Community Development

Unit 2: Integrated Community Development Projects

Module 2.2 Integrated Projects

Student Support Material

Acknowledgements

PASTEP

Primary and Secondary Teacher Education Project

Unit outline

Unit	#	Modules
Unit 2 **Integrated Community Development Projects** **(2 credit points)**	2.1	Participatory Development (Core)
	2.2	**Integrated Projects** **(Core)**
	2.3	Small Business Development (Core)

Icons

📖	Read	or	research
✍	Write	or	summarise
☞	Activity	or	discussion

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[Notes]

Module 2.2: Integrated Projects

Rationale

Projects are often a convenient way of delivering a community service, whether it is training, infrastructure, agricultural or goods production. This module is designed to be practical – students should be involved with actual project work. The first section deals with the process and organisation of a project and the latter part offers project examples and guidelines, which should be adapted to suit the local circumstances.

Objectives

By the end of this module students will be able to:

- Explain clearly the project cycle and list the characteristics of projects
- Apply the elements of the project cycle to a project situation
- Apply to donors effectively for project funding
- Plan and implement a project incorporating the skills of participatory development

Topics

1. The Project Cycle
2. Problem or need identification
3. Planning - finances and resources
4. Working with donors
5. Implementation, monitoring and evaluation

Resources

Manual Number 2, (1999). *Melanesian Trust Awareness Packets*

B. Broughton and J.Hampshire, ACFOA, (1997). *Bridging the Gap: A Guide for Monitoring and Evaluating development projects*

Elizabeth Cox, HELP Resources, (1999). *Ol fri piksa bilong Papua New Guinea*. A clipart book for development communication in Papua New Guinea;

Davies. A, (1997). Intermediate Technology Publications. Managing for a change. How to run community development projects.

Department of Health (1997). *Health-Promoting Schools, First National Workshop 10-14 November* 1997;

Liklik Buk, 4th Edition, Book 3, (2000). *Successful Community Development; A Guide for Community Development Workers in Papua New Guinea;*

Waites, N. (2000). Earthscan Publications. *The Community Planning Handbook. How people can shape their cities, towns and villages in any part of the world;*

Zivetz, L. (1990). *Project Identification, Design and Appraisal. A Manual for NGOs*. ACFOA

This resource has been written to introduce students to the project development cycle. This content should be taught together with an actual project, college based would be ideal. Students could also be encouraged to approach local Head Teachers to ask for projects which they can plan and implement either while on field teaching or during the practical part of this course.

Ideally, this module would be best taught in a block period of two hours.

Students are to be encouraged to adapt all planning models presented to suit their culture.

Model projects and suggested projects are presented in this module; lecturers are encouraged to develop their own projects.

Topic 1: The Project Cycle

Objectives

By the end of this topic you will be able to:

- Describe and illustrate the main parts of the project cycle
- List the characteristics of projects

Resources

- 'Student Support Material' book

Scope

For most students this will be their first introduction to the project cycle. Many of them will be familiar with projects and may have been involved with projects in their community. This topic will present an overview of the project cycle and describe the characteristics of projects. Students should be encouraged to discuss and describe their previous involvement with projects.

What is a project?

Project characteristics

A development project has the following characteristics:

- Specific objectives, outputs and activities
- An established start and finish date
- A specific area and community involvement
- Clearly identified inputs and costs

Programmes

A programme differs from a project in so far as it:

- Is longer term
- Is often comprised of a number of projects
- Has broader development goals

The project cycle (development cycle)

The project cycle is a series of stages, which a project passes through from Identification to Completion. The following diagram shows the various stages.

```
┌─────────────────────────┐        ┌──────────────────────────────────┐
│ Successful Completion    │        │ Problem or Need Identification    │
└─────────────────────────┘        └──────────────────────────────────┘

                                              ┌────────────────────────────┐
                                              │ Planning                   │
                                              │ * Finances and resources   │
                                              │ * Action Plan              │
        ┌──────────────────────────┐         └────────────────────────────┘
        │ Evaluation and Reporting  │
        └──────────────────────────┘

                                              ┌──────────────┐       ┌───────────┐
                                              │ Monitoring   │       │ Appraisal │
        ┌──────────────┐                      └──────────────┘       └───────────┘
        │ Monitoring   │
        └──────────────┘
                            ┌──────────────────┐
                            │ Implementation   │
                            └──────────────────┘
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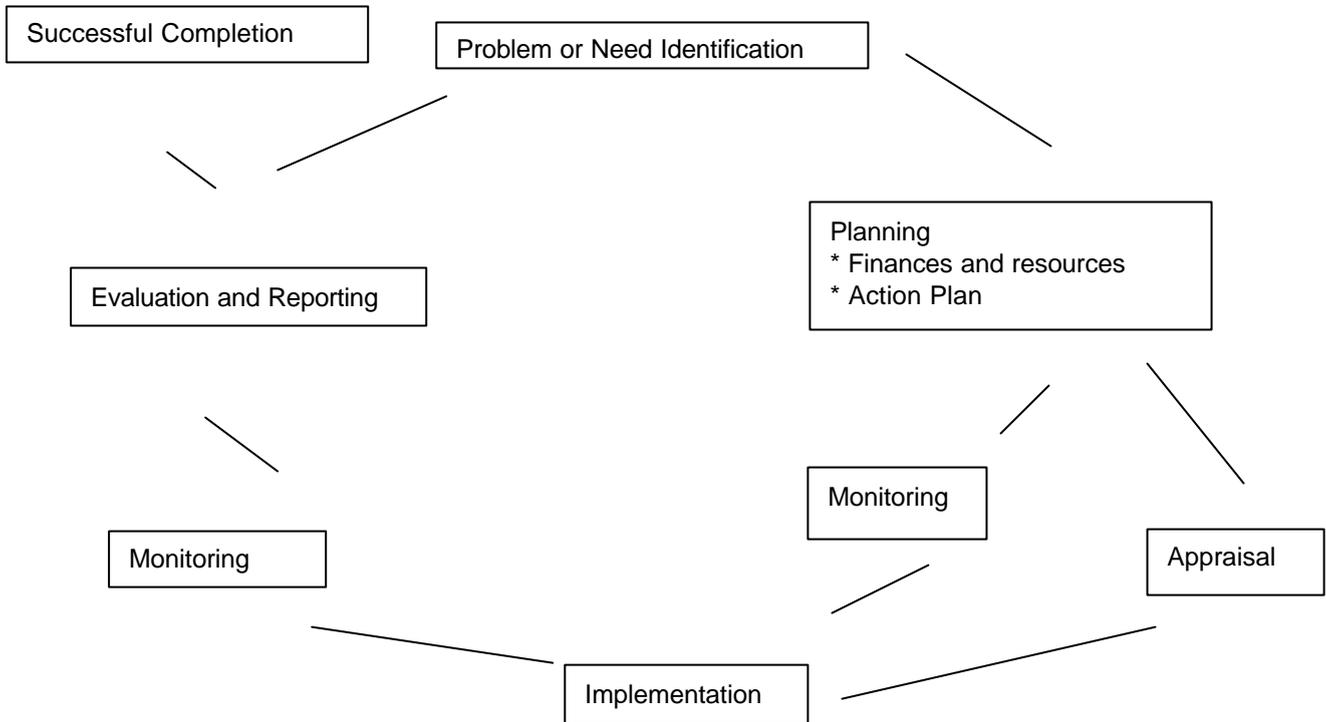
The project cycle concept tries to emphasise two main points:

1. Project development should pass through a series of consecutive steps to make sure projects are:

   a. **Well planned**

   b. **Properly appraised**

   c. **Adequately resourced and**

   d. **Effectively implemented**

2. Lessons learned during **'project implementation'** should be fed back into the planning process to improve the design and implementation of future projects.

The planning process is not just something that happens at the beginning of the cycle and then forgotten. Plans must be regularly reviewed and revised to incorporate lessons learned during implementation to ensure that they remain relevant and up to date.

Project planning – a planning and proposal framework

This project planning/proposal framework gives an overview of what the main ingredients of a project plan are. It shows how the project cycle comes together in a plan. Through the activities and readings in this module, you will learn how to implement each stage. The following is a framework of a project proposal.

1. Proposal summary

2. Statement of goals and objectives

3. Statement of action plan

4. List of needed resources

5. Budget

6. Description of monitoring system and approach

7. Background on the community or organisation

☞ **2.2 Activity 1**

Write a paragraph explaining clearly what a project is.

Explain why a project cycle is useful.

Topic 2: Problem or Need Identification

Objectives

By the end of this topic you will be able to:

- Use different tools for identifying community problems or needs
- Apply a simple problem analysis method

Scope

This topic introduces students to problem or need identification, the first step in the **project cycle** and will draw on earlier modules. For example; community mapping in Module 1.3 and Social Surveying in Module 1.2. This is the most important first step and must involve all the elements of participatory development taught in **Module 2.1 Participatory Development.**

Problem or need identification

Problem or need identification can be done in many different ways. It depends on your community.

Some of the tools used to help communities identify problems include:

- Community mapping, transect walk
- Social audit, skills and resource surveys
- Community meetings

(Refer to Module 2.1 What is Participatory Development)

Problem identification is looking at what has changed from the past and discussing the reasons for the change.

Some problem identification tools

Social auditing, skills auditing and resource auditing

Before any development begins, the community need consulted and involved. Whether the development is a school library or a bridge if community support is wanted, if the project is to be sustained by the community and if the project is to benefit the community then genuine community participation is needed. A social survey is one technique to discover the needs and problems of a group or community.

(Refer to Survey of Wewak Town Market in Unit 1Module 1.2 Community Development Skills)

> *Briefly describe the three types of auditing and some of the techniques used.*

Community mapping

List tens ways that a map like this could assist with project development in your community.

What is a 'mental map'? Use the glossary to refresh your memory. Make a mental map of your dormitory area and share with the class. Discuss ways that the dormitory could be improved. Are the mental maps all the same? Explain.

Meetings

Public or group meetings are another useful way to gather community ideas and opinions for development projects. In most projects, community meetings should be held separately for the women and the men (and if appropriate for children). This is because women and children may not be easily heard in a meeting of the whole community. These meetings can be given the task of identifying the problems/needs, or the constraints/risks of a possible project. Use open-ended questions at these meetings and encourage group discussion. Bring the results of the separate meetings together. Good facilitation is necessary.

Main problem or need identification

No matter what tool we use- social audit, meetings or community mapping we need to be able to clearly identify the main problem or need.

A problem does not happen in isolation. It has a cause or causes and it will have effects.

```
   ( Cause )  ————— ( Problem )  ————— ( Effect )
```

Ask the question; **'What is the cause of the problem?'**	1st	**START HERE**	2nd	Finally, list the effects of the problem
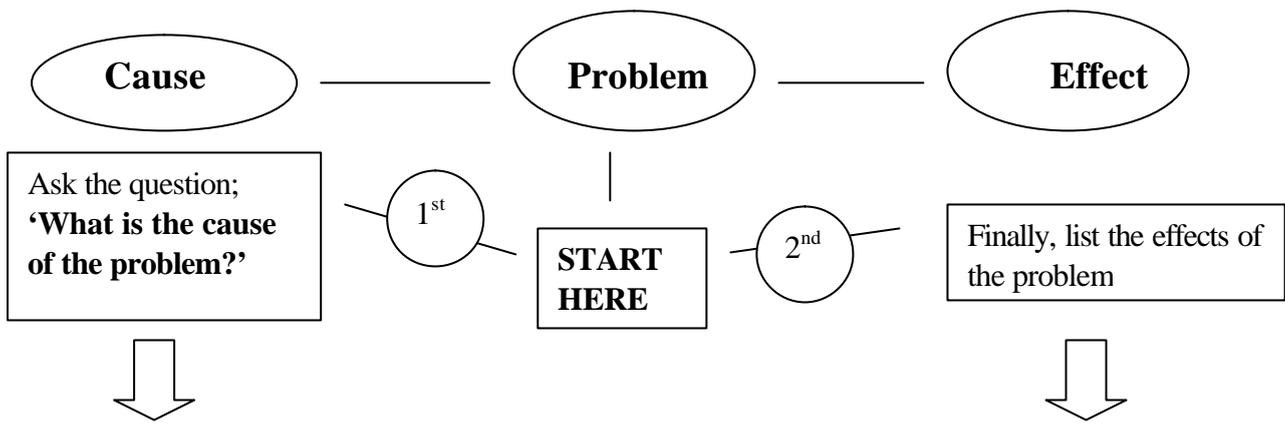
For example, at a College there was a water problem, which some students identified as:

Causes	**Problem**	**Effects**
1. Low ground water level 2. Misuse of water 3. Broken water pipe pump	There is no water	1. Can't wash self 2. Can't do laundry 3. Bad smell 4. Poor morale
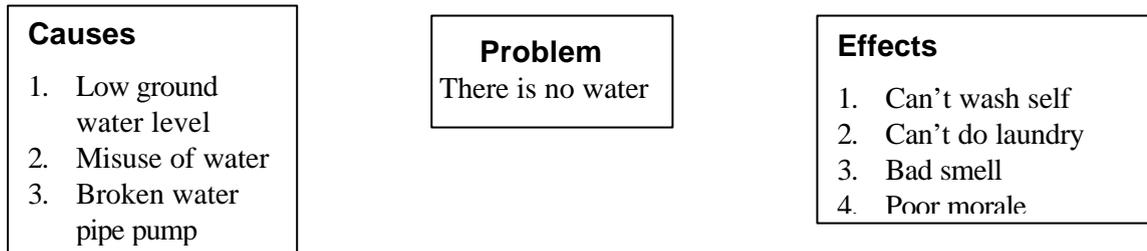
The same problem analysis can be shown on a **'problem tree'.**

No laundry

No washing

Bad smell

Disease

Low morale
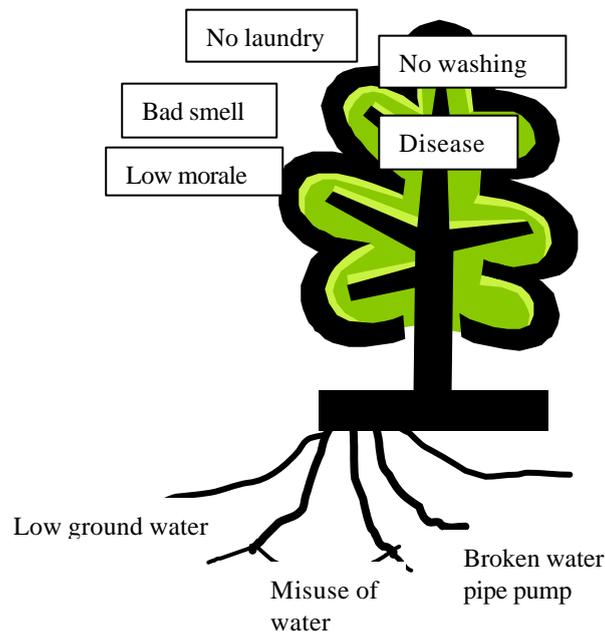
In using the problem tree, a symbolic tree is drawn with the trunk representing the problems. What do the branches represent? What do the roots represent?

Low ground water

Broken water pipe pump

Misuse of water

☞ **2.2 Activity 2**

Identify a problem around the college and create a problem tree to represent the problem, causes and effects. Be prepared to share and analyse your tree with the class.

Topic 3: Planning

Objectives

By the end of this topic you will be able to:

- Appraise a potential project by conducting a simple feasibility study to determine if a project is possible
- Develop an action plan for implementing a project
- Identify and plan for resources needed to undertake a project
- Use cost estimating procedures to prepare a costing for a project

Scope

This topic covers the basics in planning a community development project. Beginning with a simple feasibility study, the creation of an action plan and mobilisation of resources and finances are covered in this topic.

Students will be encouraged to apply and practice these skills by planning their own College or Demonstration School-based project.

Project appraisal -conducting a feasibility study

A feasibility study is set of questions used to evaluate the worth of possible solutions to a problem. The questions form a checklist or feasibility criteria to help sort the **possible** solutions from the **impossible.**

Solutions to problems can be uncovered during community participatory activities such as meetings, audits, transect walk, maps and making a problem tree.

☞ 2.2 Activity 3

Using the problem trees developed in the previous activity, follow these directions.

1. Refer to the problem tree created in 2.2 Activity 2 – list all the possible problems.

2. Come to an agreement on their order of importance.

PROBLEMS	———	SOLUTIONS
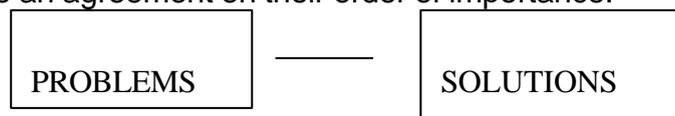
3. List all the possible solutions to solve the problems. Again, this could be done through a brainstorm.

4. Look at the solutions and decide which are possible and which are impossible.

> 5. Work as a group and develop a set of Feasibility questions, which can be your checklist to test the solutions.

Project design - planning

Writing all your ideas for your proposed project in the form of a Project Proposal is useful because:

1. It sets out the project in a clear and logical way.

2. Can be easily transferred to an ACTION PLAN.

3. If the community is unable to complete the project without outside assistance, the Project Proposal can be sent to a DONOR for consideration.

Project proposal guidelines

The following proposal guidelines expand the framework given in Topic 1. It provides a description and checklist of what should be included in a project proposal.
Read it an answer the discussion questions.

#	Step	Checklist
1	**Proposal summary** Clearly and concisely summarises the request *What is the advantage of a summary at the beginning?*	• At least one sentence on the context • At least one sentence on the problem • At least one sentence on previous or existing attempts to address the problem (if relevant) • List goals and objectives • One sentence on what funding is being requested and the amount. • Should be brief and interesting.
2	**Statement of goals and objectives** Spells out the purpose and benefits of the proposed project. *Why should you also include: WHO will benefit from the project?*	• Is there a clear and logical response to the problem? • Moves from the general goal to the specific objectives.
3	**Statement of action plan** Describes the action / activities to be used to meet the stated objectives. *Why should the action plan match the objectives?*	• Flows from goals and objectives • Clearly describes the project activities • Describes the sequence of activities • Describes the responsibility for different activities • Includes time frames • Allows for flexibility
4	**List of needed resources** Lists the human, financial and technological resources needed to achieve the project objectives *A community often has resources available for projects. List some.*	• Flows from the proposed Action Plan and is consistent with the proposed objectives. • Lists all human and physical resources needed to achieve each activity • Are resources available in the time needed? • List all resources.
5	**Budget** Breakdown of all costs of inputs.	• Are all personnel, equipment, training costs, transport, etc included?

People, equipment, transport,..)

Why might quotes for equipment and resources be good to include in a proposal?

- Is the budget broken down according to who will pay for what parts of the project? (Local contribution..)
- Is there enough budget to cover actual administration costs?
- If the project is for more than one year, is the funding broken down by year?

6 ***Description of monitoring system and approach***

Includes how project will be monitored

What indicators will be used to tell whether the objectives are being met?

Why do you think that monitoring is often forgotten?

- Describes how the project will be monitored
- Identifies indicators for each activity
- Describes how information will be collected
- Describes the process and timing of reporting
- Shows how information will be used to improve the project implementation.

7 ***Background on the community or organisation***

Describes the community/organisation

Describes the qualifications of the individuals or organisation.

A community map or photograph of the people maybe useful, why?

- Is there enough information to give the reader a clear idea of your ability /community's ability to carryout the project? (technical and managerial)

Action plan guidelines and examples

An Action Plan is based on asking and answering some basic questions:

1. **What** has to be done?
2. **How** is it to be done?
3. **What** is needed?
4. **Who** will do it?
5. **When** is it to be done/
6. **How** long will it take to do?

Model 1: Action Plan Form

This is a simple model which has been completed for building a water tank. The resources are included in the steps.

When there is a lot of work to do, it is helpful to divide a big job into small steps. This action plan can be drawn on a big card and stuck on the wall for everyone to see. This makes it easier for people to do the work, and make things happen.

Step	Who		Finish By
	College People	**Outsiders**	
Get gravel and boxing and prepare site.	Norbert and team		June 2-7
Concrete base	Norbert and team		June 10-11
Organise water tank and transport to site	Workshop staff		June 15
Collect spare pipes And spouting from College. Buy parts needed	Norbert	Workshop staff	June 18-20
Fix spouting to roof	Norbert and team	Extra Grade 8	June 22-30
Connect spouting and fix tap	Norbert and team		July 2-6

Model 2: Action plan form

This is another type of action planning form. It sets out the human resources, materials and also makes delegations.

PLANNING SHEET						
Objective:						
Activity	Start Date End Date	People Needed	Materials Needed	Total Cost	Person Responsible	Assumptions and Risks.

☞ **2.2 Activity 4**

Copy Model 2: Action plan form into your book and fill it in the best you can using the information given in Model 1.

Model of a resource planning form

To meet the objectives of a project the Project Plan must clearly state what resources are needed.

To help do this easily a **Project Resources Planning Form** can be drawn up. Here is an example of a Resources Form.

ACTIVITIES	Installation of a water tank			RESOURCES		
	Qty	Human	Qty	Equipment	Qty	Materials

☞ **2.2 Activity 5**

Re-draw the Resource Planning form in your book and include the resources and equipment needed for ground preparation work for a water tank.

1 team leader, 4 youth, 2 spades, 1 wheelbarrow, 2 hammers, 1 cubic meter of gravel, 4 bags of cement, 20 meters of timber for boxing, 1 kg nails.

Cost estimating

Most projects will require financial expenditure. A project cost estimate will have to be prepared to determine the amount of money required to finance the project. When preparing estimates use known current cost: do not guess what future costs might be.

☞ **2.2 Activity 6**

The following is a model form used to estimate the costs involved in a project. It is a useful budgetary tool for the planning of a project. Re-draw the form and include the list of materials and equipment used in the project resources form. All the costing information has been provided for you to include in the form.

Use a calculator to calculate:

Administration costs, total estimated project costs, contingencies and total estimated project expenditure.

What sort of items would be included under miscellaneous?

Why is contingency included?

Material costs

Timber –3.50kina/meter, transport –15kina, cement –12.50/bag, nails –
9.50/kg, gravel –105 kina/ cubic meter, equipment borrowed – no cost,
miscellaneous –string – 4.50 kina

'Part' Project or Activity	Estimate of Costs (K) Installation of a water tank					
	Labour	Materials	Equipment	Transport	Miscellaneous	Total
Ground preparation and concrete base.	-		--			
Sub Total	-					
Administration @ 5% of estimated project cost						
Total estimated Project Cost						
Contingency @10%						
Total Estimated Project Expenditure						

Basic book keeping and records

Keeping accurate and transparent financial records is vital for community projects. Discuss
with the class the sorts of problems that can be avoided by keeping transparent and accurate
financial records.

Invoices and bills

Invoices are given when a credit transaction has taken place; for example, purchases made or
work performed with payment made at a later date. Duplicate invoice books can be bought.
The completed top copy is given to the buyer while the carbon copy is kept as a record of the
transaction.

What is the use of keeping duplicate copies of financial transactions?

The following is one type of invoice form. When completing an invoice, details must be recorded:

- In the top left hand corner, a reference number. This number is useful when making a check of accounts. The reference number can be either a number or a combination of numbers and letters.

- The name and address of the person or group making the purchase

- Details of the transaction. What was purchased, the quantity and the cost. Or details of the service provided.

An invoice can also be issued when work is performed, with payment to be made at a later date.

```
No. ......                              INVOICE

                          BILL'S BUILDING SUPPLY Co
                          Mt Hagen, Western Highlands
                                Ph/fax: 542-456
Deliver To:

Name: ………………………………..
                                      Date:   …………………
Address: …………………………….

                                              Unit    Value
Quantity                    Description       Price          K


                                                     Total   K

Received By:   ………………………….. Date:   ……………
```

☞ **2.2 Activity 7**

Make a copy of this INVOICE and using the information in the Cost Estimate form (see above) fill in the invoice for the water tank project. Make up your own name for the group.

Share your completed invoice with your peers.

What is a bill? Refer to the Glossary, and find some examples.

Receipts

A receipt can be written out and given as proof of cash payment. It is important to note that receipts should never be issued for credit, only for cash transactions. Duplicate receipts books can be purchased. After filling in the details, the top copy is given to the person making the payment and the carbon copy is kept as a record of the transaction.

) **2.2 Activity 8**

Find examples of receipts and design a receipt form for the water tank project. Complete it for receipt of goods received from Bill's Building Supply Co

Accounts

Invoices, bills and receipts are proof of transactions. Accounts are kept in order to keep a record of all the cash transactions. There are many different ways of recording the information. No single method is better but, whichever one you choose:

- **Be consistent.** The same rules for recording information must be used every time.

- **The accounts must be 'auditable'.** In other words, it must be easy to check that they are correct.

Accounts that can only be understood by the treasurer are of no use.

One method of recording cash transactions (payment or receipt of either money or a bank cheque) is by keeping a journal.

For every cash transaction the following information is recorded in the journal:

Column 1: The date of transaction

Column 2: Full details of the transaction, i.e. what was purchased or what work was undertaken.

Column 3: The reference number of the bill or receipt number or bank cheque.

Date	Details	Ref.	Received K	Paid K	Balance K
(1)	(2)	(3)	(4)	(5)	(6)
	BALANCE				

Column 4: If money is received, the amount in figures is entered. If money is paid out, a short line is drawn through the column to show that no entry has been made.

Column 5: If money is paid out, the amount in figures is entered. If money is received, a short line is drawn through the column to show that no entry has been made.

Column 6: The 'balance' records how much money is left after the transaction.

☞ 2.2 Activity 9

Make a copy of the accounts journal (see above). Enter the following details and transactions into the journal.

17th April, Balance Brought Forward, received K2000, paid K500, Balance K1500

18th April, received payment of K20 membership fee from Herman Cop (Receipt number 04)

19th April, purchase of 10 grass knives at K15 each (Receipt number 97)

26th April, deposit payment of K1250 for the purchase of a motor mower. (Receipt number A19)

26th April, received loan from Bank of K1200.

Make out the balance for the page.

Topic 4: Working with Donors

Objectives

Through this topic you will be able to:

- Write a project proposal on behalf of their community
- Write a letter to a prospective donor

Donor support for a community development project

Donor support for community development is important in Papua New Guinea in situations where communities **CANNOT DO A PROJECT OR SOLVE A PROBLEM WITHOUT OUTSIDE HELP.**

Donors assist in many ways:

- Infrastructure support
- Training
- Institutional development

As a teacher, you may be asked to assist the local people with:

- Writing a letter to attract the interest of a potential donor
- Writing a project proposal
- Visiting and speaking with donors about a community project once a donor has been found that might assist a community

In whichever way you assist the community you must communicate your community's interests as concisely and as accurately as possible.

☞ 2.2 Activity 10

You have been chosen by your community to be a member of the project committee. There has been a community meeting which has identified one major community problem. As a group read the following instructions and questions to help you develop the beginnings of a project proposal.

1. Read the donor's criteria for granting funds. Refer to the Small Project Funding Application form.

2. Discuss and answer these questions in your project groups:

- *What types of projects are likely to appeal to the donor?*
- *What does the donor require from you? (Project committee)*
- *What will the donor NOT fund?*

- *Does your project fit the donor's requirements? If it does not, how can you write your project proposal in such a way that the donor will be attracted to your project?*

- *What parts of your project proposal should be specially emphasised so as to appeal to the donor interests?*

SMALL PROJECT FUNDING APPLICATION FORM

The Sorts of Projects We Can Help

- Projects, which improve living conditions, eg. water supply projects;

- Projects, which generate some money for the community, especially in rural areas, eg. agriculture projects;

- We can sometimes give books to community and school libraries;

- Projects which help women;

- We can only provide funds for equipment and materials.

Priority will be given to projects where the applicants have made a significant contribution themselves, in labour, materials, and/or cash, and to projects in remote areas.

What We Cannot Do

- We cannot make general donations;

- We cannot give funds for evangelical purposes, instruments, or uniforms;

- We prefer not to support building projects, nor projects involving already established commercial industries.

If we agree to help your group with their project, your obligations to us will be:

- To meet all ongoing costs of the project (fuel, labour, maintenance, etc.);

- To provide reports to the High Commission every six months on progress with the project.

If you believe you qualify and would like us to think about helping your group, please fill in the attached form and return it to us.

Thank you.

NOTE: The maximum assistance we can provide under this project scheme is K5, 000. The normal size of projects we assist is K1, 000 to K3, 000. If you require more than K5, 000 for your project, your application will need National Government support.

To make an application for amounts over K5, 000 complete this form and return it to us. We will assess it in conjunction with the PNG Office of National Planning.

☞ 2.2 Activity 11

Look at the photo, which shows a small business enterprise. This sort of activity is generally not supported by aid and development donors. However, if this business was get funding from the Small Project Funding (see above), in what ways could the owner of this business change his operation and attract donor support?

Topic 5: Implementation, Monitoring and Evaluation

Objectives

By the end of this topic you will be able to:

- implement a project by following an action plan
- plan for and initiate a monitoring and evaluation process for a project

Scope

This topic covers the implementation of a project and introduces the students to the terms monitoring and evaluation. Students will be presented with several models for monitoring and evaluating a project. Different types of record keeping will be introduced to assist with project reporting. Students will also learn more about project report writing.

Project implementation

The Action Plan is implemented

The action plan is a set of proposals for action. Usually in the form of a list of steps required, who should take them and when.

☞ 2.2 Activity 12

Refer to the model action plans and choose a model you prefer. Use it or modify it to write an action plan for a small project which you could implement around the college or in the local primary school. You should also include forms for resources and cost estimating.

Using duty statements

☞ 2.2 Activity 13

What is a duty statement and why are they used?

What use could a duty statement be for a village community development project?

After reading the duty statement below, do you think they are realistic? Please explain your opinion.

The responsibility of a project group is to manage the project and to make sure the action plan is carried out and that each member of the group or community who have a job complete their job. A 'duty statement can help achieve this so that everyone knows what to do. A duty statement is like a contract between the project committee and the people acting out the action plan. It is also a guide to support people in their jobs.

Look at the following examples of Duty Statements, which were written for a college water tank project.

Example of a duty statement for Norbert's water tank team

a. Site preparation and concreting
The team is to clear the ground where the water tank is to be sited. Topsoil should be removed and the area levelled. Gravel, cement and boxing timber needs to be taken to the site. The boxing should be built strong enough to hold the concrete base for the tank. Make sure all tools and containers are thoroughly washed to get rid of all concrete.

Each person in the team should be given some responsibility. The work groups should be organised as youth males and youth females. They should be given equal responsibility.

Training should be given at each stage so that all the team members have the chance to participate in and learn about all parts of the construction.

b. Preparation of the tank and plumbing
Fix the tap and check for and repair any holes. Arrange with the workshop to get transport to the site.
Gather all available resources from the college and make arrangements to purchase other important resources.
Attach spouting and guttering to the roof.
After 2-3 days place the tank on the concrete base.

> **c. Journal**
> Maintain a journal of project activities and a documentation file, which includes all receipts
> and an accurate financial record.
>
> **d. Meeting**
> Hold at least one meeting at the mid point of the project to check that the action plan is still
> on track. Records of the meeting must be written in the project journal.

Monitoring and evaluation

Monitoring should highlight strengths and weaknesses in the way a project is being
implemented.

> *Ask the class to think of examples.*

Monitoring should also allow the people responsible to deal with problems, improve
performance and adapt to changing circumstances.

How project monitoring works?
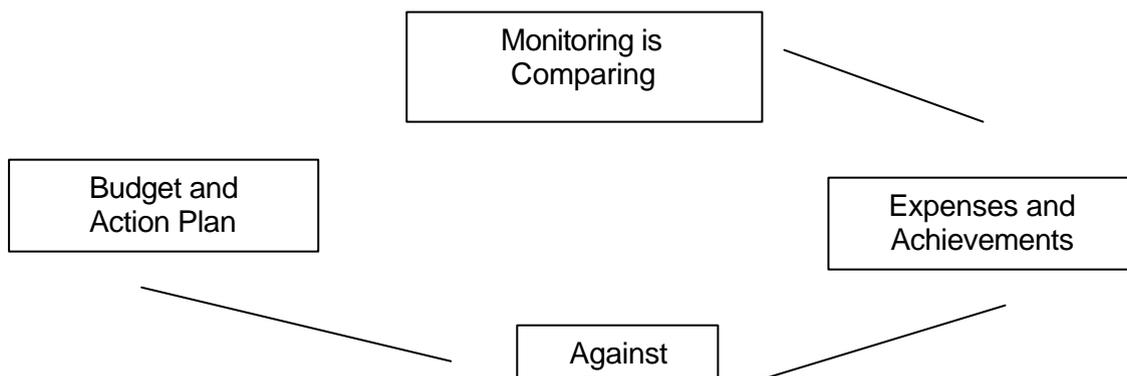
Monitoring a Project

If the achievements (activities) are not in agreement with the project plan, or the expenses with
the budget, ask the following questions:

1. What is the effect?

2. Why did it happen?

3. Does it matter?

4. Is it better or worse?

5. What will be the effect on other planned activities?

6. What will be the overall effect on the project?

☞ 2.2 Activity 14

Read the following statement and decide what is meant by it.

In what circumstances could it be true?

"It is not necessarily a bad thing when a project does not proceed exactly in the way of the Action Plan. In the same way it is not necessarily a good thing when a project proceeds exactly in accordance with the plan."

Monitoring and decision taking

The success or failure of a project will depend upon the ability of the group to take decisions. It will not be possible to get things right all the time but it is good to learn from experience.

There are two ways of making decisions:

1. **The methodical way**

    a. All facts are gathered and analysed

    b. A prediction of the final outcome is made

    c. A decision is made

2. **Using hunches and intuition**

    a. Feelings and gut instincts are listened to

    b. People are connected to their heart – meaning that intuitions are listened to.

    c. Decisions are made after contemplation

Whatever method you use to make a decision ask yourself and answer one question at a time.

- Will it work?
- What will be the consequence if I do nothing?
- Is it worth doing?
- Will it solve the problem or make it worse?
- What are the alternatives?

Monitoring techniques

Keeping a project diary or journal

☞ 2.2 Activity 15

What are the advantages of keeping regular records of main events and happenings during the time of the project?

How could keeping a dairy or journal of activities, changes in membership, decisions made, etc help in monitoring the project and in reporting?

Outline the main format of a project diary or journal that you might find useful.

In what ways will a regular journal help with report writing?

An example of a weekly project journal

Water Tank Project Journal

Team Leader: Norbert
Team Members: Pu , Richard, Baldazar, John
Support People from the workshop: David, Clement, Jerry, and Leo.

23/5/01
Two team members present: Pu and Richard
Soldered hole in water tank
Boys keen to learn

25/5/01
Rained all day. Workshop work with team. All present.
Gathered all available college materials and checked tools.
Instructed team on safe use of tools and equipment

29/5/01
Ground preparation with whole team.
Dug out foundation for base.
Moved gravel. Need more gravel. Ask Campus manager.
Youth are happy and interested.

2/6/01
No team members turned up.
Check with Demonstration School teacher.

4/6/01
Team worked on making the boxing for the base.
Mixed and poured concrete.
Team had forgotten and played league on 4/6 talked with them about discipline.

What are the advantages of keeping this type of record?

What personal discipline would be needed to maintain a project journal?

Project evaluation

An evaluation is the gathering of objective information about a project so that an assessment can made about its successes and failures. Evaluation can help a group learn from the experiences gained during the project.

Important aims of evaluation are to determine:

- If the objectives were met
- If the project was carried out effectively
- Who actually benefited from the project and in what ways?
- Who did not benefit from the project and why not?
- What lessons can be learnt for next time?

Good evaluation depends on how well the records were kept during the monitoring of the project.

Report writing

Information gathered through monitoring and evaluation belongs to the project group. Sometimes the results of monitoring and project evaluation need reported back to the community and donor if money was granted. The content and form of this report is up to the project group. However, donors will often provide reporting formats for community groups to follow.

When writing a report it is important to ask,

'Who is the report for and who will read it?'

Reports should be clear and concise and report on the main activities and outcomes of the project.

A report on a projects activities should contain

- A brief description of the activities completed during the month or reporting period, and
- A summary of the project accounts together with a list of activities planned for the next reporting period or month

Remember a report is only useful if it available when required. If you are asked to write a report, try to stick to the deadline.

The presentation of the report is important. The format and the level of language used must be appropriate to the audience. Simple diagrams and tables may be the most useful for the group itself. Discussions on analysis, interpretation and applications will only be fully participatory if the presented information is meaningful to all project group members.

The following are some examples simple graphic reporting styles.
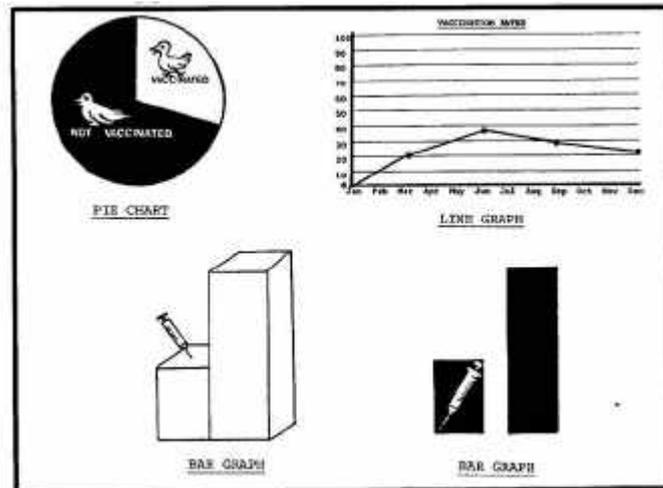
LOAN REPAYMENT REPORT 2001			
Group *Poultry* Village *Wom* Leader *Helen*			
Name of borrower	Amount of loan	Amount repaid	Balance owing
Mary Joyce Christine Eunice	55 154 268 1000	45 154 190 900	10 ---- 78 100

Reporting or presenting people's attitudes is sometimes difficult, but it can be done by pictorial means using faces. Number of people in each category can be entered alongside. These may be given ratings as in a 5-point or 3-point rating scale so that the most positive ranks the highest number, and the most negative the lowest number. Such reporting systems can also used in data collection, especially when data on attitudes, values, standards and opinions are needed.

		GROUP PROGRESS REPORT FOR MONTH OF May 2001		
☺	STRONGLY AGREE APPROVE SUPPORT		☺	☺	☹
☺	AGREE APPROVE SUPPORT				
☺	NEUTRAL ACCEPT	Tasks done			
☹	NEGATIVE DOUBTFUL DISTRUST	Supplies purchased			
		Meetings held			
☹	STRONGLY DISAGREE DISAPPROVE DISTRUST	Monitoring system working			
		Accounts maintained			

A 5-point attitude indicator which can easily be adapted to a 3-point indicator

Group progress report (for one month) using a 3-point scale

☞ **2.2 Activity 16**

How would you gather information for project evaluation? – particularly to answer the types of questions asked in the section Project Evaluation.   What is the value of oral reporting and when would it be used?

A project example

The following is an example of a completed project proposal. It follows the guide presented in Topic One. It sets out a step-by step guide to planning and implementing a project using a poultry project as an example.

) **2.2 Activity 17**

This is an actual project proposal for establishing a poultry project. It is set out following the guidelines given in Module 1.2 CD Skills and this Module 2.2 Integrated Projects. The information given and the format of this proposal provide enough information to satisfy a prospective donor and to meet the needs of a community. However there are some weaknesses with this proposal. These have been deliberately made. As you read through the proposal try to identify the weaknesses and improve the proposal.

This model should be used as a guide to be adapted to suit your project needs and any specific donor requirements.

Before you read the proposal, draft some appraisal criteria to use to examine the value of the project. Imagine that you were a donor and had to appraise/evaluate this project for funding, would you support it?

For example:

- *Is it a community project?*
- *Who will benefit?*
- *Are women or girls involved?*
- *In what way is it sustainable?*

Project proposal

1. Summary

1. St Benedict's Teachers College has a vision of becoming more self- sufficient. One of the ways of achieving this vision is the development of a poultry project in which the college and the community work in partnership to raise chickens. The project will also form part of the college agricultural course.

   Goal

   The purpose of this project is to develop a chicken project as part of the college agriculture programme, which can make a profit.

Objectives

    a.   To grow and care for broiler chickens until they are ready for market.

    b.   To establish a partnership with members of the outside community to ensure the security of the chickens.

    c.   To teach the students the basics of setting up and managing a chicken project.

    d.   To assist the college to become self reliant for food.

We are requesting **800 Kina** to establish this project. This includes the cost of converting an existing building to a chicken house, buying the chicks and food for the length of the project.

Ask the students if this is a realistic enough request to sustain the project?

2. Goal and objectives

Goal

The purpose of this project is to develop a chicken project as part of the college agriculture programme, which can make a profit and support the college vision of self-reliance.

To achieve this goal we have set these objectives, which we believe will assist the college to become more self-reliant.

Objectives

    a.   To grow and care for broiler chickens until they are ready for market.

    b.   The college will buy the chickens at an agreed price. This will be cheaper than they can buy them now.

    c.   To establish a partnership with members of the outside community to ensure the security of the chickens.

    d.   A partnership will be one of the safe guards we use to ensure that the chickens are not stolen. Security is an issue and we believe that by involving the community in a partnership we can reduce the likelihood of theft.

    e.   To teach the students the basics of setting up and managing a chicken project.

    f.   This project will be part of the teaching programme for the college and will enable the lecturers to add context to the theory.

    g.   To assist the college to become self reliant in food.

    h.   The National Department of Education encourages all teachers colleges to become more self-reliant. This is one of our attempts.

3. Action plans

The following action plans explain how the objectives will be achieved.

PLANNING SHEET 1

Objective: *To grow and care for broiler chickens until they are ready for market.*

Activity	Start date end date	People needed	Materials needed	Total cost (K)	Person responsible	Assumptions and risks
Convert existing shed to a chicken house.	14 June 30 June	Male students (5) Female students (5) Male youth (4) Female youth (4) A welder	Galvanised 3mm wire 25mm bracing pipe 35m Welding machine Timber 4x2 - 20m Nails 150mm Door Locks Floor litter Feeders x 3 kerosene lamps x 2	120 52 35 10 25 75 - - -	Team leader	Welding machine must be available. Without it, work will be slow. Settlement youth will be willing to contribute and learn from our students.
Buy broiler chicks and food.	4 July 12 July	4 Male students 4 Male youth	1 box of chicks Transport Starter food Grower Finisher	115 - 86 39 129	Team leader	One week from order to chicks arriving. We are only ordering 50 chicks, as this is a pilot project. Food must be kept in secure place

How could this be improved?

PLANNING SHEET 2

Objective: To establish a partnership with members of the outside community to ensure the security of the chickens.

Activity	Start date end date	People needed	Materials needed	Total cost	Person responsible	Assumptions and risks

PLANNING SHEET 3

Objective: To teach the students the basics of setting up and managing a chicken project.

Activity	Start date end date	People needed	Materials needed	Total cost	Person responsible	Assumptions and risks
Teach Module 1.2 Livestock Rostered jobs for students and youth	Semester 2	Year 3 students	Curriculum materials. See duty statements	-	Ag. Lecture	-

PLANNING SHEET 4

Objective: To assist the college to become self reliant for food.

Activity	Start date end date	People needed	Materials needed	Total cost	Person responsible	Assumptions and risks
Integrate CDS and Ag project work. Find markets for chickens.	Semester 3 Before chickens are grown	Yr 3 Class Marketing team	Theory and practical work Marketing plan.	- -	Lecturers for CD and Ag Lecturer.	Resources and equipment needed. Support from College Administration. Pre-established markets will provide a guaranteed income.

4. Resources

The following form shows the resources required to complete the poultry project. (Use if necessary)

ACTIVITIES	RESOURCES					
	Qty	Human	Qty	Equipment	Qty	Materials
Adapting the Haus Buying and Caring for Chickens	10 8 10 8	Student team 5 men, 5 women Youth, 4 and 4 Student team 5 men, 5 women Youth, 4 and 4	1 4 2 3	Welder Hammers Saws Feeders	1 1 10sq m 35m 1	Lock Door Wire Pipe Box of 50 chicks

5. Budget

This is the project budget which is based on current cost estimates. Quotations from local suppliers are also included.

Chicken Project Budget

			Kina toea	
Expected revenue from sale of broiler chickens.				
Broiler chicken –undressed	@17.00 x50		850.00	
Total expected income		=	850.00	
Expected costs				
Chicks	50 @2.30	=	115.00	
Broiler starter	2 @ 43.00	=	86.00	
Broiler grower	1 @ 39.00	=	39.00	
Broiler finisher	3 @ 43.00	=	129.00	
Cost of adapting chicken haus		=	317.00	
Chicken mortality loss	15% -7x15	=	105.00	
Total expected cost		=	791.00	
Total expected revenue less				
Total expected cost = Expected profit		**=**	**59.00**	

Direct student critical thinking to this aspect. How could the budget be adjusted to make the project ongoing?

Is monthly regular enough for this type of project? Encourage discussion.

6. Monitoring and evaluation

This poultry project will be monitored in the following ways:

1. Keeping a monthly project journal of feeding schedule, health of the birds, duty statement tasks and security issues.

2. Regular project team meetings where we will discuss the action plans and make changes if necessary.

7. Background on College

St Benedict's Teachers College is one of seven National Teachers Colleges. It is a Catholic college and teaches Christian values while following a national teacher education curriculum. The college was established in 1969.

The present roll is 250 students and 21 staff. The majority of the students are boarders and live in one of two dormitories for male and female students.

As with most government institutions, the level of funding is inadequate and the college is looking for ways it can reduce its dependence on government and diocesan funding and become more self-reliant.

Our surrounding community is mostly made up of settlement people who are: marketers, subsistent gardeners, casual workers, caregivers and home youth. The college occasionally

gets broken into by people suspected of coming from the settlements, so it is our interests to try to establish a partnership with our neighbours to manage this project.

Agricultural gardens are another way that the college tries to encourage self-reliance.

Managing the project

The project will be managed by student teams who will be responsible for different parts of the project. A team leader will coordinate the activities and provide weekly reports to the college agriculture lecturer. Duty statements have been written to make sure people know what they are expected to do. These duty statements will also be used during the monitoring and evaluation of the project.

Project duty statements

Feeding and watering

1. Follow the established feeding schedule - complete the feeding schedule form each time you feed the chickens
2. Make sure the chickens have fresh water each day.
3. Clean the feeders when necessary.
4. Check that the food supply is free of pests and that there is enough food.
5. Comment on chicken growth, any sicknesses or any strange behaviours you observe. Record these observations in the Project Journal.
6. Teach local youth involved with the project all the skills of care and feeding.

House maintenance

1. Rake and replace the floor litter once a week or whenever required - old litter to be spread on the vegetable garden or compost heap.
2. Check the roof for leaks and the walls for holes. Report all damage and maintenance problems in the Project Journal and arrange for repairs to be made.
3. Teach and encourage local youth involved in this project to take responsibility for care and maintenance.

Security

1. Check that the house is securely locked at the end of each day - look for potential problems and record them in the project journal and fix them.
2. Make arrangements with local youth involved with the project to help with the security.
3. Attend all project meetings and participate in discussions.

Example of Financial Record form to be used and reported

Date	Item	Qty	Unit cost	Expense (K)	Income (K)

☞ 2.2 Activity 18

Work in small groups and refer to the Project Feasibility Criteria developed earlier. Discuss the strengths and weaknesses of this project. Look for ways that it could be improved.

Glossary

Action plan	a programme of action used for the implementation of the project
Appraisal	similar to evaluation. Used to determine the worth of a project proposal and to check that the objectives and action are appropriate to meeting the community needs
Bill	given when a cash purchase is made. A bill is also made out when payment is required for a credit transaction. The details recorded are similar to those on an invoice
Budget	the financial plan showing income and expenditure
Checklists	useful lists which community workers and local people can use when planning activities or projects. Checklists can be of: resources, skills, people and organizations and initiatives needed to enhance a community.
Communication	passing messages from one person to the other by phone, letters, oral, etc
Community calendar	activities in the community in a year
Community development	people living together making choices based on the needs of the community
Community development workers	facilitators of development in the community
Community	a group of people living together or people who have something in common
Conflict resolution	to be able to discuss and find solutions to problems – usually with a mediator.
Culture	traditions, society, beliefs, art and language of a group. Is changing all the time
Developer	one who develops
Developing countries	countries still under developed low levels of GDP, and high levels of poverty
Development	people making choices based on values and merits of change
Diagrams	visual representations of information which can help explain current issues or future proposals
Diary	a regular journal used for recording or monitoring the activities of a project
Donor agents	organizations which help financially or with resources for those in need
Duty statement	job or delegated task
Environment	surroundings or things that are around us - can be natural or created
Environmental sustainable development	preservation of environment for future use

Equality	having an equal amount, being equal
Feasibility checklist	a series of evaluation questions which serve as a reality check for possible solutions for a problem or need.
Goal	a statement of intention or overall direction. Usually more global or general than specific
Hunch	an educated guess usually based on a feeling
Ideas competition	competition for generating options for improving a community, building or site aimed at encouraging creative ideas and generating interest.
Infrastructure	roads, electricity and water supply, health services, etc. which are necessary for the efficient operation of the economy
Interview	Recorded conversation, usually with prepared questions, with individuals or groups. More flexible and interactive than a questionnaire.
Leadership	someone who has status and qualities of being a leader
Mapping	Physical locating various characteristics of an area in two dimensions. Can be used to show community resources and land use.
Media	information usually offered to the community through newspapers, television and radio
Meeting	Event where people come together to discuss and decide. May be formal or informal, public or private.
Mental mapping	Production of maps by individuals and communities showing how they perceive their community/neighbourhood. Not geographically accurate maps.
Monitoring	an ongoing check of project activities which maybe based on observations and record keeping, diary or journal writing.
Participation	actively involve in any development or decision-making
Participatory development	to be able to contribute ideas/ decision-makings in the development of a community
Poverty	lacking or not having enough to sustain basic human basic needs
PRA	Participatory Rural Appraisal - a method or series of approaches for working with communities
Prioritising	deciding what needs doing when. Ranking of problems to be dealt with or projects to be undertaken.
Problem identification	to be able to identify problems
Problem solving	to be able to solve problems which often involves a process or types of thinking
Programme	often made up of a series of connected projects. Usually longer term and with broader development goals.
Project	an action which has a specific beginning and finish date specific objectives
Project cycle	a series of consecutive development steps which a project passes through to help ensure that projects are well planned, properly appraised, adequately resources and effectively implemented.
Project proposal	a potential project planned according to established criteria and including: objectives, action plan

Questionnaire survey	survey which involves collection of information in the form of written responses to a standard set of questions. A starting point for participation processes.
Resource	anything that can be used to help satisfy needs and wants - these include: natural resources (such as land), human resources (labour and enterprise) and manufactured resources (capital and consumer goods)
Skills survey	Assessment of skills and talent. Often done in a village to establish what a community can do for itself and what extra help is needed. Also known as a skills audit.
Sustainable economic development	income generating projects for future use
Sustainable	to be able to look after now for future generations
Third World	developing countries
Transect walk	A direct inspection of the area being considered for a community development project. Local people and community workers become familiar with the physical environment and key issues. Can be used as an audit of community resources.

Appendix 1: Other Potential Projects and Strategies

Lack of finances and or materials are often the limiting factors for community-based projects. Generally, you will have to be extremely resourceful in the ways you find resources and raise income for a project.

The following are suggestions for actual projects. Try to create and think of some of your own.

Field teaching

When on Field Teaching experience ask the principal if there are projects, which the school has the resources to undertake. Ask if you could conduct a survey of the staff and students to determine their problems and possible solutions. Only do this if you have asked the Principal and if there are resources or finances available.

If you do not do this what problems might you create?

Brainstorm with your friends possible projects that you think might be possible in a school when you are on Field Teaching experience.

Think of a strategy for discovering the needs or problems of the school. For example:

- mapping
- survey and interview
- meeting
- other

and how you would manage the task. Practice developing a strategic action plan.

Programme approach

A programme is a series of coordinated projects, which aim to achieve a broad development goal(s). Programmes are usually longer term than projects. The following example comes from the Health Promoting Schools Programme and is based on the 'Health Promoting Schools' model. This summary of activities will give you ideas on ways to approach school development with the community.

Read through the following summary of activities at St John Bosco Primary.

School: St John Bosco Primary, Minj

St John Bosco has a student roll of 280 and eleven teaching staff. There are twelve members in the Board of management and twelve in the Health Promoting School Committee.

One enthusiastic teacher, Ms Esther Karmel started the programme with almost no resources however she had plenty of courage and initiative.

Steps in establishing the programme:

1. She presented the Health Promoting Schools idea to a staff meeting, explaining the ways that a health programme could be integrated into the school activities. She

repeated the message in a combined meeting, which was attended by members of the Board of Management, parents and citizens and staff.

2. The meeting formed a Health Promoting School committee by identifying key people from the Minj station and nearby villages. The role of the committee was to create a vision of what their school should look like, identify health problems, prioritise them and plan for major projects, which would need support from outside sources.

3. The school was divided into four 'houses': yellow, maroon, green and blue. Teachers were given a house to be responsible for and houses voted for student leaders.

4. House activities included: agriculture, sports, food and nutrition cooking with advice and guidance from the responsible teachers.

5. The implementation of the programme was based on the four components of Health Promoting Schools:

6. **School Environment**: flower beds and trees planted for shade and food.

    a. **School Curriculum**: Health and Physical Education are taught with theory and practice and staff in-service.

    b. **Links with the community**: parents are invited for nutritional cooking or agriculture gardening.

    c. **Health and Welfare Services**: the school was supplied with a first aid kit from the Minj Health Centre. Health professionals are invited to talk to students and staff.

Most of the projects selected and planned by both teachers and the Health Promoting School Committee have been carried out. The challenge is to continue, maintain and monitor them.

> *Source: Adapted from **Health Promoting Schools**, First National Workshop, 10-14 November 1997, Department of Health.*

Other project ideas

School market

Create a school market. Encourage the vendors to sell only fresh fruit. Decide on what to do if they start selling rubbish food such as lollies and soft drink. Plan for a system of rubbish collection and include opportunities to teach the vendors about personal hygiene such as cleanliness and washing hands before touching food.

Sign board

Involve members of the Board of Management, students and staff members in designing a school signboard. Perhaps each class could have a poster competition to design a signboard and the best entry was selected to be built. The Board of Management could pay for the materials.

Grade 7 – 8 students could be involved in making the board as part of the Making a Living course.

Awareness campaign

Plan a strategy for a campaign to educate staff, students and members of the community on issues like: personal health and hygiene, nutritious food, HIV/Aids, organic gardening.

Appendix 2: Donor Contacts

Small scale funding

(Under K5,000)

Pacific Islands Eradication of Poverty

UNDP Small Grants Scheme

PO Box 1041
Port Moresby NCD 121
Phone: 321 2877 Fax: 321 1224
E-mail: Dorothy.Luana@undp.org

Funds for this regional Scheme are from a bilateral source, and are available for the support of women's initiatives in all sectors. The fund is managed through the United Nations System.

UNDP Fund for Violence Against Women

PO Box 1041
Port Moresby NCD 121
Phone: 321 2877 Fax: 321 1224
E-mail: Dorothy.Luana@undp.org

Under this global Find, grants are available for initiatives that look at developing strategies or pilot activities that advance women's position against the continued threat of violence against women.

Japanese Fund for Women in Development

PO Box 1041 Port
Moresby NCD 121
Phone: 321 2877 Fax. 321 1224
E-mail: Dorothy.Luana@undp.org

Under the administration of UNDP, this global Fund supports employment opportunities and sustainable livelihoods for both men and women through sustainable use of natural resources, specifically: Forestry, marine resources, food security, nutrition, and sustainable tourism.

Norman Kirk Memorial Trust

P.O. Box 1041
Wellington
New Zealand
Phone: +64 4 495 7200 Fax: +64 4 495 7289
E-mail: trusts@dia.govt.nz
Web: http://inform.dic.got.nz, / internal affairs/ businesses / trusts

The Norman Kirk Memorial Trust, gives small grants (up to $NZ 3,000.00) for community development projects. The Trust does NOT fund the purchase of buildings, salaries, equipment, postgraduate study, travel and administration costs. Note: Application forms are available through the trust and the deadline for all applications is 31 August annually.

German Development Service (GDS/DED)

PO Box 1862
Boroko NCD 111
Phone: 325 5380 Fax: 325 9377
E-mail: dedpap@online.net.pg
Web: www.ded.de

GDS, offers small grants to NG0s For Consultancy support and training for community groups; material cost for non-profit oriented projects; Institutional strengthening of service delivery organisations; and infrastructural

Medium scale funding

(Under K50,000)

AusAID Small Activities Scheme

C/- Locked Bag 129
Waigani NCD 131
Phone: 325 9333 Fax: 325 9183

The AusAID Small Activities Scheme is a small discretionary scheme administered by AusAID in Port Moresby that provides funds (max. K40,000.00) for projects that aim to contribute to poverty reduction and achievement of sustainable development at the gross roots level. Proposals should be about helping the community to help themselves and have an emphasis on improving health and hygiene, nutrition, literacy, water supply, youth and women's activities.

British High Commission

PO Box 212
Waigani NCD
Phone: 325 1677 Fax: 325 3547

The British High Commission administers a Small Gifts Scheme which provides funding (usually in the region of K5,000 -K10,000) for the purchase of equipment to community groups, schools or other institutions engaged in grassroots projects aimed at improving quality of life and the alleviation of poverty.

AusAID Bougainville Community Project Scheme (BCPS)

PO Box Buka
Bougainville 355
Phone: 973 9625 Fax: 973 9625

BCPS is intended to provide small scale development assistance (max. K15,000.00) to various types of groups and communities across Bougainville. The Scheme aims to help people help themselves in rebuilding after the conflict. Preference is given to proposals that indicate strong commitment by the community in the form of cash contributions for the purchase of equipment/materials, or provision of free labour and bush materials, for the project.

Austrian Service for Development Cooperation (OED)

PO Box 871
Mt Hagen
Western Highlands Province 281
Phone: 542 1095 Fax: 542 1437
E-mail: oodpng@online.net.pg
Web: www.oedwien.org / oedwien / d_main.html

OED offers technical assistance and financial support to organisations involved in community development. Small and medium scale grants are given for the development and production of materials and support for development education.

Canada Fund

Commonwealth Avenue
Canberra ATC 2600
Australia
Phone: +61 6 286 9977 Fax: +616 869987
E-mail: lykk@bigpond.com

Canada Fund offers small and medium scale grants to NG0s and CB0s for community development projects.

New Zealand Official Development Assistance (NZODA)

New Zealand High Commission
PO BOX 1051
Waigani NCID 131
Phone: 325 9444 Fax: 325 0565
E-mail: michael.show@mfat.govt.nz

NZODA, offers small grants to CB0s for community development and medium scale rants to NG0s for projects and capacity building.

The Papua New Guinea Conservation Trust Fund

The PNG Conservation Trust Fund is expected to be ready to receive applications during the early part of the year 2000. Small to medium sized grants will be available for community based environmental programmes and conservation capacity building. larger grants will be available for biodiversity conservation areas.

Ford Foundation

PO Box 2030
Jakarta 10001
Indonesia
Phone: +62 21 252 4073 Fax: +62 21 252 4078
E-mail: ford-jakarta@fordfound.org
Web: http://fordFound.org/about/ overseas.html
The Ford Foundation offers grants in the, following areas: Economic Development in the field of micro-credit and home ownership; Conservation and Development; and Human Rights.

International Women's Development Agency (IWDA)

PO Box 64
Flinders Lane
Victoria 8009
Australia Phone: +3 9650 5574 Fax: +3 9654 9877
E-mail. iwda@sub.net.au
Web: http://www.webcm.net/~designer/ IWDA/
IWDA's current interests in Papua New Guinea include: Land and resource rights; establishment of an e-mail network; and humanitarian work in Bougainville.

MacArthur Foundation

(The John D. and Catharine T. MacArthur Foundation)

World Environment Resources Program
140 South Dearborne Street
Chicago, Illinois 60603 - 5285
U.S.A.
Phone: +1 312 726 8000 Fax: +1 312 920 6258
E-mail: 4answers%macfdn@mcimail.com
Web: http://www.mcicfnd.org/programs/ gss.htm

The MacArthur Foundation offers grants to organisations for work that promotes legal protection of Environmental Biodiversity, improves reproductive health and addresses the issue of HIV/AIDS.

Service providing NGOs and initiatives

Adventist Development and Relief Agency (ADRA)

PO Box 3206
Lae
Morobe Province 411
Phone: 472 7088 Fax: 472 7638
E-mail: adra@global.net.pg
Web: 138.25.138.94 / signposts / contacts / australia / ngo / 612.htrnl

ADRA offers technical advice and materials for projects in the following areas: water supply; HIV/AIDS Education; Women's Literacy, and Disaster Response.

Appropriate Technology and Community Development Institute

Unitech
Private Mail Bog
Lae
Morobe Province 411
Phone: 473 4776 Fax: 473 4303
E-mail: info@atcdi.unitech.ac.pg

ATCDI offers technical advice and materials for projects in the following areas: Water Supply; Micro Hydro Power; and Village Industries. The Liklik Buk Information Centre is a section within ATCDI, which publishes books on development topics, has a library of development books and distributes development books.

Habitat for Humanity

PO Box 3804
Lae
Morobe Province 411
Phone: 472 0113 Fax: 472 3513
E-mail: hfhpng@online.net.pg
Web: www.habitat.org

Habitat for Humanity offers technical advice and materials for the development of community housing schemes.

ATprojects

PO Box 660
Goroka

Eastern Highlands Province 441
Phone: 732 3278 Fax: 732 1458
E-mail: uwo.invest@global.net.pg
Web: www.global.net.pg/otprojech/
Rural Development Radio Network Callsign: P2G229 Selcall:8001

ATprojects is a Goroka based NGO which works with communities, other NGOs and the Provincial and Local Governments in the Eastern Highlands Province. It's aim is to enable rural people to develop and use skills and technologies which give them more control over their lives and which contribute to the sustainable development of their communities. ATprojects is a technical based NGO and is able to offer assistance in the following fields: Water Supplies, building, small industry development and communications (Rural Development Radio Network).

European Union - Islands Region Environmental and Community Development Programme (IRECDP)

PO Box 933
Kimbe
West New Britain Province 621
Phone: 983 5464 Fax: 983 5852 E-mail: irep@datec.com.pg

IRECDP, offers technical support for environmental and community based forestry programmes in the Islands region, Madang and Morobe Provinces.

Lutheran Development Services (LDS)

PO Box 291
Lae
Morobe Province 411
Phone: 472 1122 Fax: 472 1056
E-mail: bergmann@elcpng.org.pg

LDS offers technical advice and materials through: rural agriculture courses; and the Yangpela Didiman programme.

Foundation for People and Community Development (FPCD)

PO Box 1119
Boroko NCD 111
Phone: 325 8470 Fox 325 2670
E-mail: fpcd@datec.com.pg

FPCD, offers technical support through the following programs: Awareness Community Theatre; EcoForestry; Grassroots Opportunities for work (GROW Madang); Conservation and Development; and literacy and Awareness Development.

Pacific Heritage Foundation

PO Box 546
Rabaul
East New Britain Province 611
Phone: 982 1316 Fax: 982 1317
E-mail: pheritage@global.net.pg

PHF, works in the Nuigini Islands and Madang Province, working with partner communities to support eco-Forestry enterprises based around wokabout sawmills, conducts litigation on behalf of landowner groups, supports women's development through health education, gender awareness, small scale income generation, and has a programme of volcano rehabilitation in the Rabaul area.

Save the Children Fund

PO Box 667
Goroka
Eastern Highlands Province 441
Phone: 732 1852 Fax: 732 2737

Save the Children Fund, extends services in the following fields: Family Planning and Village Birth Attendants (E.S.P); Outreach to Disabled Children (E.S.P. and Central Province); Children's Rights (National); Literacy (E.H.P.); Elimination of Violence Against Women and Children (E.S.P. and Simbu Province); and Kindergarten Long Peles. SCF also runs a small grants (max K2,000) program for CBOs in rural areas and urban settlements.

Village Development Trust (VDT)

PO Box 2397
Lae
Morobe Province 411
Phone: 472 1666 Fax: 472 4824
E-mail: vdt@global.net.pg
Web: www.global.net.pg / vdt

VDT, offers technical advice in the field of environmental community based forestry.

Women and Children's Health Project (AusAID)

PO Box 807
Waigani NCD 131
Phone: 3013727 Fax: 3219710

This project is funded by AusAID and is designed to contribute to significant improvements in the health of` women and children in Papua New Guinea. One of the components of the project is Community Based Initiatives in Health Care for Women and Children which is intended to foster community involvement in, and support for, the health of women and children.

World Health Organisation (WHO)

PO Box 5896
Boroko, NCD 111
Phone: 325 7827 Fax: 325 0568
E-mail: wr-png@who.org.pg

WHO, is a United Nations organisation providing technical assistance in the field of public health. All enquiries should he submitted to the Secretary.