </ul>	<p><u>Example:</u></p> <ul style="list-style-type: none"> <li>▪ There are effective tools of formal and informal education and childhood development adapted and introduced in the given communities</li> <li>▪ There are trained educators and resource people who can apply adapted tools and initiate necessary changes in childhood development</li> <li>▪ There are places and forums to deliver quality programs</li> </ul>	<p><u>Example:</u></p> <ul style="list-style-type: none"> <li>▪ Survey number of clients taking part in the education programs</li> <li>▪ Survey number of places and their usage (clients' customs and satisfaction) in percentage</li> </ul>
<p><b>6) Activities:</b></p> <p><b>What are the concrete activities that will lead to the realization of the desired outputs?</b></p> <p>Each of the activities may contribute to the realization of one or more outputs.</p> <p><u>Example:</u></p> <ul style="list-style-type: none"> <li>▪ To research and identify working domestic and international education tools and methods</li> <li>▪ To assess needs of given communities to map out factors for adaptability</li> <li>▪ To map out and train a core group of experts and trainers with experience in</li> </ul>	<p><b>5) Outputs:</b></p> <p>What are the tangible and instantly measurable results of the project that should be achieved to accomplish the objectives?</p> <p><u>Example:*</u></p> <ul style="list-style-type: none"> <li>▪ There are appropriate tools and methods mapped out that are ready to be adapted and introduced in the given communities</li> <li>▪ There are skilled experts and trainers to be involved in project implementation</li> <li>▪ There are groups of identified resource people who are</li> </ul>	<p><b>Indicators:</b></p> <p><b>How can we measure the direct outputs and what will be the tools to measure them?</b></p> <p><u>Example:</u></p> <ul style="list-style-type: none"> <li>▪ Asses if the desired results are met according to the given time frame set in the project plan</li> </ul>



<p>the given field</p> <ul style="list-style-type: none"> <li>▪ To identify a group of resource people in the given communities</li> <li>▪ To design and test appropriate training curricula for resource people</li> <li>▪ Identify and commit potential supporters for the project (PR and fundraising work)</li> </ul>	<p>ready in their basic skills and attitudes to be involved in the project (and the education programs)</p> <ul style="list-style-type: none"> <li>▪ There are supporters identified who are favor of the project (donors, opinion leaders, media)</li> </ul> <p><i>* Project outcomes can be defined more precisely (exact number of experts involved, types of donors and other supporters etc.)</i></p>	
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The outcomes, objectives, outputs and activities may vary according to the nature of the expertise, the experience and the competencies of project implementers. Project activities should be broken down into work phases in an **action plan** (with concrete steps, persons responsible and timeline) and should be regularly revisited to ensure smooth project implementation.



# Timeline (Timetable) Preparation

This is a visual illustration of needs, responsibilities, deadlines and duties in the project as a whole and also that of its parts.

The aspects of planning are:

- ❖ urgency - what has to be done immediately
- ❖ accessibility - what can we start working with
- ❖ timing - what is the sequence of steps

## ***Back planning***

How to start with the timeline?

We have to place the stages of the project into our calendar by moving backwards in time that is starting with the last stage and proceeding towards the first one.

1. We start from where we want to be by the end of year 3/2/1. (see your RBPM worksheet objectives & activities).
2. We build a logical step of actions to be performed in order to reach that objective.
3. We dedicate a time length to each action.
4. We start to place the actions onto the timeline from the last one to the first one.

We may discover that we should have started the project already half year ago to get there – in this case we need to reconsider our objectives (“reality check”).

