

How to present a project

A guide for NGOs and individuals who
want to draw up and present their
projects to international organisations



CCIVS

Coordinating Committee for International Voluntary Service



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INTRODUCTION

Many development projects do not get funded because they are badly planned or poorly presented. This is a well known fact. In order to try to avoid this problem, the *Co-ordinating Committee for International Voluntary Service* (CCIVS) through this booklet had tried to advise initiators of projects on the methods to be used when preparing and presenting projects to national and international funding organisations.

Non-governmental organisations (NGO's), whether they work in the field of volunteering or not, are generally very close to the local population and therefore have more of an insight into their needs and into local problems. International organisations consider NGO's to be valuable partners with whom they foster co-operation on a basis of equality and mutual respect. For an NGO project of whatever kind to be financed, simply to have a good idea is not enough. It must also be correctly formulated into what is commonly called "the project document".

This document should be a pledge of seriousness and efficiency. Its main aim is to show the funding organisation that the NGO is competent and has properly investigated the project it wants to carry out. In addition, the document should evoke the interest - or at least the curiosity - of potential funders and encourage them to help the project; Therefore, NGO's must properly understand the criteria and master the required techniques of preparing and presenting projects. The authors considered that it would be useful to produce a publication detailing these procedures, which are not specific to CCIVS but are also used by United Nations agencies and others. This publication does not pretend to be original but it aims simply to facilitate the task of those working for a good cause and who usually do not have access to the necessary practical information. In addition, this guide will have succeeded if it promotes co-operation between NGO's and national or international organisations.

In preparing this guide, I have used documents from the United Nations, UNESCO, CCIVS and its 140 member organisations as well as private foundations. I would like to thank them and in particular to thank Kokou Aziki, the former Administrative Officer of CCIVS, who wrote the first part of this guide; Ayodele Locke, who helped with the translation; and Nigel Watt, former Director of CCIVS, who supported the idea.

Patrick Duong, former Director of CCIVS.

PART ONE :
PROJECT IDENTIFICATION

SECTION I : IDENTIFICATION

I.1. What is a project?

A project is a proposal prepared for yourself, for someone else, for a whole community or even for a country. It involves making plans for the future and describing them to others or to the community as a whole. At the start there is nothing certain about a project except perhaps the desire or determination to undertake it. Thus it is the attempt to define this which has led us to make the various suggestions in this publication.

Identifying a project involves recognising a need in a certain place and for a given group of people. A proper understanding of the target group is very important.

2. Checking out the context

Proper research is the prime necessity for any project. If this is not taken sufficiently seriously, the project proposed is often ill-adapted to the situation it is designed to redress. The result of this can be failure even though a large amount of money may have been invested.

This publication concentrates on the initial steps necessary to identify and properly understand the environment of the project in order to avoid these pitfalls. Thus the study of the context of a project is like laying the foundations of a house : the firmer they are, the more solid and durable the house.

3. Researching the project

The aim of this research is better to understand the field of operation of the project and the people for whom the project is designed. The detailed planning of the project then needs to be done in an intelligent way, which means not disrupting local traditions, customs and structures. In instances where the need has been clearly identified by the local population, it

is nevertheless necessary to try out the basic idea as a pilot scheme involving only a sample of the population. This will test the relevance of the ideas which need to be developed in the process of putting the project together.

The length of time spent on research depends on the amount of time needed getting to know the context of the project plus the time taken to do the necessary detailed planning. Bearing in mind the fact that the context and the needs are constantly changing, time must be allowed to ensure that the proposals are free of misunderstandings and hasty judgements and that the project still corresponds to the real needs of the people and has not been drawn up in a way that causes the people for whom it was conceived not to be interested in it.

The work done during this first phase should give precise information on local needs, customs and traditions, and on the political, social, cultural and economic context. This information is essential and needs to be systematically studied throughout the period of identification and planning.

NOTE : The initiators of the project should not forget that it may need also to interest a funding organisation. It is advisable therefore to try to relate as far as possible the interests of the people with the criteria of the organisations from which funding is sought.

SECTION II : FEASIBILITY STUDY

This procedure may sound complex but it is crucial to the success of a project.

II.1. Equipment and materials: it is necessary to investigate the accessibility and availability of these, and the steps needed to acquire the equipment and materials required, particularly those that need to be imported. Delivery delays, shortages and import laws all need to be taken into account.

II.2. Staffing needs to be planned taking into account the skills and availability of suitable people to manage the project. If local recruits are not available, you should consider whether it is possible or advisable to bring staff from elsewhere in the country or from abroad.

II.3. Finance. Besides the problems that arise when getting the project budget together, the feasibility study should make sure that the agreed budget has a good chance of being

acceptable to potential funding organisations. With this in mind, the rules and regulations of these organisations should be given special attention. (See Part II below).

II.4. Planning. The question that needs to be asked is whether the content and work plan are clearly and precisely written and whether the proposed tasks are well planned.

***PART TWO :
PREPARATION AND WORKING OUT OF
THE PROJECT DOCUMENT***

Main criteria used by United Nations agencies.

In Part One, we have seen that to identify a project is not enough simply to have a good idea. It is vital that the idea corresponds realistically to the needs of the local population. Once this is clear, it must be certain that the project fits into the social, economic, cultural and political context and has a good chance of being carried through (in terms of finance, organisation, manpower and availability of equipment and materials).

When this task has been completed, the project organiser will then try to link the information obtained with the original idea of the project. This may mean reformulating his or her ideas before defining the project strategy. After this comes the process of preparing and working out the project document.

The conception and preparation of a project document that will be submitted to a national or international funding organisation should follow certain guidelines without which it would have no hope of being considered. The initiator of the project should realise that this document is his first real introduction to the potential funders and forms the basis on which future agreements will be made.

Care must be taken with the presentation and content of the document it must respond to whatever questions the funding organisation might ask before deciding whether to accept the project or not. It is also particularly important that the document is drawn up in a precise fashion, presenting clearly and concisely in a logical order the details of the project and its proposed development.

•Composition of the project document

A project document can be drawn up in the following sections:

1. General Introduction

- a. Context and justification
- b. Population targeted
- c. Institutional framework

2. *Methods and strategies*

- a. Development objective / overall aim
- b. Immediate objective/s
- c. Proposed strategy
- d. Products
- e. Activities planned
- f. Work plan

3. *Available resources; Aid requested; Budget*

- a. Available resources
- b. Aid requested
- c. Budget

4. *Follow up, Report; Evaluation*

- a. Follow up
- b. Report
- c. Evaluation

NOTE : The initiator of the project should remember that the different parts of the project document will be scrutinised by different departments of the funding organisation. Therefore each part must be prepared with equal care and precision.

.Composition of the Title Page

The following should be featured clearly on this page :

- the title of the project
- the project number (if you have submitted more than one project)
- the field of activity
- the location (city, region, country)
- the tentative starting date and duration
- the name(s) of organisation(s) carrying out the project
- the name(s) of the funding organisation(s)
- the name(s) of the organisations associated with the project
- an estimate of the total budget

How to present a project

- the total amount of funding sought (indicate the currency)
- the name of the organisation submitting the project (or the name and title of the person authorised to do so)
- the date of submission.

SECTION I : GENERAL INTRODUCTION

I.1 Context of the project

This sub-section should explain in a few lines the project's context and the environment in which it will be carried out. The information given should explain :

- the origin of the project (considering the social, economic, cultural, political, historical and geographical conditions)
- the problem which the project seeks to solve, or the main objective of the project
- the position of the organisation proposing the project and of the local authorities regarding this problem or situation
- what previous steps have been taken and what has been their effect.

EXAMPLE : A context presented by a CCIVS member organisation for a project in Bangladesh.

With a population of about one billion, south asian Countries are mostly economically underdeveloped. About 50% of these people live below the poverty line and the same percentage of them are illiterate. There is a wide gap between overall development needs and available resources. There are many social workers and volunteers in these countries who are interested in local , national and international development. However, appropriate training is not available since there are no adequate training facilities in the region. Due to these circumstances, BWCA believes that such a huge population of illiterate and economically disadvantaged people should be provided with a training centre to promote their education, cultural and socio-economic development.

BWCA proposes to begin training program's in the area to fill these needs. With funding from UNESCO, trainers can be provided, volunteers will have the means to participate, and training courses can be developed.

I.2 Justification of the project

In this sub-section, the project leader needs to explain :

- the need for the project
- why this is a good moment to take action
- the possible effect of the project once it is completed
- the possible benefits for local people
- what interest the local authorities have in it
- what might interest the funding organisations

EXAMPLE : the government of the Republic of Culturia has been undertaking since 1991 a vast program of improvement and modernisation of farms in southern part of the country. This project to establish a workshop for the maintenance of agricultural equipment will enable the peasant farmers of this region to maintain and repair their agricultural equipment at a low cost. In addition, national and international volunteers will be given the responsibility of supervising the project and training the farmers in the maintenance and repair of the equipment. Organisation Z has become an expert in this field because, in collaboration with the FAO, it has already established a number of similar workshops in the north of the country as well as providing technical training to more than 10,000 peasant farmers .

. Some examples of justification of projects presented by CCIVS member organisations :

Example 1 : A "construction school" project in Algeria.

Part 1: Justification of the project

1.1 General Objectives

1.1.1 Origin and Justification

The historic Kasbah (old city) of Algiers is one of the most valued parts of the national heritage of Algeria. Apart from the decay of the physical structures, social, demographic and economic factors explain the increasing degradation of the 1700 buildings in the Kasbah. Today the Algerian Government is especially concerned to save them.

The rehabilitation work has been badly handicapped by the loss of ancient construction skills. The normal work force is only trained in and accustomed to modern construction methods. It seems that current training methods for apprentices and training

establishments could be improved and that sending trainees abroad is not a suitable alternative.

1.1.2 Objectives

Given the seriousness of the threat to the Kasbah and the need to take action quickly, an increased number of construction projects will now be needed in the next few years. For this reason relevant training needs to be provided on the spot.

1.1.3 Action

Certain large scale programmes are being launched all over the Kasbah. Funding has been allocated for a Plan of Action. The following are interested in the proposal to set up a construction school:

- those responsible for training, i.e. the Ministry of Lands; the Ministry of Town Planning and Construction (Training Section); the Ministry of Labour and Professional Training;
- the overall head of the reconstruction programme
- the director of the Kasbah project
- the main companies operating in the Kasbah
- other participating bodies e.g. the Ministry of Culture and Tourism.

1.1.4 Longer term results

The skills acquired as a result of the construction school will also be able to be used for numerous other historical centres that the Algerian government also wishes to preserve. The construction school idea should be maintained as part of the Algerian institutional network permanently.

1.2 The benefits of UNDP assistance

Assistance from UNDP will help to introduce a new method of professional training including in particular :

- an innovative educational structure in Algeria
- training methods that have already been tried out elsewhere
- training programmes adapted to the context of the Kasbah
- training for new construction methods
- employment of foreign trainers
- acquisition of new construction equipment

- high quality work without the needing to make an immediate profit.

Example 2: Starting a Pilot Agricultural Centre for youth in Zaire.

A. Introduction :

The goal of this project is to help disadvantaged youth to participate in social and economic activities, to fight against the drift from rural areas which strips the land of its vital forces.

In the region of Bas-Zaire where the land is fertile and which could become the granary of Kinshasa, the present output is scarcely enough to feed its inhabitants.

To change this situation, young people need to be encouraged to stay in the rural areas. The Regional Council for Social Protection and Family Planning wants to establish at Nkondo Malembe an experimental agricultural centre for youth.

The activities of this centre would include orientation of young people as well as agricultural production.

B. Description of the context of the project :

Nkondo Malembe is a village which is a part of the Luima community in the Songololo zone, the former training and production centre of JMPR (the youth movement of the ruling party). It is a relatively hot region with clay soil. Rainfall varies from 1200 to 1700 ml per year. It has two seasons: dry and rainy.

1.3 Target community

Most projects are for the benefit of a certain defined population. A project planner should therefore try concisely to determine who would benefit from the project. This means taking into account certain criteria such as the composition of the target community and its origin; the geographical area targeted; their main activity (e.g. farming), age distribution and educational level.

This sub-section should also indicate :

- to what extent the targeted population supports the idea of the project; to what extent they are mobilised; and which sections of the population are seen as a priority.

(In the example in Zaire given above, it is evident that the population targeted is the peasants from the southern part of the country and the criteria used to determine this were the geographical region and the main activity of the population).

Example 1 : *A target community in a CCIVS Project in Ghana.*

Construction of a five unit classroom/workshop block for VOLU Training Centre, Kordiabe (Ghana).

The training centre is being built to cater both boys and girls who drop out of schools. These people migrate to the urban centres looking for non-existent jobs. The boys end up selling dog chains and handkerchiefs while some of them turn (take) to drugs e.g. smoking Indian hemp while loafing all the time; some take to pick-pocketing and a host of other social vices while a few of the girls take to iced water selling and a greater portion of them turn to prostitution. Eventually, as said somewhere, most of them end up as teenage mothers. The possibility of some of these girls contracting HIV/AIDS cannot be ruled out and one can think of the effect on society.

The potential waste of human resources through early childbirth, drug abuse cases resulting in psychiatric cases and other social vices among the youth makes it imperative that actions are taken by NGO's and communities to curb these unfortunate phenomena. These conditions tend negatively to affect the physical and intellectual development of the adolescents into adulthood; thus a vicious cycle of deprivation is created if this precarious situation is not addressed.

Example 2 : *A target population in a CCIVS project in Bolivia.*

Another major benefit of this project is women. In each community the vast majority of teachers are women. With the supply of the double-school desks their job in educating young children will be much easier. Easier by enabling the students more incentive to learn in comfortable but will boost the morale of the students, teachers and communities alike. Previously teachers employed in rural Bolivia were reluctant to finish their term. They cited poor equipment as major factor. With VEA's cooperation, most are willing to stay and finish their terms. The desks built by VEA can also be used by the local mothers' club and their daughters.

1.4. The institutional framework

The sub-section should give a clear outline of how the project is expected to evolve, without going into minor details.

You should include the following :

- where the project is taking place
- staffing (national or international personnel, volunteers, consultants etc.)
- the sources of the funds and materials for the project
- the funding organisations
- the organisations carrying out the project; other associated organisations
- the co-ordination ties between these organisations
- the body or person in charge of the project.

Example : The proposed seminar to train social workers to work in the X region will take place at X from April 1 – May 30, 1993. It will be organised by the training staff of the Association for the Children of Region X with technical help from a consultant from UNICEF. UNICEF and UNESCO will be providing the fares for the 120 social workers. The Association for the Children of Region X will pay for food, lodging and logistical aspects of the training programme. The Ministry of Youth and Sports will be presiding over this training seminar and has given a grant to the national association.

• Procedure to follow when submitting a project

(simplified version) :

1. Identification :

- idea for a project or identification of a need or a problem.

2. Checking out the context :

- analysis of the economic, social cultural and political environment
- survey of the needs and the problems

- consultation with the targeted population
- collection of information from organisations or people involved in the same area of work
- consultation with the local or national authorities
- choice of development objectives
- immediate objectives.

3. *Feasibility Study :*

- funding, equipment and materials, human and organisational resources.

4. *Project design :*

- analysis of the information obtained from research
- definition of the proposed working methods
- choice of the products and activities that need to be developed
- study of the means necessary to carry out this project
- planning the project
- attention paid to the criteria for drawing up a project document.

5. *Submission of the project :*

- presentation of the project to international and regional organisations, development banks, NGO's, other associations, foundations and private companies
- project proposals should be sent directly to financing organisation or submitted through a co-ordinating body such as CCIVS.

SECTION II : METHODS AND STRATEGIES TO BE DEVELOPED

II.1. Development Objective

NOTE: The technique used in drawing up the project document is often like using a funnel - starting from the large and going down to the details. One should therefore start by giving the general development objectives, then the immediate objectives and conclude by stating the things that need to be done in order to successfully attain the immediate objective.

The development objective should clarify exactly what the project wants to achieve. It is not necessarily important to define the exact goals of the project but to give a general idea of what it would like to do.

Example 1 : Raising the level of schooling of children under twelve years old in X region.

Example 2 : A development objective proposed by a CCIVS member organisation for a project in Bolivia :

The development objective of this project is to co-operate with rural communities in their own development, particularly in the areas of greater need such as education.

II.2. Immediate Objectives

Unlike development objectives, this item should indicate clearly what the project should have accomplished by the time it is completed. In other words the project's aim must be defined.

In the example above (Example 1) the development objective was to raise the schooling rate of children under twelve. The immediate objective in this case could be "the construction of a primary school" or "the construction of a primary school and assistance with teaching". In the second example (Example 2), there are two immediate objectives.

Example 1 : Immediate objectives proposed by a CCIVS member organisation for a project in Bolivia.

The immediate objectives are :

- To build 300 double school desks that will benefit directly 600 children every year in 10 - 12 rural communities on Bolivian high plateau.
- To train 20 - 24 rural youth in basic carpentry, so that they can help to repair and maintain their desks in their own communities.

Example 2 : Aim of a project proposed by a CCIVS member organisation in Rwanda :

1.1. Objectives :

- a) a) On the hills around Ruzo, the educational situation was worrying at the beginning of 1984. There was only one first year class, which was in fact the only state primary school that could only take in around fifty to sixty children six year old children. Everyone else was left to their own devices. However since then, the local authorities have created more schools in collaboration with the Musinga Diocese.

The IBO Volunteers were put in charge of adult literacy. Initial surveys taken of a majority of the inhabitants of the various urbanised regions showed that 85% did not know how to read or write Kinyarwanda, the national language, and only 50% were capable of signing their name. With approval of the Governor of the Province and Mayor of the Giteranyi Commune of which Ruzo is part, courses for all the adults were planned, starting with the hills villages which had the highest concentration of families. The goal was to reach 75% of men and 50% of women by the end of the eighties.

- b) b) This immediate objective might seem very modest, but in our experience, it is the example given and the results obtained in one area that encourage others to participate and make it possible for the final objective to be achieved. Approximately 1000 adults turned up when the training sessions began as a result of the success of previous projects. These new recruits joined the existing classes. This enabled us to evaluate the teaching methods used.

Comments on the above example :

The explanations of the development objective (reducing the adult illiteracy rate in the Ruzo region) and the immediate objective (training of adults) were not very clearly presented in this example.

It would have been better to :

- i) devote a paragraph to describing clearly the development objectives, referring to the schooling situation in the region and to IBO's earlier projects.
- ii) devote a second paragraph to giving the immediate objectives - e.g. "raising the level of literacy to 60% in the Ruzo region", or "setting up a training centre for adults".
- iii) show how the success of the project will be measured, e.g. "25% of the women over 25 years old will have received training at the centre".

NOTE : The number of immediate objectives should be limited to one or two. Most projects only have one. A project with too many immediate objectives is taking the risk of failure. At best it will be seen as too ambitious and, at worst, badly planned. Immediate objectives therefore should not be confused with the activities planned, of which there can be many. The immediate objective can only be attained through such activities.

In this section it is not enough simply to say what the objective is. You should show how it will improve the present situation and also how it can help achieve the overall development objective.

The sub-section should give indications of the progress of the project and its degree of success. These details are not to show what is planned but to show what has been achieved since the beginning of the project.

•**Example :** If the immediate objective is "help with teaching", then the measure of this can be: "teaching materials produced on the spot a year after the start of the project", or "50 teachers will be trained by the end of the project".

NOTE : Details of progress can either be quantitative or qualitative. They should be distinguished from the "results" of the project (see II.4)

Simplified diagram of a project plan

Development Objective
Immediate Objectives
Results
Activities

II.3 Strategies to be developed

When the development objective and the immediate objective(s) are stated, the project planner should then indicate the strategies needed to reach the immediate goal(s) of the project. The general methodology of the project should be explained here and the planned activities can be described later.

The following general information should be given :

- the techniques to be used
- staffing level : staff qualifications
- methods of raising the awareness of the local population
- use of specific local methods and techniques
- how the work is organised
- assistance expected from organisations or specialists
- the management of the project.

Example : The construction of a primary school in region X will be for the most part done by local workers and volunteers. The aim of this is to involve the local population directly in the construction of their school.

Example 1 : A methodology recommended for a project of a CCIVS member organisation: Adult literacy project in Burundi.

Methodology :

The lesson plans were worked out according to those already experimented upon in Latin America by Paulo Freire. This consists of making the people aware of their problems and helping them to find solutions to them. The reading, writing and arithmetic lessons are included in this process are themselves seen as an instrument of liberation.

The programme should be planned in three degrees or stages:

- a) *The first stage* would cover the idea of co-operation and of progress, the use of money, the importance of knowing how to read and write as well as of cleanliness, health, hygiene, the use of clean drinking water etc. Each point would be presented on a

blackboard to encourage discussion. Next, another drawing on the board would have the "key word" written below, a word which sums up the whole lesson. The word should be divided into syllables to help teach the vowels and consonants. Next, they would learn diphthongs and be able to put the key word together again. This moment is very important because the participants begin to realise that they can read and write. This is a thrilling moment for them. People in Burundi do not normally show their feelings, but this is a moment that they will remember all their life, a moment when they really feel that they are full members of the human race..

- b) *The second stage* deals with health matters. The nurse who works in the local clinic is invited to join the class. A series of lessons is chosen describing preventative medicine for such common problems as diarrhoea, lice, hookworm, skin infections, clothes parasites, etc.
- c) *The third stage* involves the study of printed letters as well as the most popular local proverbs.

Throughout these three stages, the students will be learning the four basic rules of arithmetic as well as the essential elements of geometry.

Comments on the above example :

As it was presented, the methods used provided most of the information required. It could have been improved upon three ways:

1. Say what is unique in the teaching methods used (the idea of "education for liberation" and the method of basing discussion with pupils on a visual support.
2. Emphasise the aim of providing training that is practical and which will also respect the customs and traditions of the country.
3. Distinguish more clearly the three phases and show in terms of quantity and quality what results are expected.

II.4 The Results of the project

The results of a project are the series of steps that need to be completed before the immediate objective is realised.

First Result to be completed
Second Result to be completed
Third Result to be completed
etc

Achievement of the
Immediate
Objective

These stages need to be planned and programmed in the project document. This will list the various steps to be taken to attain the immediate objective. They are also markers against which the progress of the project can be measured.

It is therefore important for each result to indicate what result is expected and exactly when it should be achieved. The project planner must from the start clarify what results are required to attain the primary objective and this should be done in an orderly fashion. The order in which they are carried out is most often determined by technical factors.

If the immediate objective is constructing a school then the first stage would be digging the foundations, the next stage the walls etc.

NOTE : It is not necessary to go into too much detail in this part. A general idea of the necessary steps is sufficient.

Examples :

"The work on the foundations of the school will be finished by May 30, 1993" or :

"A survey of diseases will be completed in fourth month of the programme."

II.5 The Work of the Project

Unlike the steps mentioned above, this section deals with the work that the project aims to undertake in order to achieve its goals.

First Activity to be completed
Second Activity to be completed
Third Activity to be completed
etc
Achievement of the
first expected
Result

Of course a number of steps are necessary to achieve a given result but the planner should ensure that they follow logically from one another in order to realise the desired objective.

NOTE : It is the end result that determines the work that needs to be undertaken, not vice versa.

Examples :

-If the aim is "to finish the foundation work by 30 May 1993", then one of the steps might be:" clearing the site and excavation works from Month 1 to Month 2.

-If the aim is "to supply teaching materials starting in June 1993", then one of the steps is installing photocopying equipment and training staff to use it.

-Another activity could be "the setting up of a method of evaluation by a consultant at the start of the second phase of the project".

NOTE : It is important to make sure that the activities and planned work of the project are formulated in such a fashion that their results can be checked by the funding organisation. The list of these items is an effective way of monitoring the progress of the project.

II.6 Work Schedule

The work schedule is an important document because it serves two functions: it is a management document as well being a control on the project's progress.

In its first function as a management document, the work schedule serves to remind those working on the project what phases and stages of the work need to be completed in order to reach the immediate goal. In addition, the work schedule is much more than a reference document because those carrying out the project have to respect the fixed deadlines of the work schedule.

For the second function, the work schedule permits the funding organisation to control the progress of the project as well as to make sure that the technical and administrative activities of the project are completed on time.

The work schedule must therefore include information on technical aspects (phases of the project, etc.) and administrative activities (management of resources, purchase of equipment, preparation of reports, evaluation dates etc.)

II.6.1 Technical aspect

Each phase needs to be described, together with the date by which it should be completed; also the proposed activities and the dates when they will be undertaken. This should be done in chronological order, starting from the first activity up to the last.

II.6.2 Administrative aspect

A graphic presentation can be used for the work schedule. In this case, one way is to draw a table with the dates of the technical and administrative activities in order. The advantage of this visual type of presentation is its ability to place both technical and administrative activities in single presentation. However, this method is not very practical to use when there are many activities occurring at the same time or close to each other.

Example : A work schedule of a project proposed by a member organisation of CCIVS :
Construction school project in Algeria.

Work Schedule :

The activities of the school of construction during the period of this agreement are planned in several phases :

First Phase : Preparation and setting up the school.

Duration : June - December 1986.

- discussion and drawing up the statutes and rules
- recruitment and bringing in of two foreign experts:
the programme director and the coordinator.
- bringing in a specialist consultant to prepare a well documented list
of items of construction equipment and materials suitable for use in the Kasbah.
- nomination of a director of the training centre.
- selection of representatives of companies working in the Kasbah.
- choosing premises and adequate accommodation.
- ordering the different types of equipment and materials necessary.

How to present a project

- choosing the buildings to rehabilitate in the first phase
- recruitment of national and international staff for the first phase.
- determining the selection criteria for the first trainees.
- approval of the planned training.
- signing deals with OFIRAC and/or the rehabilitating enterprises.
- agreeing the terms of the course between the construction school and the other involved parties;
- planning the start of the work
- starting the first experimental stage of the training.

Second Phase : Starting the construction of the school.

Duration : January - December 1987.

- recruitment of other experts.
- recruitment of other Algerian personnel.
- installing a committee to advise on technical and pedagogical aspects.
- starting the work while gradually increasing the number of trainees in this order of priority :
 - *overview of the whole job, masonry, reinforced concrete
 - *door and window frames, supports, casing, flooring
 - *tiling
 - *fitting locks, metal work, tie-beaming
 - *carpentry.

Third Phase : Normal programme of the construction school.

Approximate dates : January 1988 - December 1989.

- full national and international staffing as planned
- the national staff prepare to take over the duties of the international personnel after they leave
- training of the necessary work force
- sending national staff members on training courses abroad.

Fourth Stage : Full establishment of the school.

(January 1990 - December 1991)

- departure of the international personnel
- national personnel take over their duties
- short term consultancies, more frequent than before
- sending Algerian personnel on training courses abroad
- establishing a pedagogical balance sheet of the construction school.

Comments on the proposed work schedule :

Although the various stages are clearly written, more precision is required in describing the activities and steps needed. They should have been shown in a quantitative or qualitative fashion so as to give a means of measuring the progress made. For the second phase, it would have been better to specify that the two international experts were arriving in February 1987 or that training would begin in March 1987 for 20 trainees.

SECTION III : AVAILABLE RESOURCES, SOLICITED HELP AND BUDGET

NOTE : The word "contributions" refers to all the necessary resources (available resources and help requested) to complete every project activity. There are generally three types of resources : material, human and financial.

In this part, it is not necessary to go into great detail about the budgetary resources that each activity needs because this will be discussed in a separately (III.3 Budget).

III.1. Available Resources

Many of NGO projects are submitted to international organisations for either technical assistance or financial help. In this case, the NGO initiating the project normally has some resources to be used for the project and in each case these need to be stated in relation to each of the proposed activities of the project.

The following information should be included :

- what resources can be provided by the NGO : material, personnel or financial (including details such as the type of equipment, qualifications of staff etc.)
- the quantity available (the exact number or an estimate)
- the sources of the equipment, materials, personnel and finance
- the date(s) and duration of the availability of these items
- when the funds are likely to be used
- what the resources will be used for.

NOTES :

- Always indicate which currency is referred to : U.S. Dollars, French Francs, Indian Rupees etc.

■ Regarding staff resources, it is best to state whether the project seeks local specialists ; employees seconded from the government or the local administration ; involvement of local people e.g. volunteers, youth ; recruitment of female employees.

III.2. Help Requested

As with the previous part, this section should also refer to the equipment and materials, personnel and financial resources. However, the planner should place more attention here on saying what type(s) of help is needed, giving full details.

The most important things to indicate for each stage and activity of the project are :

III.2.1. Material contributions

- the nature of the equipment or materials (type, brand, model, etc.)
- how much of it is needed (number, weight, etc.)
- when it will be used
- what it will be used for (at what stage and for what activity)
- who will be using this or be responsible for it.

III.2.2. Personnel

- the kind of personnel required (international experts, national experts, consultants, long term qualified volunteers, local volunteers etc.)
- the qualifications required (training and experience)
- when they will be recruited or posted
- the length of their assignment or contract
- the post or work they will be involved in
- their duties and responsibilities (towards the project and the participating organisations : preparing reports, management, carrying out activities, etc)

III.2.3. Finance

- the amount requested (state which currency)
- when it will be used
- what exactly it will be used for (what part of the project, what activity, salary, or purchase of materials and equipment)
- details of purchase of goods or services (place of purchase, means by which the items must be obtained, method of payment)
- the person responsible for making purchases

- the person responsible for management and for controlling the budget.

NOTE : This information should be provided in detail for each stage and every activity undertaken as part of the project. When a budget item relates to the whole period of the project, e.g. a vehicle or a salary, the first time payment from this budget item is required should be stated.

Example : Aid requested for a project presented by a member organisation of CCIVS :
The construction school project in Algeria.

Assistance from outside :

1. International Personnel

- a) The Director of Studies must be knowledgeable about building work and especially restoration work so that he be involved in the selection of the buildings to work on. He should have some teaching or training experience which will enable him, under the authority of the Director of the centre, to draw up the teaching programmes together with the work supervisor, the specialised trainers and the company representatives.
- b) The work supervisor must have worked at all levels in a major construction company and had a large team working under him. He needs to be well acquainted with building skills and should be present long enough before the start of the project to get to know the local methods of construction and select suitable buildings to work on.
- c) The administrative and finance assistant has the responsibility, subject to the Director, for the management of the resources necessary to run the training programmes. His presence will be especially useful after the departure of the international team.

Premises : these can be provided in prefabricated units ; or alternatively existing buildings can be used ; It is important that they are situated in the Kasbah itself and they should be neither too numerous nor too widely scattered.

2. Building :

- a) teaching premises preferably with two classrooms for 25 trainees (c.180m²)
- b) office space with offices for the directors, the co-ordinators, the trainers and the secretary, a small meeting room and toilets (c.90m²)
- c) canteen for 50 people with a kitchen and toilet (c.90m²)
- d) dormitories with about fifty single or bunk beds with two sanitary blocks containing showers and WC's (c.165m²)
- e) sick bay (c.15m²)
- f) tool shed (c.30m²)
- g) stock room (c.30m²)

(This list can be modified according to the composition of the buildings available).

Examples of teaching equipment : calculating machines with VDU, computer, printer, measuring equipment : theodolites, spirit levels, etc.

III.3 Budget

The budget should be presented as a table. It is best to use a convertible currency (US \$, French franc, £, DM etc). If the budget is drawn up in a local currency, this should give its rate of exchange with a standard currency (at the date when the budget was drawn up). The separate phases of the project should be apportioned separately, as should each category of expenditure. A breakdown by year is also advised.

It is recommended to put footnotes to explain the source of the funds. This kind of information is essential when there are several organisations financing the project. Therefore, it may be useful to attach as an annex a summary table referring only to the funding organisation to which the project document is addressed.

Example : A project budget proposed for a member organisation of CCIVS (the first year's budget) :

Education, Health, and Rural Development Programme in Dioncoulané, Mali. Budget for Year 1, in French Francs (March 1989 to June 1989).

SECTION IV : THE FOLLOW-UP, REPORTS AND EVALUATION

IV.1 Follow-up of the project

This final part should not be neglected. The project planner should remember that the funding organisation demands the right to monitor and control the progress of the project and as well as evaluating its results. The follow-up, reporting and evaluation are the three activities which allow the funding organisation to check on the project day by day. Follow-up includes all the specific activities that are needed to verify and evaluate the projected results of the project, including technical checks and financial controls.

IV.2 Reporting

There are many types of report (progress reports, financial reports, specific technical reports, to name a few). The frequency of these reports as well as the person in charge of making them and distributing them to the participating organisations should be mentioned. Preparing reports is usually the duty of the head of the project.

NOTE : The reports should not be too wordy. A good report :

- should simply respond to a precise question or series of questions,
 - be a clear concise summary
 - and most importantly be delivered by the due date, as scheduled in the project document.
- Reports that arrive late are a clear indication that the project is being mismanaged.

IV.3 Evaluation

An evaluation is always expected by international organisations and the project document should always include a clear plan for an evaluation. *Given the importance of evaluations, all the following section will be devoted to evaluation methods.*

Example : A project presented by a member organisation of CCIVS (BWCA) :

BWCA will complete progress reports (which will include a financial statement) twice annually, concluding with a final evaluation at the end of the pilot training period. These

How to present a project

reports will be sent to the offices of CCIVS, UNESCO and any other organisation that makes a substantial contribution.

PART THREE : EVALUATION

The evaluation should not be neglected by the head of the project. It deserves special attention for two reasons :

1. It describes exactly how the project has progressed. It enables decisions to be made as to whether to follow through, delay, adjust, modify, discontinue, or devote more attention to certain activities or phases of the project.
2. It allows the funding body to judge the results achieved - or not achieved - by the project.

For these reasons, the last part of this guide is devoted to general methods of evaluating projects. We should keep in mind that evaluations should have a critical function so as to enable the funding and executing organisations to propose future plans. Whatever its length this document must be very clearly written.

The evaluation should be a summary, covering different aspects of the project in a logical order. The frequency of reporting must follow what was agreed in the project document. It is a good idea, as well as being interesting, to explain why a particular objective may not have been achieved on time rather than waiting for the completion of the task before writing the evaluation report and thereby reporting late.

SECTION I : EVALUATION METHODS

I.1. Frequency of Evaluation Reports

The frequency of these reports should not be a problem because the project document has specific deadlines by which reports have to be completed and which are demanded by the funding organisations. The project head is therefore advised scrupulously to follow the scheduled deadlines. The punctuality of reports is just as important as the achievement of the objectives laid down in the project document.

In general and subject to whatever has been agreed in the project document, for projects that last more than a year, evaluation reports should be written three times year as well as a final report. For projects that last less than a year, it is also desirable to have

evaluation reports every three or six months at least. For projects that only last a several weeks or months, the evaluation report can be integrated into the final report, preferably in a chapter of its own.

I.2. Responsibility for writing the Evaluation Report

The persons in charge of running the project are normally designated in the project document. These are normally the Director or head of the project. The latter may be asked to produce a technical evaluation.

- **A technical evaluation should include :**

- achievement of the activities and results
- deadlines met
- the problems encountered since the last evaluation
- modifications made to the plans
- proposed strategies for the next phase of the project
- evaluation of financial, material and human resources
- general evaluation of the progress of the project
- proposals and conclusions.

If the project (or the organisation responsible for the project) has an administrative officer or accountant s/he can also be asked to prepare an evaluation report on matters relating to finance and administration, which can be incorporated into the main report.

NOTE : Although evaluation reports have most often to be written by the persons designated in the project document. Making an audit or using the services of a consultant, especially for financial and technical matters, can be a good idea.

I.3. Evaluation Report format

As before stated in the introduction, evaluation reports should be structured and written in a clear and concise fashion. Flowery literary style is to be avoided. Short and precise sentences are to be preferred.

- Some things to reflect on before writing an evaluation report :
 - Ask such questions as, "*Has immediate objective been achieved?*"

- Check whether objective X was achieved according to guidelines of the project document. If it has not been achieved, briefly give the reasons why as well as how and at what time it could be completed.
- Continue in the same way in regard to the next objective.

If these steps are followed, the evaluator will succeed in presenting a point by point thematic presentation following the guidelines of the project document.

SECTION II : TOPICS TO BE INCLUDED IN THE EVALUATION

II.1. Activities and stages of the project

The stages and activities completed in the previous three month period should be included in the trimester evaluation report. The project planner should work according to the deadlines fixed by the project document, and scrutinise every step taken and every activity undertaken.

<p>NOTE : Before examining the actions and activities of the previous three months, it is important to mention those that had not been completed since the previous evaluation and the possible problems that may result.</p>
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Once these points have been dealt with, the evaluation can proceed following the order given in the project document. This will enable the reader to check on a technical level that all the points in the document have been acted upon. On each point evaluated the reader should ensure that the stage or activity has been achieved as proposed; if the expected results were positive; whether it is necessary to make any changes of plan.

The evaluation of each point should attempt to be as brief and concise as possible. As a general rule, a few lines is quite sufficient.

II.2. Evaluating Resources

NOTE : "Resources" refer to funds, equipment and materials and staff, expatriate or national, volunteer or otherwise.

For these three types of resource, the evaluation should state what they are being used for and how they are being managed. For financial and material resources the evaluator should refer to the project budget and verify whether each item of expenditure was used for the purpose and for the phase of the project stipulated in the timetable laid down in the project document. In case (if it ever occurs) a budget line planned for a certain activity were used for something else, the evaluator needs to clearly explain why the funds had to be redistributed and the consequences of this on the project. Redistributing finances cannot be done without the approval of the funding, executing or co-ordinating organisation.

As far as evaluation of staff is concerned, the evaluator should indicate which staff are expatriate and which are national, whether volunteers or not.

In this sub-section the evaluator should not write a report on each staff member's performance but examine such things as :

- whether the number
- whether the work done is satisfactory
- if more employees need to be recruited - or trained
- what problems the personnel face
- what methods could be used to solve them and to improve working conditions.

Finally, the evaluator could give his opinion in a few lines on how the resources were/are allocated and distributed.

II.3. Conclusions and Proposals

Once the detailed evaluation has been completed, the evaluator must then write his conclusions and proposals. In this section, the progress of the project, the difficulties met, and the changes undertaken should be summarised. The section on proposals and suggestions should emphasise what needs to be done as well as what needs to be modified in relation to the original project document in order to ensure it is realistic. In this final sub-section problems that could arise in the following three months can also be discussed.

- **A suggested format for an evaluation report :**

I. Presentation (First Cover Page)

1. Project data : Title, number, place, date, duration, executing organisation, funding organisation, budget.
2. Timing of reports : trimestrial, annual, financial, technical and general.
3. Authors of the report : project leader, specialist(s), administrator, auditor.
4. Date of the previous evaluation report and the following one.

II. Evaluation (maximum of 3 or 4 pages)

1. Reminder of the points not fully covered in the previous detailed evaluation report, if there was one.
2. Point by point evaluation of the actions and activities developed in the latest phase of the project.

III. Conclusions and Proposals (half page)

1. General conclusions on the progress of the project (timetable, actions and activities completed)
2. Proposals for carrying out the next phase of the project (adjustments modifications).
3. Date and signature and list of addresses.

SECTION III : THE FINAL EVALUATION REPORT

The final evaluation report should review the outcome of the project and not go over the details again. It should concern itself with the completed project and the context in which it was completed.

The main things to be pointed out are :

- whether the immediate objective(s) was attained
- whether the development objective is now attainable
- whether the financial, material and human resources were sufficient and were properly managed.

It should also state :

- what were the difficulties experienced in executing this type of project
- the possible short, medium and long term results of the project on the local population; on the field of activity of the project; on the region or the country ; or even the effect on the organisations or people who helped with the project.

The final evaluation report should not be concerned with the lessons to be learned from the project. These can be considered later. It is up to the project head to make proposals and give advice that could be used for projects of the same kind in other regions or countries.

APPENDIX

International Organisations

United Nations Organisation, 3, United Nations Plaza, New York, NY 10017, USA
(There are different divisions, e.g. development division)

United Nations Office in Geneva
Palais des Nations, CH 1211 Genève 10, Switzerland.

Economic Commission for Europe
Palais des Nations, CH 1211 Genève 10, Switzerland.

Economic and Social Commission for Asia and the Pacific
United Nations Building, Rajdamnern Avenue, Bangkok 10200, Thailand.

Economic Commission for Latin America and the Caribbean
Casilla 179D, Santiago, Chile.

Economic Commission for Africa
P.O. Box 3001, Addis Ababa, Ethiopia.

Economic and Social Commission for the Middle East
Plaza Hotel, P.O. Box 9506 29, Amman, Jordan.

U.N. Agencies and Programmes

The United Nations Population Fund (UNFPA)
220 E 42ND Street, New York, NY 10017, USA.

United Nations Children's Fund (UNICEF)
3, United Nations Plaza, New York, NY 10017, USA
(there are UNICEF regional offices as well as
representatives in most countries)

United Nations High Commissioner for Refugees
(UNHCR)
Centre William Rappard, 154, rue de Lausanne,
CH 1202 Genève, Switzerland
(there are HCR Delegations in numerous countries)

World Food Programme (WFP)
426 via Cristoforo Colombo, 00100 Rome, Italy
(there are WFP representatives at local UNDP offices)

United Nations Environment Programme (UNEP)
P.O. Box 30522, Nairobi, Kenya.

United Nations Development Programme (UNDP)
3, United Nations Plaza, New York, NY 10017, USA
(UNDP has representatives in many countries and it
is advised to contact them direct. The Resident
Representative of UNDP usually represents other
U.N.Agencies when they do not have their own
representative in the country).

U.N. Specialised Institutions

International Labour Organisation (ILO)
4, route des Morillons, CH 1211 Genève, Switzerland.

International Fund for Agricultural Development (IFAD)
Via del Serafico 107, 00142 Rome, Italy.

World Health Organisation (WHO)
20, Avenue Appia, CH 1211 Genève 27, Switzerland
(there are representatives in many countries).

United Nations Food and Agriculture Organisation (FAO)
Via delle Teme di Caracalla, 00100 Rome, Italy
(The FAO usually has a representative in «developing »
countries).

United Nations Organisation for Industrial Development
(UNIDO)
Vienna International Centre, P.O. Box 300, A 1400
Vienna, Austria.

United Nations Educational, Scientific and Cultural Organisation (UNESCO)
7, place de Fontenoy, 75352 Paris 07-SP
(UNESCO has a few regional offices. It is advised to contact the National Commission for UNESCO in your country. This is usually in the Ministry of Education.)

Finance Institutions and Development Banks

African Development Bank (ADB),
01 B.P. 1387, Abidjan 01, Côte d'Ivoire

Arab Bank for Economic Development in Africa
(ABEDA),
B.P. 2640, Sharâa El Baladia, Khartoum, Sudan.

Asia Development Bank
B.P. 789, 2330 Roxas Boulevard, Manilla, Philippines.

Inter American Development Bank
1300 New York Avenue N.W, Washington
DC 20577, USA.

The World Bank
1818th Street N.W. Washington
DC 20433, USA.

European Development Fund (EDF),
Commission of the European Communities,
200, rue de la Loi, B - 1049 Brussels, Belgium.

International Regional Organisations

Commission of the European Communities,
200, rue de la Loi,
B - 1049, Brussels,
Belgium.

Organisation of African Unity,
P.O. Box 3243, Addis Ababa, Ethiopia.

Private Institutions and Foundations

For more information consult :

"The List of Foundations and other institutions with official ties with UNESCO)
(published by the NGO's and the UNESCO Bureau for External Relations).

"World Directory of Foundations" published by the UNESCO Division of Youth and Sports Activities.

"International Foundation Directory" published by
Europa Publications Limited, 18 Bedford Square,
London, WC1B 3JN, U.K.

Canadian Council of Churches,
150, route de Ferney, P.O. Box 66,
1211 Genève 20, Switzerland.

Fundacion Ibiza,
33, 2º izq, 28009 Madrid, Spain.

International Youth Foundation
67W, Michigan Avenue #608, Battle Creek,
MI 49017, USA.

World Wide Fund for Nature (WWF)
Avenue du Mont-Blanc, 1196 Gland, Switzerland

N.B. Directories of foundations exist in some countries e.g. the "Directory of Grant Making Trusts" in the U.K., published by the Charities' Aid Foundation, 40, Pembury Road, Tonbridge, Kent.

PRACTICAL ADVICE

Most international organisations have a section in charge of relations with NGO's which can be of help to you. It might also be useful to consult the embassies and aid missions of countries with diplomatic economic and cultural relations with the country in which you are based.

It is strongly advised that your project have the approval of the government. Consider submitting your project through a national, regional or local organisation or authority.

The Resident Representative of UNDP or one of the specialised agencies should be consulted regarding projects to be submitted to the U.N. Their advice and recommendations can be helpful. It is also useful to get to know the programmes of these organisations. Many countries have a United Nations Information Centre where you can find practical information (addresses, official publications, reports, UN General Assembly Resolutions, etc). Make sure you present your project nicely. Extra items to enclose, which should be kept to a minimum, are maps, graphics, photographs or information about your organisation. Do not forget to send at least two copies of your project document and also keep a copy for yourself.

Always write a covering letter to accompany any project documents that you submit to national or international organisations.

ESTABLISHING OFFICIAL RELATIONS WITH INTERNATIONAL ORGANISATIONS

A relationship with an international organisation is a form of recognition for an NGO and can lead to fruitful co-operation. You are advised directly to contact the sections in charge of relations with NGO's. International organisations usually have their own rules and regulations for establishing these kind of official relations. There are three major categories official relations with between an international organisation and an NGO : one based simply on exchange of information; one involving consultation and association.

UNESCO has official relations with more than 580 NGO's. UNESCO requires that these organisations work in one of its areas of competence, i.e. education, science and culture and that they have an international structure. (Refer to "The Information document for co-operation between UNESCO and non-governmental international organisations" written by the NGO Section of UNESCO). UNESCO also has official relations with certain private foundations, which pursue objectives that conform with the principles of UNESCO.

EXAMPLE OF AN APPLICATION FORM

Project Number :	Date of Submission :
Type of Aid Required :	Leave Blank
Material <input type="checkbox"/>	
Staffing <input type="checkbox"/>	
Finance <input type="checkbox"/>	
Others <input type="checkbox"/>	
Precise :	
.....	

Title of project :

Area of Activities :

Location of Project (Country, City and / or Region) :

Proposed starting Dates (Day/ Month/Year): / / 20

Length of Project (in numbers of Days or of Months) :

Name of the organisation proposing the project (also Status and Abbreviation) :
Address of the Organisation :
Telephone : Fax : E.Mail.....
Name and position of the person submitting the project :
Is it a joint project with other organisations? If so, which (Indicate name(s)) - - - -

Is it intended that the project will be funded from different sources? If so, which ones? (If some funding agencies have already agreed to funding part of the project, please indicate the amount offered.) - - - -
Total Cost of Project (indicate currency) :
Total amount you solicited for the project (if you have several funding agencies) :
Total amount you have solicited via CCIVS (indicate currency) :

I. GENERAL PRESENTATION

I.1. BACKGROUND and CONTEXT of the PROJECT : (Indicate briefly the origin of the project, relevance and experience of the Organisation in this field and activities it had already undertaken ...)

I.2. JUSTIFICATIONS of PROJECT (also indicate why this project interests the funding agency) :

I.3. TARGET GROUP :

I.4. INSTITUTIONAL FRAMEWORK :

II. METHODOLOGY

II.1. DEVELOPMENT OBJECTIVE : Indicate what benefits the project will bring).

II.2. IMMEDIATE OBJECTIVES : (Indicate what the project will have achieved, once it has been implemented).

II.3. PROJECT STRATEGY :

(Indicate the method, the means and techniques, required to attain the immediate objective e.g. training of adults).

II.4. RESULTS : (Indicate the various effects the project should have. Give details of each results and the proposed time scale).

II.5. ACTIVITIES : (Indicate the main actions to be undertaken).

II.6. WORKPLAN

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**III. RESOURCES AVAILABLE, AID SOUGHT
AND BUDGET**

III.1. RESOURCES AVAILABLE (indicate what resources you can provide for this project).

--

III.2. AID SOUGHT

a) Equipment (model, and quantity)

--

b) Staffing

--

c) Financial Assistance

--

III.3. BUDGET : (describe the total budget for the project).

IV. REPORT AND EVALUATION

IV.1. REPORT AND EVALUATION : technical, financial and / or Progress Report (Indicate Types of report, Dates and the person who is responsible).

a) Trimestrial Reports (or Bi-annual Reports) :

b) Final Evaluation :

OBSERVATIONS :

Place Date :// 20.....

Signature, Name and Position in the Organisation :

CCIVS

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1 rue Miollis

75732 Paris Cedex 15

France

Tel +33 (0)1 45.68.49.36 - Fax +33 (0)1 42.73.05.21

ccivs@unesco.org

<http://www.unesco.org/ccivs>

