

TALLINN UNIVERSITY

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INTERDISCIPLINARY PROJECTS: PROPOSAL WRITING,
MANAGEMENT AND IMPLEMENTATION

LIFE Project Portfolio

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Tallinn 2022

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FINAL REPORT

1.1. Description of the Terms of Reference and Goals of the Project

The project aimed to develop the knowledge and abilities necessary for interdisciplinary collaboration between different professions to write project proposals, carry them out (including communication) and lead the projects.

The presence of supporting information, values, and approaches is necessary for efficient interdisciplinary collaboration. Writing project proposals, having the ability to execute these, and knowing how to secure project-based financing all have significant relevance. It is important that students understand the life cycle of a project, would be efficient project writers or partners, and would understand the main steps in writing project proposals. It could be a valuable skill for their future profession. The drafting and implementation of project proposals, leadership expertise, and the development of a skill set for multidisciplinary collaboration are all connected in this LIFE project.

The practical outcome of this LIFE project was to create instructional materials for students about project proposals and execution that the Student Union will share with Tallinn University students. The second goal for this LIFE project was to write a project proposal where the team could practice their newly learned skills and use the guideline to write a project proposal as well. The sample proposal was written to Tallinn University Student Union regarding a conference that would be held at Tallinn University about Iranian women's rights.

This LIFE project team consisted of seven team members and the roles were divided according to each team member's strength and field of study. Team completed different parts and stages of the tasks in three smaller teams with either two or three members. The guideline was divided so that total of five members were responsible for research and content part (parts were divided before research) and two members were responsible for the final check-up, adjusting the content with the whole team, summarizing and finalizing the formatting. The project proposal was divided so that two members did research and impact part, two members did time-plan and communications plan, two members did budget and one did finalizing, summarizing and formatting.

The guideline was mainly about researching, so the whole team could do some research regarding different guideline topics. The project proposal was more specific, there was a research part, writing a communication plan, impact part and also a budget for the planned event. Mid-term report and final report preparations were done together with the whole group. The group had occasional Zoom meetings every other week where all necessary topics were discussed. Additionally, the group had WhatsApp group which was the main communication channel between team members.

1.2. The Importance of the Problem, its Description and Choice of Methods

The main problem that the project “Interdisciplinary Projects: Proposal Writing, Management and Implementation” tried to focus on was the lack of materials for Tallinn University students and young people in general who are interested in writing projects and implementing change in their communities. More specifically, it is difficult to find one concise or well-structured manual or site that has all the necessary information about writing a project proposal. The importance of the project also lies in the fact that it is difficult to write project proposals and by creating materials for students we can encourage them to write their own projects and to get involved with their communities.

Furthermore, we believe that a lot of young people in Estonia don't have the necessary knowledge to write project proposals even though the proposal is a great way to secure funding, win new clients, or convince executives to allocate resources to projects. During this project, the participants had a chance to learn theoretical and practical knowledge about writing project proposals and project implementation. Furthermore, they had a chance to develop important skills such as interdisciplinary collaboration, negotiation, time management and leadership skills.

The goal of this project was to develop the knowledge/abilities necessary for interdisciplinary collaboration and to create a project proposal and manual on how to write a project proposal. In order to resolve the problem of the lack of materials, we wrote an action plan and divided all the tasks that were relevant to the aims of the project, for example researching the topic, writing the main parts of the project proposal and manual, designing the manual, et cetera. We also had workshops about management and communication to further our knowledge about

interdisciplinary collaboration. We believe that the activities and methods we chose to reach our goals were adequate. For example, during the workshops we learned how there are different softwares that people can use to communicate and share files during project implementation.

1.3. Description of Activities and Reaching the Stakeholders

The major outcome of this LIFE project, the guideline for writing project proposals, targets the whole student body of Tallinn University. The guideline will facilitate our fellow students to build up their project proposal step-by-step with meticulous and comprehensive tips from defining the goal of the project, time management and budgeting to presenting and pitching it to the financing body. It will also help to increase the employability of our fellow students in today's job market with an ever-increasing demand for project writing skills and persuasion skills.

Besides, as the indirect beneficiary of our project, various organizations offering research grants, commissioning governmental projects, or subcontracting projects for commercial purposes, such as various European Union funds and the Cultural Endowment of Estonia, will also welcome the students' improved project writing skills. As applicants follow the guideline, practice their project writing skills, and employ what they learn in future project proposal writings, the overall quality of project proposals received by the financing bodies will improve accordingly, which contributes to a more efficient and smoother funding application process for both the applicants and organizations involved.

In addition to the proposal writing guidelines, we have also created a project example of how to put the instructions and practical tips a reader can learn in our guidelines into practice. The project proposal is about an academic conference aimed to raise TLU students and staff awareness of the ongoing 'Women, Life, Freedom' protests in Iran, the shockwaves of which have reached and echoed around the world in recent months, drawing individuals', organizations', and countries' awareness on not only the women rights situation in the chaotic country, but also that of their familiar surroundings. This project proposal could potentially be used by next LIFE course students, and they could organize this conference next semester in Tallinn University. We would kindly share this idea with persons of interest. We believe that with some work it would be possible to find additional fundings for this event and make it

happen. This event could have a great impact on raising awareness to current situation in Iran regarding women's rights.

1.4. Sustainability of the Project

Usually, the sustainability plan has 3 parts, Financial, Organizational & Community oriented. We have discussed these dimensions of sustainability in this proposal.

Financial: This project is based on paperwork only, so we didn't spend any financial resources on completion of this project. We have used a hypothetical approach, which means we didn't buy any goods or services so it doesn't cost us a penny but, in the future, if some person wants to do it he can use finance from different sources like Student unions or from funded projects based on his purpose of research.

Organizational: This project would be placed in the university's digital library which can be accessed by different students and instructors. It would be a source of guidelines for ones who will plan to write interdisciplinary proposals. It can also be used by different companies/organizations or strategic planners who are working with multi-disciplinary projects. They can use it as a layout or to have a basic understanding of writing a project proposal.

Community: In interdisciplinary writings it is very difficult to equip yourself with the right knowledge and approach to stay in the right tract because in such cases you may feel yourself having limited information and ideas about organizing your work. So, in future if a student is going to work on such interdisciplinary projects who has no guidelines or funding available. This project would be beneficial for them to organize their thoughts and come up with novel ways of addressing the issue. This proposal writing guide will serve as a source of information and guidelines for them to organize their research work accordingly. In this sense the proposal would be readily available to large masses with limited resources.

1.5. Media Coverage

As for media coverage, the project writing manual has been shared with the Student Union Civitas and is subject to sharing with all students at Tallinn University. Student Union will share the guideline and promote it in TLU students' newsletter which will go to TLU students emails.

As future steps, we would promote our project writing manual with the help of various channels within TLU. University community-wise, we communicate with the Student Union to help promote our guideline on the university's and the union's homepages, and social media accounts e.g. Facebook, Instagram, and Tiktok. Besides, we will also put in efforts on social media by sharing the guideline with our accounts.

Project proposal example has quite specific communication plan which could be used if this event would be organized. Communication plan is in Annex 3 (1.4. Communication and Action Plan).

1.6. Summary of the Results and Annexes

The project's participants gained knowledge of the solution-based approach, project proposal writing and execution, leadership logics, and collaboration skills. Team also has a better understanding of the advantages and disadvantages of interdisciplinary collaboration. The participants learned how to write effective proposals for interdisciplinary projects, as well as how to work cooperatively with each other and manage projects effectively.

This project has two final outcomes:

1. Guideline for students about writing project proposals. The guideline has been shared with Tallinn University Student Union that can share it with university students. It implies a step-by-step guide on how to write a project proposal: defining the goal, deadlines, budgeting, varia etc.
2. Sample project proposal about holding a conference in Tallinn University about Iranian women rights. This conference is supposed to raise awareness about woman rights in the Muslim country, violation of which had led to the death of one Kurdish woman.

During the writing of this project proposal our team arranged several meetings and implemented tasks such as: research, building time plan, identifying stakeholders of the project, budget and discussing outcomes and summary of our proposal.

The proposal is merely the first step. There is a possibility of implementing the project in the near future with the possible funding it gathers. By doing so, we believe that the conference can contribute to accumulating attention, wisdom, and efforts to bring equality and peace to Iran, and help those suffering or involved in turbulence, including the Iranian students in our TLU community and Iranian inhabitants in Estonia.

In the following Annexes project action plan, team self-reflective report, project writing guidelines for students and project proposal example can be found.

ANNEX 1. PROJECT ACTION PLAN



PROJECT ACTION PLAN

LIFE PROJECT: INTERDISCIPLINARY PROJECTS: PROPOSAL WRITING, MANAGEMENT AND IMPLEMENTATION TEAM 1

SUPERVISOR(S): KOIDU SAIA AND KADI KRIIT

TEAM MEMBERS: NAZIRA BOSTOEVA, LILI-ANN BÜRKLAND, ELIINE PORVAL, CHONGBIN LI, TRIIN GEDE, KATRIANN KAASIK, SYED ALI HASSAN

Tasks	Deadline	Student(s) responsible
Mid-term report fulfillment	13.10	Whole team
Mid-term report to supervisors	13.10	Triin Gede
Mid-term report confirmed version to LIFE coordinator	14.10	Triin Gede
Structure for the Project Writing Manual targeted to students	18.10	Whole team
Mid-term presentation preparation	19.10	Eliine Porval, Lili-Ann Bürkland, Triin Gede, Katriann Kaasik
Mid-term presentation	21.10	Eliine Porval, Lili-Ann Bürkland
Decide the topic for Project Proposal	26.10	Whole team
Structure of the Project Proposal	26.10	Whole team
1st draft of the Project Proposal	16.11	Whole team
1st draft of the Manual	16.11	Whole team

Tasks	Deadline	Student(s) responsible
Guideline and project proposal peer review	17.11	Whole team
Send first drafts to supervisors	18.11	Triin Gede
Edited version of the Manual and Project Proposal	23.11	Whole team
Edited version of Project Writing Manual and Project Proposal to supervisors	24.11	Triin Gede
Final improvements to Manual and Proposal	30.11	Whole team
Improved version to supervisors	01.12	Triin Gede
Life Project Final Report first draft	01.12	Whole team
Life Project Portfolio draft (project report, action plan, self-reflection report about the learning experience of each team member) to supervisors	07.12	Triin Gede
Final version of the guideline and project proposal to the supervisors	07.12	Triin Gede
Self-Reflection Report and timesheets to the supervisors	07.12	Individual task
Portfolio and other assignments editing	11.12	Whole team
Final presentation preparation	11.12	Whole team
Life Project Portfolio final version to supervisors	12.12	Triin Gede
Final presentation	14.12	Eliine Porval, Lili-Ann Bürkland

ANNEX 2. TEAM SELF-REFLECTIVE REPORT



TEAM SELF-REFLECTIVE REPORT

LIFE PROJECT: INTERDISCIPLINARY PROJECTS: PROPOSAL WRITING, MANAGEMENT AND IMPLEMENTATION TEAM 1

SUPERVISOR(S): KOIDU SAIA AND KADI KRIIT

TEAM MEMBERS: NAZIRA BOSTOEVA, LILI-ANN BÜRKLAND, TRIIN GEDE, SYED ALI HASSAN, KATRIANN KAASIK, CHONGBIN LI, ELIINE PORVAL

SELF-REFLECTIONS:

Lili-Ann Bürkland - My main focus during the project was ensuring that the parts and tasks I took on or that were entrusted to me were done. My duties during the projects were varied and covered multiple studies, for example, I was one of the people who were responsible for the mid-term presentation and I was also involved with writing one of the main content parts of the project proposal writing manual and budgeting for the project proposal. During the project, I learned theoretical and practical knowledge about management, project planning and project implementation. I also had a chance to develop my interdisciplinary collaboration and negotiation skills since the participants in this LIFE project are from different fields and backgrounds.

Triin Gede - My contribution to the project was quite challenging for me since I was trying to coordinate the group. I organized the meetings, sent out necessary information and emails to the team and to the supervisors, searched for project guidelines and tried to give as much information back to the group as possible. This task was quite hard since the whole team was from different study fields and did not know each other. The whole team was also working and studying at the same time, so it was quite challenging to find suitable times for Zoom meetings. There was a lot of confusion at first regarding project deadlines and assignments, but after some time we started to work better as a team and understood each other better. We found time for this project and were able to achieve our goals for the project guideline and project proposal.

Syed Ali Hassan - My learning experience from this project was quite diverse. We were a team of students from different educational and working backgrounds, hence overall group collaboration was quite productive and effective as everyone was sharing his/her experience and knowledge in a creative way. My core responsibilities in this project were to provide an overview about its impact towards stakeholders and to design and organize

the data. Apart from my academic learning, I have learned how to successfully manage different tasks with tight deadlines. I have also learned about group dynamics, how some person in a group turns out to be the leaders and some as productive workers. It generally highlights a person's inner self and polishes their relevant skills. I have also learned that when people from diverse backgrounds come together to solve a problem, they come up with many unique solutions which are really effective and productive. Overall, this project was a great source of learning and knowledge for me.

Katriann Kaasik – My position in the group proposed primarily dealing with the communicational and marketing objectives of the project. Namely, I contributed with developing the communication plan along with the main instruction of writing the communication part of a project proposal. As my field of study is, in fact, communication management, I feel the whole project suggested an excellent possibility to implement my theoretical knowledge gained during studies in a more practical real-life group setting. Furthermore, I learned hands-on about interpersonal communication as well as further developed my negotiation and verbal expression skills while working with peers from various study fields. For example, while dividing tasks, negotiating suitable meeting times, and dealing with giving constructive feedback to group members.

Nazira Bostoeva – I have read all the manuals and reviewed interesting presentations in the framework of our course. I worked in a very diverse group with very responsible people who did their part, even though we couldn't always meet all together due to the fact that everyone is working and studying. I wish I could pay more attention to this course. However, I am a family person and it was quite difficult for me, because I am studying and working also. My part of work included doing research on the chosen topic and writing a brief about the topic and why we want to raise awareness about the chosen topic. And also write what are the most common mistakes made in writing projects and write a guide for creating a presentation and a pitch elevator. I gained experience in effective teamwork, valuable theoretical lessons and materials on creating project proposals and guidelines for writing projects. I am grateful to Triin for organizational work and patience.

Chongbin Li – With the help of the tutors and other dedicated teammates, I have benefited a lot from this ELU project aimed to improve the participants' project writing skills, teamwork skills, and project management skills. Throughout, I have gained a deeper understanding of how to build up the case for a project proposal from defining the goal, identifying the stakeholders, making action plan to budgeting and even presenting it to the financing body. In the team, I have contributed to writing the step-by-step guide of the project writing manuals and the budgeting of the project proposal example, together with Lili-Ann, with specific focus on the parts of team introduction, budgeting, and summarizing up the impacts. In the course of learning and working on the

project, our tutors Koidu and Kadi and team leader Triin have provided valuable feedback and kept the team on track. I am really grateful for their help to improve my learning experience in this ELU project.

Eliine Porval - The teamwork was enjoyable, since everyone was quite motivated and open to working. There was clear communication, when someone couldn't make it to the meetings, so we could account for that. Due to the intensity of my work during the late fall period I could not attend all the meetings, but I always tried to still contribute and do the work that I missed. My main focus was on contributing to the project as much as I could and to be an active team member. It was important to me that none of my team members would suffer due to my work not being done. I wrote the section about impact in the project proposal and in the Project Writing Manual I wrote about Varia section a. what to think about and the section of what to do after writing the project proposal.

ANNEX 3. PROJECT WRITING GUIDELINES FOR STUDENTS

TALLINN UNIVERSITY



Nazira Bostoeva, Lili-Ann Bürkland, Triin Gede, Syed Ali Hassan, Katriann Kaasik,
Chongbin Li, Eliine Porval

HOW TO WRITE YOUR BEST PROJECT (SO FAR)

Project Writing Guidelines for Students

Tallinn 2022

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INTRODUCTION

The presence of supporting information, skillset and different approaches is necessary for an efficient interdisciplinary project. Writing successful project proposals, having the ability to execute them, and knowing how to secure project-based financing all have significant relevance and need a certain expertise. The drafting and implementation of project proposals can be a proper puzzle and this manual here is your perfect guide through all the steps needed for your new project.

Learn step by step how to:

- write efficient project proposal;
- make a budget;
- be heard and make an effective communication plan;
- make a statement through your pitch;
- have an impact with your project;
- avoid the common mistakes.

Work through this manual and keep in mind that every project is a bit different and might need adjustments. However, the key points remain the same and hopefully you will find great ideas on how to write and execute your best projects so far.

1. STEP BY STEP GUIDE

1.1. Define the Goal

Setting the goal establishes the framework for the project, hence it is frequently the first step in writing a project proposal. In this chapter, the reader can learn more about how to define their project's goal (Joshi, n.d.).

The goal of the project (Joshi, n.d.):

- should not be too vague;
- should be in line with the problem analysis;
- should be written in a simple and understandable way.

1.1.1. Problem and Need

Everything you write in the proposal begins with the problem (Culture & Creativity, n.d.). Thus, it would be a clever idea to start writing the proposal by analyzing the problem that you are trying to solve. The problem analysis directly affects project planning because it has a significant impact on how all potential solutions are designed. To make a long story short, your project should be the answer and the solution to an existing problem (Culture & Creativity, n.d.).

So, the first step would be to (Culture & Creativity, n.d.):

- identify key problems existing in the situation;
- try to establish a hierarchy and figure out what is causing the key problem and what are the effects/consequences of the key problem.

The next step is to convert the negative circumstances of the problems into solutions by answering the question “What are we striving to achieve?”. A crucial part of defining the goal is also to define the objectives of the project. Whilst a goal is a broad statement that defines what your project wants to achieve, an objective gives detailed statements describing the ways how the project will reach the goal (Culture & Creativity, n.d.).

The objectives of the project (Joshi, n.d.):

- should support the goal;
- should be specific, measurable, achievable, realistic and with a clear time-frame;
- should address the 5 W's:
 1. Why are you proposing a particular thing?
 2. What method will you adopt to reach the goal?
 3. When will you conduct the project?
 4. Where will you execute the project?
 5. Who will be the primary stakeholders/beneficiaries?

While defining the project's goal, it is also important to determine and take into account the project's needs (Gisclard-Biondi, 2021).

The projects needs should include (Gisclard-Biondi, 2021):

- the goal, its objectives and its context and environment;
- the project scope (what services will be affected, the key and support elements of the project);
- who will be the end-users and their needs, also a list of stakeholders;
- a SWOT analysis to determine the opportunities and risks associated with the need;
- the expected benefits;
- Key Performance Indicators (KPIs), metrics that will allow you to evaluate whether the objective was achieved;
- the potential impacts on the company.

1.1.2. Resources

The project proposal should clearly state what resources are needed to achieve its objectives since resources are of decisive importance for the implementation of the project (CSNM, n.d.). Therefore, a project proposal should describe what the existing resources are, what else is needed, and how they will be used (Simmons, 2022). When considering existing and lacking resources, we encourage you to consider direct costs and indirect costs, which will be introduced later in the budgeting part. On top of mapping out resources needed in the project,

we also suggest proposal writers to include a resource management plan in the project proposal. A resource allocation plan serves a role to present how resources, including human resources, IT resources, team resources are employed in the project (Weller, 2018). What we hope to achieve here is to convey a sense of financial and operational transparency as well as accountability to your sponsors.

Here is an example of a resource allocation plan: [Free Resource Planning Templates | Smartsheet](#) (Weller, 2018).

1.1.3. Expected Impacts and Outputs

After defining the goal, it is necessary to think about the project's expected outputs and impacts. The results of the project are the combination of outputs, outcomes (medium-term consequences of the project) and impact. (Dolfing, 2020)

Outputs are described as immediate results achieved soon after the completion of an activity (what you are doing to the goal of the project). The impact is the long-term result that came, because of the activities undertaken in the project. (Dolfing, 2020)

1.2. Whom Are You Writing to

The main purpose of a project proposal is to get approval from decision-makers (Resource Centre, 2015). As such, the project proposal outlines the core value proposition of the project. To sum it up, the proposal is intended to attract the attention of stakeholders and project sponsors (Resource Centre, 2015).

1.2.1. Requirements of the Funding Bodies

If you plan your activities in advance and choose the right funders to apply for, before you apply for funding, you are much more likely to have a successful application. It is also important to look at the specific requirements of funding for your project and to keep them in mind while writing the proposal (Resource Centre, 2015).

The general guidelines for writing:

- be specific about your activities;
- provide evidence that the project is needed;
- make the budget as specific as possible;
- think about the funder's priorities.

1.3. Deadlines and Time Management

Proposals are generally drafted during one of the early phases of your project (Simmons, 2022). As such, time estimates are often crude at best. That being said, it is still important to meet deadlines, so a good solution would be to develop a time management plan for the project (Simmons, 2022).

It is a good idea to plan out your activities and take into account how much time every action generally takes. Oftentimes there are administrative procedures that take a lot of time and which don't depend on you, so be prepared for that. Working in teams may also take more time than initially planned, for example, what would happen if someone were unable to fulfill their part. An important part of time management is also risk management, which is essential to understand which risks are worth taking and get us where we want to be (Simmons, 2022).

1.4. Introducing Your Team

Now it is time to introduce your team to the financing body that you are presenting your project proposal to. Introduce your team members, i.e., the contributors to the projects in a brief and concise manner. You can simply introduce their name, positions and tasks undertaken in the team or go more in-depth into their suitability, like matching their experience(s) and expertise with their roles.

By introducing your team members to the financing body, the most important thing we hope to achieve here is to leave them with a good impression that our professionals are capable of making good use of the fund and executing the project with adequate professional support.

1.5. Budgeting

What is the most vital part of a project proposal besides your original and impressive project ideas? Yes, it is budgeting! Budgeting is the next essential step after your team has gathered all the ideas about the ‘what, when, why, where and how’ about the practicality and implementation plans. So now it is time to think about the question of “How Much?”.

In practice, however, we can easily get stuck with figuring out how much a project is going to cost if it involves several phases, elements, or parties. Just like Jessie J’s most well-known song Price Tag goes: “it’s all about the money, money, money”. So, let’s try to break down the possible costs that might arise in a project. It might not be a catch-all, one-off solution to your current stagnation with budgeting, but our goal here is to inspire! We will include as many dimensions or factors that could affect the actual expenditure as possible to help you avoid falling short of financial support during implementation. So here we go.

The first step of budgeting is, without doubt, to brainstorm all the possible costs that necessarily amount to the success of your project, which usually includes categories such as staffing, equipment, utilities, professional services, travel and relevant indirect costs (which will be explained more later). A great way to start is to use historical data from your previous projects or learn from other projects, see how they respond to changes across time and keep expenditure under control. (Bridges, 2019)

Now we need to further break down each big piece into smaller part. For example, under the staffing section of the budget, factors including wages, insurance, interests and pension (employer-sponsored) should be taken into consideration. Next, we can specify the pay for each position according to its workload and corresponding salary level. We need to be mindful here that if a project lasts for an extended period of time, let’s say 3 years, we should also calculate the possible annual pay rise according to regular practices. Professional services, similarly, can be divided into expenditures that arise from legal support, accounting, outsourcing or subcontracting and personnel training.

Many budgeting templates available online will help you to do a quick check and locate the missing boxes when drafting your budget. Besides, you can use a management software like

“Project Manager” to help you to visualize the progress and the corresponding expenditures. It also allows you to make changes to the baseline in the implementation stage. (Simmons, 2022)

Here are several examples of budget templates available on the internet just for your reference:

- [37 Handy Business Budget Templates \(Excel, Google Sheets\) ▷ TemplateLab](#)
- [Complete Guide to Modernizing Your Financial Processes - Planful](#)
- [Monthly Expenses Tracking Budget Template \(dremelmicro.com\)](#)

To avoid missing costs, we introduce you to the concept of direct vs indirect costs. Direct costs are variable costs that have a direct link to manufacture and sales of a product (sometimes a service being offered to clients). Indirect costs, on the other hand, prone to be fixed overhead expenses that keep a business running (Udavant, 2021). So, they serve an auxiliary role to help fulfill the main tasks intended for the project.

While direct costs will usually include direct labor and materials costs or manufacturing supplies or equipment costs, indirect costs cover a broader range of spending. (Accounting Tools, 2022) Indirect costs may arise from administration, utilities, various type of insurances, production supervision or quality control costs, personnel mobility (e.g. business trips), resources obtained through connections with other businesses, associations and societies (e.g. in the form of membership) or subscriptions of certain commercial services (e.g. LinkedIn Premiums could be necessary for the human resources department to facilitate talent acquisition for the project). It is worth noting that sometimes we cannot tell whether a cost is strictly a direct cost or indirect costs if they serve more than a single purpose, so we need to distinguish them flexibly according to the production system. (Udavant, 2021)

1.6. Summarizing the Impact of the Project

Apart from demonstration of the project’s goal, a powerful and convincing summary of the project impact can hugely boost the approval of fund application. Although each project tackles a different problem, there are general techniques to persuade sponsors of its social weight, sustainability and oftentimes profitability.

1.6.1. Conduct Stakeholder Analysis

After giving a clear definition of the status quo and identifying the key problem previously mentioned in Step 1, impact telling should dive into a group-specific case. If a project targets expats in the city, then stakeholder analysis should thoroughly examine both the direct outcome and impact on expats of different origins, education levels, classes, genders, religious backgrounds etc. A meticulous analysis work will help the reviewer to gain a concrete understanding and impression of how this project will impact each interest group involved, which helps your project to stand out in the selection process.

1.6.2. Competitive Analysis

To avoid overlapping with the goal-setting part, we suggest you to focus on the comparison between the likely, positive changes that the project might bring and the inefficient or even counterproductive effects yielded by other existing, prevalent, yet ill-designed alternatives. It will also help you to gain a better understanding of the comparative advantage of your project and pitch it to sponsors.

1.6.3. Novelty of the Project

Lastly, do not forget to emphasize the novelty of the project, its approaches and the methodology that you adopt. Highlighting its research base and innovation can add to the credibility of your project and its outcome, which further resonate with the impact you have previously mentioned.

2. VARIA

2.1. Things to Think About

When writing a project proposal various aspects need to be considered. This section brings forward a few questions to ask yourself in order to reach the best possible outcome for your project.

Content:

- does the proposal actually reflect what you want to accomplish;
- are the goals and objectives realistic and achievable;
- are the goals and objectives measurable;
- are you able to defend and explain every section of the proposal;
- what are the risks that come with this project.

Writing:

- is the language used appropriate - check to see if you have used any slang terms or have used too many phrases or terms from literary fiction;
- do you use any filler words;
- if a project is written by multiple people - does the language flow as if it was written by one person;
- did you run a spell-check.

Visuals:

- does the organization you are submitting the project to have its own template and formatting requirements;
- do you have visuals to illustrate your data and make it easier to understand;
- are the colors you chose to use in your graph easy to differentiate (if not, this may be an issue for colorblind people or if someone prints your project proposal out in black and white ink);
- is the font machine reader friendly;
- do all your graphs and images have descriptions.

Tools to make your project better:

- PDF accessibility checker
 - <https://pave-pdf.org/index.html?lang=en;>
 - a lot of software like MS Word or MS PowerPoint will have accessibility checkers built into the program.
- Spell-checker
 - Estonian spell-checker https://www.filosoft.ee/html_speller_et/
 - English spell-checker <https://www.grammarly.com/spell-checker>
 - Russian spell-checker <https://www.russiancorrector.com/>

TIP: Ask someone, who is not familiar with your project to read through the proposal and have them write down any questions that come up and any sections they didn't fully understand. This way you can cut out any of the confusing aspects and make the proposal stronger.

2.2. Common Mistakes

Here are listed the most common mistakes by Repoa (2007) and Peregrine (n.d.).

Mistakes in a title:

- the title does not give the reader an impression of what to expect from the document;
- the title of the project proposal is unclear, long and clumsy;
- some titles do not reflect what was intended to be done, the title is inadequate, too wordy and lacks focus.

Mistakes in the introduction:

- unsatisfactorily written;
- lacked clarity and focus;
- muddled and poor language use;
- too much irrelevant information;
- old and out-of-date data and references;
- knowledge gap.

Problem statement:

- not a well-written problem statement;
- no problem statement;
- lack of clarity, articulation and lack of focus;
- muddled by attempting to cover many issues;
- problem statement is not even relevant.

Objectives:

- the proposed concept is not sufficiently described and therefore does not inspire confidence;
- the project does not take into account the needs of the target group;
- the goal is unrealistic or unachievable;
- objectives included many general objectives that obscured the intended research.

Relevance of hypotheses:

- inadequate presentation;
- hypotheses not stated;
- irrelevant hypotheses;
- lack of clearly formulated hypotheses.

Quality of text and presentation:

- poor text and presentation represented;
- limited knowledge in proposal writing;
- lack of understanding of the concept of poverty;
- insufficient time for proposal writing;
- literature review is not appropriate;
- the application form contains errors in design, volume and the style of the application is not official.

Content:

- there is little innovation in the idea, it is possible to repeat what has already been done;
- there are too many actions planned and/or they are not connected or the connection is illogical;

- the implementation of some actions are associated with a large number of risks;
- the application form contains errors in design, volume and the style of the application is not official;
- the project raises a lot of questions from experts or is drawn up without consultation with the relevant experts;
- the application does not meet the evaluation criteria;
- the competence of the creators of the project does not meet the required qualifications.

Budget:

- in the description of the budget unreasonable expenses;
- perhaps the overestimated budget of the project or the budget does not correspond to the goals of the project, or vice versa, a small budget;
- lack of information on future prospects and self-financing after the end of the project, if applicable;
- there is no proposal or description of the work of the project after completion.

2.3. Tips for Presentation and Pitching

Here is a list of tips for your presentation and pitching:

- Keep your presentation/pitch simple with a minimalist design, deliver a clear and concise message. Use pastel colors, soothing tones relax the audience.
- Put a visual representation of the data. It provides clients with accessible and interesting information. Prepare a second, readable version of the presentation/pitch. This version should include key ideas, markers and descriptions so that people can understand it even if they are not present at the presentation (Grant, 2017).
- Using visual elements like animation if presenters are aware how to use contemporary trends in designing presentations and “elevator pitches” can help immerse the audience and bring the presentation to life on the screen (SK Startup Institute, n.d.)
- Pitch should have a clear beginning, middle and ending. This reduces the risk of a bored audience and nerves before presenting.
- Follow the checklist for the presentation. Clearly mark timing and transitions between slides.

- Help the audience understand what problem you are solving or what opportunity you present and explain technical terms and abbreviations. Before you create your presentation, define your message and purpose - what are you trying to do and what are you trying to achieve?
- Pitches should only contain primary information.
- Always include at least one form of contact – social, email and phone.
- Organize the content in a logical manner, avoid repetition.
- Practice the pitch several times, it will make you feel more comfortable. If you can't answer audience questions clearly and eloquently, people will think you are unprepared.
- Be well rested, mentally and physically, cognitive abilities are greatly reduced when a person does not get enough sleep. It's far better to be energetic and well-rested before a presentation than to be exhausted, staying up the night before to "prepare". People are more confident and less stressed the next morning when they have had a good night's sleep. (Levy, 2017)

2.4. Communication, Dissemination, Marketing

2.4.1. Importance of Communication

The success of a project largely depends on the efficiency of its communication network. Therefore, having a well-thought-out plan for your project communication is vital, as everything in a project is based on how efficiently we perform this. Lasswell's Maxim defines communication as “who says what to whom in what channel with what effect”. Communication is exchanging information from one point of the project to the other point in an efficient manner. Communication in project management is gaining importance every day and is the center of all management processes soon. It starts working from day one of the venture and continues for the entire life span of the project. It provides regular updates to notify the status of the project as well as its performance capacity (Rajkumar, 2010).

2.4.2. Creating a Communication Plan

The first and one of the most important steps of thinking about how your project will be communicated, is creating a communication plan. A project communication plan is a guideline

for dispensing details of a project to invested parties. An effective plan includes what kind of information will be distributed, to whom and how often they will be updated. Hence, your communication plan should include the following constituents (Eby, 2022; Wrike, n.d.):

- Decide objectives: What will be the purpose of your communication?
- Determine the audience: Who are the stakeholders in this project?
- Write your message: What will the message be for each type of communication?
- Choose the channel: How will the message be delivered? Will it be a formal report emailed out to all stakeholders? Or will it be an informal verbal debrief during a team meeting?
- Set a timeline: When will you deliver your message? Do your stakeholders require weekly or monthly reports? Is there a deadline to meet?

2.4.3. Communication Management

Now that you have assembled the communication plan, the plan has to be implemented in action and managed. This job is usually due for a project manager, who delegates tasks, manages time, which also includes keeping track of important deadlines and holds meetings to ensure everyone is aware of their responsibilities.

2.4.4. Communication Monitoring and Analysis

In addition to managing the communication, the execution of the plan has to be monitored and analyzed. Communicators need to constantly monitor and review the success of their communication processes and systems with a view to forming a basis upon which assessments can be made. Analysis in communication plays a vital role because it allows to subjectively assess the effectiveness of communication, besides detecting the actions that worked and had a positive impact along with the steps that did not perform that well. This with the aim to learn from mistakes and successes and eventually make necessary adjustments and changes. This step should not be overlooked, especially when considering that communication for each project differs according to objectives and goals, audiences wished to reach, channels chosen and much more.

2.4.5. Possible Obstacles in Communication

Although each project is unique, there are some common obstacles important to note as a reminder. These challenges can be (Rajkumar, 2010):

- Political: whenever there are many groups involved, there is the possibility of vested interests and power games getting in the way of dialogue. Project managers therefore need to make special efforts to be aware of the key political players in the organization.
- Cultural: Communication at the interface between two organizations with vastly differing cultures can be difficult. Project managers can ease such difficulties by understanding the divergences in attitudes between the parties involved and then acting as intermediaries to facilitate communication.
- Linguistic: Linguistics needs to be understood in the sense of specialized terminology used by different disciplines such as accounting, IT, marketing, etc.

3. AFTER THE PROPOSAL

First, congratulate yourself! You did it, you wrote and submitted a project proposal! This is just the first step in the project management process.

Now it is necessary to wait to find out the results of the proposal. If it got rejected then you can analyze your project proposal to see where you went wrong, seek additional counsel with other more experienced project writers and correct any mistakes. If the proposal got approved, then you must move on to the grant and consortium agreement.

The consortium agreement is usually signed before signing the grant agreement. It is often based on a model agreement and changed to suit each project. In it the project consortium decides on various aspects like (FFG, n.d.):

- general aspects of the implementation like duration of work, the laws the projects obey, when the project goes into work;
- rules of what the consortium is obliged to do like keeping information safe, meeting deadlines, what happens when members don't take part in meetings etc.;
- decision making and internal policy;
- financials;
- intellectual property rights;
- other issues like liability, non-disclosure, dispute resolution etc.

The grant agreement is a contract between the consortium and organization offering funding. It needs to be signed by the organization and head of the consortium. The other members will sign Accession Forms. The contract will consist of multiple parts, for example a section for the course of action the project will take, the budgeting section and the accession form. (European Commission, n.d.)

Next is the implementation stage. You will have outlined the implementation process in your project proposal and can now act accordingly. The results from your project must be reported and made available to the necessary audience. This can involve:

- keeping track of the actions taken, money flow and timelines within the project;
- setting up and using a portal for continuous reporting;
- presenting it at a conference or event if needed.

When dealing with the deliverables and general project info you must provide the means to keep the data safe and protected. Project data must be preserved. If the nature of the project allows it, then open access to the deliverables should also be provided. If the results are chosen to be shared via a project webpage, then sustainability and having it be in working order is also something the project team needs to think about.

It is also necessary to write a final report. It must include both the financial and content report. After the project has finished and the final report has been submitted, then the project may be audited. The auditing team will usually be from or contracted by the organization, to whom you submitted the proposal. If the project is done according to the proposal and tracked meticulously, there should be no problems with this section. Even if any questions arise with the auditing team you can just submit the missing info.

In summary after project proposal writing, you need to be mindful the next steps:

- waiting for the results and making any necessary corrections;
- constructing and confirming the grant and consortium agreement;
- continuous reporting;
- writing and submitting the final report;
- data protection and preservation;
- auditing.

There will always be special cases and unforeseeable situations during the project running process. There are several ways to mitigate that:

- work with partners you can trust and that have proven their ability to take part in the project;
- make previous agreements and decide on the consequences of what happens if one of the participants is not doing their work as promised;
- if you need an extension on your deadline for some reason, then apply for it as soon as you know it is necessary and do everything in your power to stick to the deadline. prepare the justifications and amendments ahead of time;
- keep your book-keeping organized, so in case of any monetary issues you can find out where it went wrong.

SUMMARY

This manual is all about having a strong base for your new project and concludes ideas from the start of the project until the implementation. Writing interdisciplinary projects can be challenging, but with certain guidelines and a strong vision the outcome can offer a great deal of satisfaction. Hopefully, this manual boosted your confidence in regards of writing and executing successful project proposals and offered valuable insights to consider with. You should now have a good knowledge about project planning, budgeting, communicating, pitching, reporting, submitting and implementing.

No excuses now! Let your ideas flow and start with writing your best project so far!

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ANNEX 4. PROJECT PROPOSAL EXAMPLE

TALLINN UNIVERSITY

Nazira Bostoeva, Lili-Ann Bürkland, Triin Gede, Syed Ali Hassan, Katriann Kaasik,
Chongbin Li, Eliine Porval

ACADEMIC CONFERENCE ABOUT WOMEN IN IRAN

“WOMAN, LIFE, FREEDOM”

Request for project funding to TLU Student Union

Tallinn 2022

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1. ACADEMIC CONFERENCE ABOUT WOMEN IN IRAN

1.1. Purpose of the Conference

A person regardless of gender and nation should not be killed for what he or she wears. Unfortunately, this is a harsh reality for women in Iran, associated with the authoritarian government of the country. Since 1979, women in Iran have lost the ability to choose what to wear due to the introduction of “shariat laws” as the country's official legal system. Since then, women living in Iran have been subjected to periodic violations of their rights. (Rodriguez et al, 2022)

As a result, the death of one of the women, resulting from a severe beating by the Iranian “morality” police for improperly wearing Mahsa Amini's hijab, sparked protests across the country and global solidarity. Mahsa Amini was a 22-year-old Kurdish woman who was beaten to death by Iranian police on September 16 for not properly wearing a hijab. Amini's case highlighted the ongoing oppression and injustice faced by women in Iran and provoked protests by citizens dissatisfied with the regime, as well as citizens dissatisfied with the country's current economic situation. (Article 19, 2022)

For more than a month, Iranian women and young people in general have been taking to the streets, burning their hijabs, cutting their hair and demanding women's rights and freedom of choice. The authorities cut off the Internet and violently suppressed the protests. According to the latest information, the authorities plan to execute all citizens involved in the protests, even though hundreds of people have to be executed. (Motamedi, 2022)

It is up to all of us to support Iran’s people in their current fight against the regime’s human rights violations. Solidarity has been shown by thousands of people around the world in major cities including Paris, Los Angeles and Toronto (Article 19, 2022). We believe if more countries around the globe condemn Iran’s dictatorship and take decisive action, the political nature could change.

In our project, we want to organize a conference to raise awareness of the violations of the rights and freedoms of women in Iran, to express solidarity with the brave women in Iran who took to the streets to peacefully protest the death in custody of Mahsa (Jina) Amini and demand

their bodily rights. As Global Citizens, we can show solidarity by sharing a message on why to stand with the women of Iran.

1.2. Introduction of the Team

The conference would be organized by seven Tallinn University students from different specialties:

- Triin Gede – studies Health Promotion in Tallinn University Haapsalu college and works as a senior consultant for international innovation projects. Believes that a healthy mind and healthy body are largely affected by the environment we live in. This is the reason we have to fight for people's rights all over the world so everyone could have the freedom of choice and possibility to live their lives peacefully regardless of their gender or colour of skin. In the event will be the main coordinator.
- Katriann Kaasik – studies Communication Management in The Baltic Film, Media and Arts School. Has a background in fashion and design, while studying in the Estonian Academy of Arts. Hence, Katriann is a strategic and logical thinker who simultaneously values a creative approach and an „out-of-the-box“ mentality. In the event will be the main coordinator for communication planning and activities.
- Nazira Bostoeva – studies Educational Innovation and Leadership in Tallinn University. Background in after school teaching and opening private classes in rural areas. Has ideas to develop education and support kids in rural areas. Would like to develop different educational projects for kids in rural areas in Kyrgyzstan. In the event will help the main coordinator.
- Chongbin Li – studies Politics and Governance in Tallinn University. He has experience in teaching, debating and managing organizational communications, book-keeping and public relations. He aspires to contribute to tackling human rights problems and promoting social equality. In the event will be responsible for accounting, helps also main coordinator if necessary.
- Lili-Ann Bürkland – studies Psychology in Tallinn University. Has experience in communications and activities planning. In the event will help the main coordinator, for example communication with conference speakers.

- Eliine Porval – studies Theory of Culture in Tallinn University. Has experience in marketing and communications. Currently works as a sales manager. Cares about helping people tell their story, because everyone has something worthwhile to say, it is about finding the correct form and people to tell it to. In the event is part of the communications team, responsible for social media planning.
- Syed Ali Hassan – studies Communication Management in Tallinn University and works as a Treasury Operations Specialist at Wise (Formerly TransferWise). He also has an educational background in Finance. In the event, he will be part of the communications team and will also be focusing on the finance and budgeting aspect of the event.

1.3. Time Plan

The conference would take place in February 2023 in the beginning of the semester so there could be maximum number of participants. The event would take place in Tallinn University Mare building (Uus-Sadama 5), Tallinn auditorium (M218). We expect approximately 150 participants from Tallinn University, both students and staff are welcome to join. People can also participate through Zoom coverage and Facebook live, where we expect to have approximately 100 participants. The event would be free of charge, because we want this message to reach as many as possible. Conference stakeholders would be Iranian students and Iranian people overall.

Estimated schedule would be following:

- 10.30-11.00 Registration
- 11.00-11.15 Welcome and keynote by the host Sandra Peets who is Iranian foreign policy expert and PhD student in Cultural Studies in Tallinn University
- 11.15-12.30 Women rights in Iran and open questions in the end by Representative of the Estonian Iranian community Marmar Mehrparvar and Iranian foreign policy expert Sandra Peets
- 12.30-13.30 Lunch (Mare III floor Atrium)
- 13.30-14.30 Video collage about protests and women rights in Iran and open discussion in the end by communication expert, Estonian journalist and journalism lecturer Barbi Pilvre and human rights activist, Estonian journalist Hille Hanso

- 14.30-14.45 Break
- 14.45-16.00 Life in Iran by Iran students (2-3 Iran students talk about their point of view regarding this topic and life in Iran) and open questions in the end
- 16.00-16.30 Conclusions by the host Sandra Peets who is Iranian foreign policy expert and PhD student in Cultural Studies in Tallinn University
- 16.30-17.00 Socialization & networking event with coffee and cake

1.4. Communication Action Plan

Communication action plan is divided into three parts and is written out in the following sections.

1.4.1. Pre-Event Phase

In the pre-event phase, all necessary preparations would be made like creating event home page, sending out invites to the conference speakers, sending out press release etc. All main actions, timeline, channel, target audience and responsible persons are shown in table 1.

Table 1. Pre-Event Phase

Description of activity	Channel	Timeline	Target audience	Responsible person
Creating an event landing page	TLU website	End of November 2022	TLU students, staff and others interested in the event	Syed (in collaboration with TLU Communication and Marketing Department)
Sending out invites to the conference speakers	Email/ phone call	End of November 2022	Iranian students in TLU/ other universities in Tallinn	Lili-Ann

Description of activity	Channel	Timeline	Target audience	Responsible person
Contacting the conference speakers for confirmation	Phone call	End of November 2022	Iranian students in TLU / other universities in Tallinn	Lili-Ann
Creating a teaser “Save the Date” social media post	TLU Instagram, Facebook, LinkedIn	Beginning of December 2022	TLU students, staff and others interested in the event	Eliine
Creating an event hashtag	TLU Instagram, Facebook, LinkedIn	Beginning of December 2022	TLU students, staff and others interested in the event	Eliine
Sending out invites	TLU email list	Beginning of December 2022	TLU students and staff	Triin
Creating a Facebook event	TLU SOGOLAS Institute Facebook page	January 2023	Everyone interested in the event	Eliine
Boosting and advertising on social media	Instagram, Facebook, LinkedIn	December 2022 until the event	TLU students, staff and others interested in the event	Katriann
Advertising (creating posters and flyers)	Indoor areas of the university and surrounding outdoor areas (bus stop, courtyard)	December 2022 until the event	TLU students, staff and by-passers interested in the topic	Katriann
Sending out a press release	Online and print newspapers	Two weeks prior to the event	The larger public interested in the topic	Chongbin

1.4.2. Event Launch and Event Phase

In the event launch and event phase are all necessary activities that are required to make the event seen and heard, mainly keeping the social media accounts updated with ongoing event. All main actions, timeline, channel, target audience and responsible persons are shown in table 2.

Tabel 2. Event Launch and Event Phase

Description of Activity	Channel	Timeline	Target audience	Responsible person
Setting up and announcing the online LIVE conference streaming	TLU SOGOLAS Institute Facebook page and SOGOLAS Instagram and Twitter	Two weeks prior to the event	Event attendants, TLU students and staff	Triin
Updating the event landing page	TLU website	December 2022 until the event / monthly	TLU students, staff and others interested in the event	Syed
Updating the Facebook event with detailed information (Zoom link, parking, catering, schedule, etc.)	Facebook	Once in December, January, two weeks prior, a week prior, two days prior the event	TLU students, staff and others interested in the event	Eliine
Creating social media posts about conference speakers, event details, interesting facts about the topic, etc.	TLU Instagram, Facebook, LinkedIn	Beginning of December until the event / weekly	Event attendants, TLU students and staff	Katriann
Creating social media stories and reels live from the event	TLU Instagram and Facebook	February 2021	Event attendants, TLU students and staff	Katriann, Eliine

1.4.3. Post-Event Phase

In the post-event phase are activities to summarize the event like releasing a video about the conference and publishing an article about the event. All main actions, timeline, channel, target audience and responsible persons are shown in table 3.

Tabel 3. Post-Event Phase

Description of activity	Channel	Timeline	Target audience	Responsible person
Creating a “Thank You” post	Instagram, Facebook, LinkedIn, website	A day post event	Event attendants	Eliine
Releasing a longer video of the conference	TLU Instagram, Facebook, LinkedIn, YouTube	A week post event	Event attendants, TLU students and staff, others interested in the topic	Katriann and Syed
Organizing a speaker from the event to talk on TLU TV series “Ekspert eetris” (“Expert on air”)	Postimees TV (later available on YouTube, Spotify, Soundcloud)	Two weeks post event	TLU students and staff, other university students	Lili-Ann and Triin
Publishing an article about the topic and event	TLU magazine	Spring 2023	TLU students and staff	Chongbin

1.5. Fundraiser

One possibility to support Iran women is to donate money to Iran women rights organization – The Center for Human Rights in Iran (CHRI).

We would create a bank account and then transfer money to the organization after the event. Everyone can participate with the amount they find suitable and that is in line with their

possibilities. We would collect money from publishing the event until the end of the event. We would occasionally share the amount we have collected and would publish the final amount as well in our social media.

The Center for Human Rights in Iran (CHRI) works to protect human rights in Iran by researching and documenting human rights violations across the country as well as disclosing them to the public to bring about change (CHRI, 2019).

The Center’s Impact (CHRI, 2019):

- Led the advocacy campaign for the creation of the mandate for the UN special rapporteur on human rights in Iran.
- Helped change Iran’s draconian death penalty laws to save thousands of lives each year.
- Obtained stays in the execution of juvenile and other offenders.
- Uncovered state violence against protesters and detainees.
- Advanced critical legislation regarding women’s and children’s rights.
- Strengthened internet access and security for hundreds of thousands of Iranian citizens.
- Obtained releases, medical care and family leave for political prisoners.
- Raised societal awareness in Iran of the discrimination religious and ethnic minorities face.
- Initiated groundbreaking advocacy for people with disabilities.

1.6. Reporting

There would be several reports provided to main stakeholders after the event:

- Overview of the event to the Student Union and University – provided in a document format.
- Overview of the event to all the participants and lecturers – provided in a presentation format.
- Overview of the event to the organizing team – provided in a presentation format.
- Overview of the event to the senior stakeholders and sponsors – provided in a document format.

In the report, the following areas of project implementation would be discussed:

- Description of the entire process of the project execution along with an analysis of the objectives and goals met.
- Performance of the budget and timeline.
- Factors, challenges and issues that affected the execution of the project as well as the project results.
- Description of the impact the project will have along with necessary takeaways and learning points.

1.7. Impact

This section will explore the different outcomes and impact having the event at Tallinn University will have on the host organization Tallinn University, to the participants, to academia and to the stakeholders involved.

Expected outcome of this project includes:

- At least 3 articles written about it on different news sites.
- At least 30 social media posts which have tagged Tallinn University.
- 10% more clicks on the Tallinn University web page after the event.
- The Google search terms “Iran protest”, “#mahsaamini” and “#sayhername” will increase in searched amount in the Estonian area by 35%. This result could be verified by using website traffic tools provided by Google.
- 150 participants.

The expected impact for Tallinn University after this event includes:

- Tallinn University will be seen as a safe and respectful school towards social issues and oppressed people.
- Iranian women will feel like the university knows and cares about their struggles and that might incentivize them to pick Tallinn University when choosing to study abroad.
- Students taking part in this demonstration will feel more united and the school atmosphere will partially become warmer.

- Media coverage from various outlets leading to better awareness about Tallinn University and its student life.
- This event can create new study material for different specialties i.e., marketing students can analyze the marketing actions taken by the organizers and pick out its strengths and weaknesses.

The expected impact for the participants after this event includes:

- Feeling as if they are making their voice heard and are truly supporting Iranian women.
- The sense of connection with other participants.
- Opportunity to make friends with likeminded people.
- Participants after the event find more interest towards social issues and become more comfortable standing up for what they believe in.

The expected impact on academia would be:

- Include the gender factor in academic work and research.
- Acquire awareness of gender bias in Iran and other countries with such policies.
- Present a vast body of information about women's emancipation and freedom of choice.
- Researchers could get a deeper literary understanding of the issue of women's liberation, particularly in the setting of Iran.
- Bring about change by discussing Iran's current situation and putting forth ideas to encourage structural change with relation to the country's severe laws against women.
- Plan events that emphasize incorporating a gender perspective into research and innovation topics and/or that support institutional change to advance gender equality in the nation.

This academic conference on women rights and freedom would have certain positive impacts on stakeholders like Iranian students in TLU and Iranian people and state in large.

To Iranian students in TLU:

- The Iranian students at TLU would get a platform and motivation to speak about women rights.
- They would get more insight and draw comparison between their rich and beautiful history and present awful laws concerning women.

- This will also draw the student’s attention towards the soft topics like freedom of choice and perspective of women in this regard.
- The students would get to know about structural regime changes and how they can implement the basic human right policies for both genders, especially the women just like in Europe and western world.

To Iranian people and state in large:

- This academic conference will act as a tribute to Mahsa Amini and other 41 protestors who present their lives in the fight to get their basic human rights.
- This academic conference would become a reference point for women in Iran to explain their position every time a woman is subjected to the ignominy of forced hijab or other strict restrictions.
- The Iranian people would get the courage to address the severity and significance of women rights issues at different platforms and forums with greater audience.
- They would get to know that they are not alone and their voices are being heard in this time of trial and the world is sympathetic towards their rights in Iran.

1.8. Budget

Total estimated amount is 4755 €, however there are possibilities for it to go lower. The biggest cost is regarding catering which is approximately 2800 €. The budget consists also event souvenirs which cost approximately 505 €. There is a possibility that souvenirs estimated price could go lower if souvenirs producers would support the event with free souvenirs. Event budget consists also accommodation price if the speakers or volunteers need it. Event budget details are shown in table 4.

Table 4. Event Budget

Category	Notes	Costs, €
Labor costs		
Crew members	Small symbolic rewards for convening the conference (60€/day each)	300

Category	Notes	Costs, €
Guest speakers	Small symbolic rewards for contributions: 1 keynote speaker (100€/day each) and 6 guest speakers including the invited Iranian students (58€/day each)	448
Volunteers	Small symbolic rewards for contributions (50€ each – includes food etc.), approximately 5 will be recruited	200
Professional services - done by volunteers and our team		
Accounting	Managing the whole event and fundraising	0
Marketing and public relations	Event promotion, advertisement casting, communication management (also social media), e.g., liaison with newspaper, magazines and participants	0
Technical support	Connection, device maintenance	0
Equipment and Material Supply		
Conference materials	Posters, leaflets prepared by the team with only a small amount printed to be put on the bulletin board to practice green action	30
Conference Souvenirs	Customized pen, reflectors, keychains. Help to further extend and sustain the impact of the event	505 (this amount can go smaller if we gain sponsorship from the souvenirs producers)
Others		
Conference rooms renting	at TLU	0

Category	Notes	Costs, €
Catering rooms renting	At TLU	0
Travel costs	Reimbursement to guest speakers	100
Accommodation	Booked in advance for the guest speakers and volunteers in need	200 (this might not be needed)
Catering	<p>Two meals, snacks and drinks for the crew members, keynote speakers, guest speakers, volunteers.</p> <p>175 people might turn up including speakers and staff/volunteers.</p> <p>2€ for coffee x 3 (brake and lunch) is 6€ per invent per person (175x6=1050€).</p> <p>1 lunch is about 10€ (cheapest) per person (altogether 175x6 = 1050\$)</p>	2800
		Total Costs 4755€

SUMMARY

We believe that this conference will raise awareness regarding Iranian women rights in Tallinn University and we hope to support them with the fundraiser as well. We hope that Iranian women can feel the support and would keep up the fight for their rights. They are fighting for the right thing and if all the countries show some support, then it would make Iranian women stronger than ever. It is important to show the world what truly matters and fight for the right cause.

We hope that Tallinn University Student Union can contribute to organizing this event and help us to spread the word regarding women rights in Iran.

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