

## SECTION 5: PROJECTS

### 5.1 Overview:

There are many potential EWB-USA projects in the world. The beneficiary communities themselves submit project proposals to EWB-USA through many different channels, including Peace Corps Volunteers, existing aid agencies, travelers in developing countries, non-governmental organizations (NGO), EWB chapters, etc.

One of the goals of EWB is to stay in a country or region *long term* (for multiple years) so as to establish a close relationship with a community and to provide follow-up services as needed. It will be difficult for chapter to acquire projects if they are not showing a long term commitment to a community. EWB is not just about a fun way to travel to countries overseas, it is about providing sustainable development for communities around the world.

There are many types of EWB projects, some **Examples** of EWB-USA projects include:

1. Small construction projects: design and construction of community health centers, schools, and shelter systems;
2. Water and sanitation projects: provision of potable water, and wastewater management projects;
3. Renewable energy projects: design and installation of photovoltaic water pumping systems.

There are certain domains that EWB-USA will not support:

1. A project that benefits a single person or family;
2. Employee salaries, operational costs, or rolling funds for daily functioning of the project;
3. Projects with military implications or having solely commercial, religious, or political objectives;
4. Purchase of vehicles, dynamite, detonators, medicines, or consumable goods not related to construction.

Priority is given to projects that incorporate the following characteristics:

1. The project responds to a need or real problem in the community;
2. In responding to this need, due consideration is given to ensure no unintended damage occurs over the long term to the community structure or to the surrounding environment/ecosystem.
3. The project benefits a significant portion of community members;
4. Commitment of individuals or groups from the community to maintain and assure the continuity of the project (such individuals may receive training from EWB-USA);
5. The community contributes significantly to the execution of the project;
6. The project represents the organization and effort of a collective, and not one single person;
7. The project makes use of technology that is appropriate to the specific community context;
8. The project goals are clear, clearly understood by project personnel, and realistically achievable.

The following critical issues are addressed when considering a project for EWB-USA participation:

1. Who asked EWB-USA to get involved?
2. Does the project "fit" within the EWB-USA mission, values, and strategic plan?
3. Is the anticipated positive impact of the project on the community quantifiable?
4. Have potential negative impacts been assessed and minimized, both in terms of long-term temporal effects as well as adoption of this technology over a larger spatial scale?
5. Are cultural, environmental and ecosystem considerations included?
6. Is there potential for partnering / teaming with local or regional organizations?
7. Are there local engineers, students, schools, University contacts, project managers / funding agencies to participate or contribute to the project?
8. What is the time frame of commitment to the project and local community?
9. What are the local community's expectations and contributions for the project?

## 5.2 Definitions

1. *ARC*: Application Review Committee
  - a. Review the project applications to determine if they are appropriate projects for EWB.
2. *Beneficiary Community*: The developing community that benefits from the EWB project
3. *TAC*: Technical Advisory Committee
  - a. Reviews project applications, assigns projects to chapters, monitors project progress, and approves projects for site assessment and implementation travel.
4. *Site Assessment*: When the chapter sends a few members to assess the scope of work for the project and takes detailed engineering notes for the design phase.
5. *Implementation*: When the design is completed, the team members travel to the country to build and implement the design.
6. *Mentor*: A professional or a faculty member who provides technical expertise for a student project.
7. *Project Lead*: A professional or faculty member who takes responsibility for managing a project. Can also be the mentor.
8. *Design Reviewer*: A professional member of EWB-USA who reviews project designs prior to implementation.
9. *Principal Reviewer*: A professional member of EWB-USA who leads the Design Reviewers in the review of a project.

### 5.3 Project Team Overview:

Project Teams can be complicated. There is a specific organization that we request for our teams so as to be successful and organized on a project and to streamline all communications with the TAC.

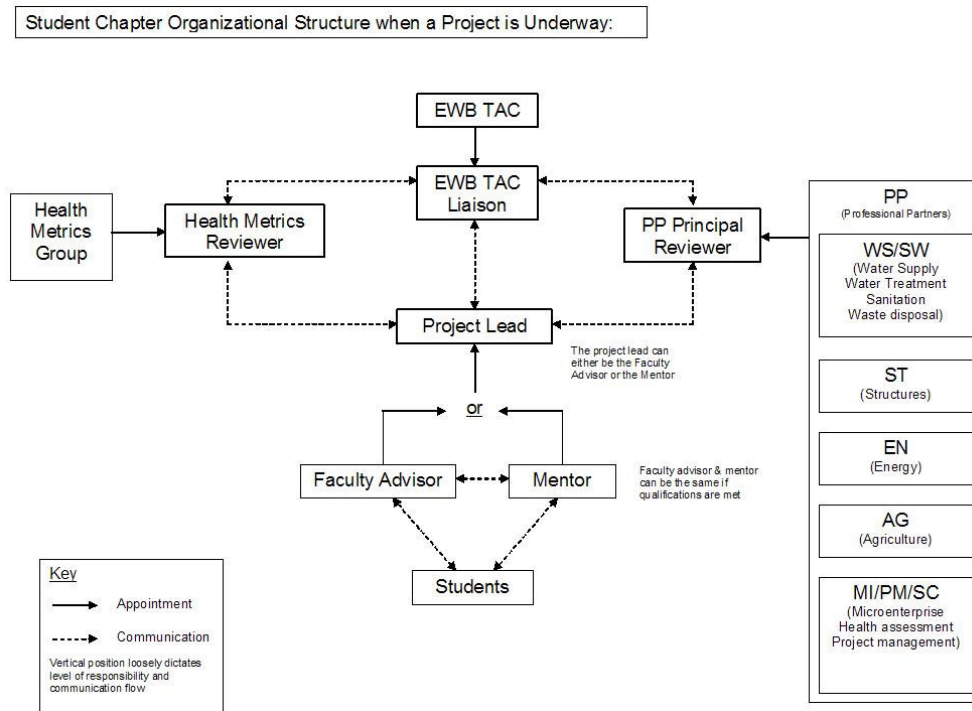


Figure 5.1

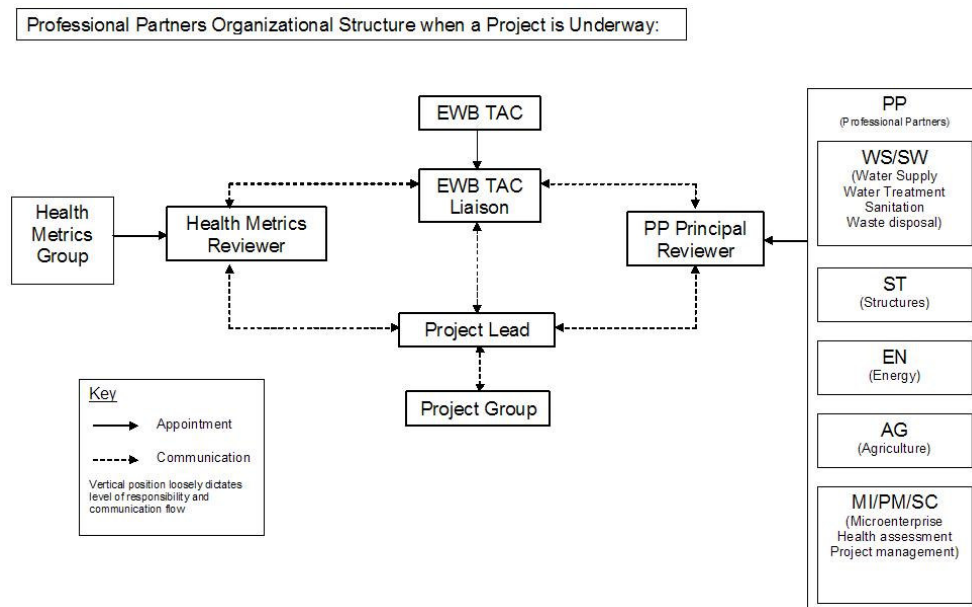
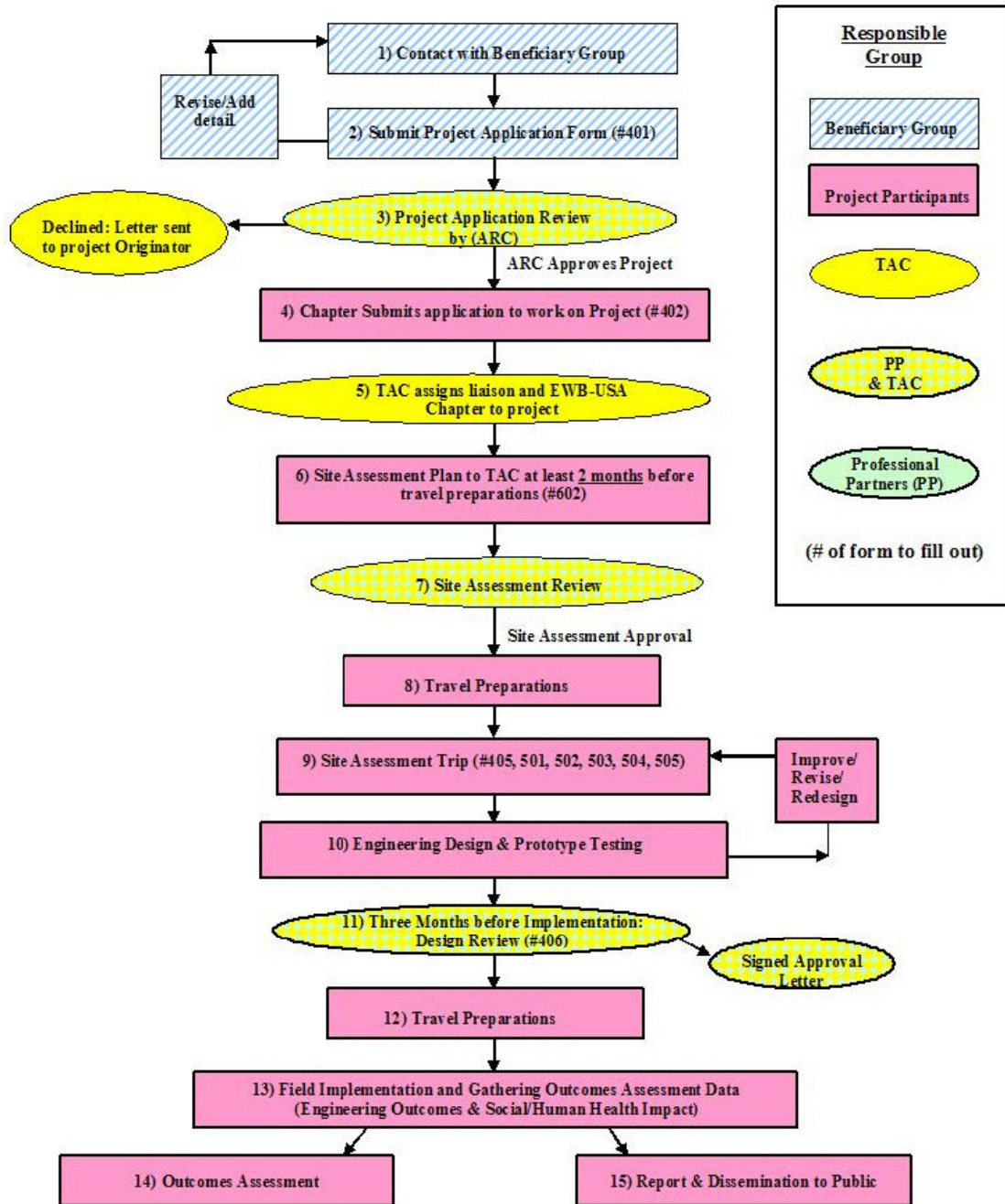


Figure 5.2

**5.2 Project Process Overview:**

The following is an overview of the project process, the numbers correspond to the subsequent sections:



**Figure 5.3: Project Overview**

**1. Beneficiary Community Contact:**

- a. The community representative, an NGO, or some other organization works with a community to assess that community's needs.
  - i. Articulation of needs and problems
  - ii. A discussion of appropriate technological solutions should take place with the community to determine appropriate solutions

**2. Submit Application:**

- a. A *Project Application Form (#501)* is sent to EWB from the beneficiary community/NGO requesting EWB-USA's assistance. There are two versions of this form: One for continuing projects, and one for new projects.
  - i. The *Project Application Form (PAF)* was developed to provide an overall assessment of projects proposed to EWB-USA. A completed *PAF* contains a description of the nature of the problem and a list of community contacts that will work with EWB-USA. The *PAF* must clearly articulate the project's goals and objectives, and begin to attempt the identification of metrics by which to assess project outcomes. It also provides an idea of funding availability, community involvement and long-term community commitment, all of which are essential to sustain a long-lived, positive project outcome.
  - ii. If possible, the *PAF* should also contain a range of potential technological solutions with their advantages and disadvantages as well as an impact assessment for the community and surrounding ecosystem. If this information is not contained within the original *PAF*, the site assessment shall gather this information for use during project design.
- b. The TAC Communicator sends out a letter or E-mail to the NGO/Community saying they have received the application.
  - i. Instructions to watch the web site to track the project's approval and adoption by an EWB-USA chapter should be included in the letter.

**3. Project Application Review:**

- a. TAC chair works with the TAC Communicator to select teams to review project applications.
  - i. Members of the ARC are drawn from the TAC and Professional Partners (PP).
  - ii. The TAC Communicator sends a letter from TAC chair to ARC members informing them of project applications needing review.
- b. Project is reviewed by ARC
  - i. Reviews happen once every 3 months
  - ii. ARC Reviews are to be completed within 2 weeks of assignment
  - iii. ARC leader collates ARC team comments on a standardized review form
- c. Application Approved, Needs More Information, or Declined by ARC
  - i. Applicants can track application progress on Website
  - ii. If Approved:
    - If approved, ARC informs webmaster to place the project to "Open" folder with a brief description on Website for adoption by Chapters. This will be done within 2 days of the TAC meeting where it was approved. Note: the *PAF* should not be placed on the website.
  - iii. If Declined:
    - If declined, despite request for clarifications, the ARC leader in communication with NGO conveys the final decision with the reasons for the decline. An *Application Declined Letter (#804)* is sent to the application originator.
  - iv. If more information is needed:

- The ARC leader contacts the community/NGO and asks for necessary revisions/clarifications.

#### 4. Chapter Submits Application to Acquire an EWB Approved Project:

- a. Once a project is approved, chapters must submit a *Chapter Application to Acquire a Project (#502)* to work on “open” projects.
  - i. They must specify their general preparedness and availability of faculty and professional mentors to work in certain broad areas.
  - ii. For chapters initiating the project, they will have first priority for that project. They must still submit an application to acquire the project (#502).
  - iii. Applications must be submitted two weeks prior to the next TAC meeting or it may not be reviewed.
- b. *Chapter Applications to Acquire a Project* must be sent to the TAC chair responsible for Liaison assignments to projects and chapters
- c. The chapter must **not** start work on the project until the project is officially assigned to the chapter. It is possible that it will be assigned to another chapter. Wait until official notification has been sent.

#### 5. Assign Project:

- a. TAC assigns a chapter and a Liaison to the project, and notifies the chapters & liaisons within two days of the TAC meeting.
  - i. For student chapters: the mentor should be chosen by the chapter, but the chapter must have the mentor within *one month* of receiving a project or the project may be reassigned. Mentors must have relevant technical experience and must submit a *Mentor Application (#404)* to the project coordinator and liaison.
- b. TAC co-chair and TAC Communicator send out an e-mail to everyone that is involved in the project and then the Liaison will follow up that e-mail with a phone call.
  - i. For Student Chapters:
    - The e-mail will be sent to the chapter student lead, the faculty advisor, the professional mentor, the TAC Liaison, the NGO, the community and anyone else applicable to introduce entire team to each other.
    - TAC Liaison follows up the e-mail with a *call* to the mentor, the chapter faculty advisor, and students to go through the project progress checklist, and asks chapter to set up their project webspace ASAP on the EWB-USA website.
  - ii. For Professional Partners Chapters:
    - The e-mail will be sent to the Liaison, the chapter president, the project lead, the NGO, the community and anyone else applicable to introduce the entire team to each other.
    - The Liaison follows up with a call to the Professional Partners project group.
- c. Some of the items the TAC Liaison may require from the chapter:
  - i. Copies of communications with the Community / NGO to discuss technologies and cultural issues.
  - ii. The Project Summary Matrix (#504), which will discuss technology options.
  - iii. Any initial design concepts
  - iv. Project schedule discussing presentation of initial designs, site assessment requirements, and other expected needs
- d. The project is moved to “current” on the website by the webmaster once the project is assigned and the project is started by a chapter.
  - i. The application review is posted on the website

- e. Chapters should start looking for funding as soon as the project is assigned. Do not wait until the last minute to start fund raising.
- 6. Site Assessment Plan:**
- a. Site assessment plan is submitted to the TAC at least 2 months prior to the expected date of departure, and it must be approved *before* any airline tickets purchased or travel arrangements are made.
    - i. For University Chapters: Students, Faculty Advisor and Professional Mentor work on site assessment plan
    - ii. For Professionals: The entire group works on and reviews the site assessment plan
    - iii. TAC Liaison sends Approval letter to chapter.
  - b. A *Project Process Presentation (Assessment)(#806)* is available on the website as a format to be used for plan submission.
- 7. Site Assessment Review:**
- a. Approximately 8 weeks prior to a site assessment, the Project Lead submits a presentation that outlines the general project, technologies to be used, deadlines, logistics, plans for how the baseline health assessment will be completed, goals of the project including how all partners in the project (recipient community members, NGO, etc.) have been involved in the development of these goals and how they will be accomplished, procedures, and cultural issues. The mentor must have reviewed all of the site assessment goals and plans, and submitted his/her approval.
  - b. Someone from the project group or the mentor must either come or call in to the TAC meeting to present the site assessment plan and so that the TAC can ask questions.
  - c. The presentation will be reviewed by the TAC Liaison, Health Metrics, and TAC. The reviewers will provide comments on the site assessment presentation to the TAC Liaison within approximately 1 weeks of the assessment.
    - i. The TAC site assessment reviewers will work with the chapter to get a good site assessment plan.
    - ii. Travel for the site assessment *will be declined if minimum expectations are not met*. See the TAC section for more information on these expectations.
  - d. The TAC Liaison will communicate these comments to the chapter and will facilitate resolution of the comments.
    - i. A *Travel Approval Letter (#808)* will be sent by the TAC Chairs to the Liaison and the project lead within two weeks of the review.
- 8. Travel Preparation:**
- a. Once a travel approval letter has been received by the chapter from the TAC, the chapter can then make travel arrangements for site assessment.
  - b. All members planning on traveling must review the *Travel Tips Presentation (#602)* and fill out the *Personal Health Checklist (#603)* and the *Volunteer Waiver Agreement (#605)*. Please see the travel section for more information.
  - c. Each volunteer and their family need to make an informed decision as to their safety while out of the country.
  - d. *See the travel section of the sourcebook (section 6) for more information.*
- 9. Site Assessment Trip (May not be necessary for some projects):**
- a. An assessment mission is an evaluation of the proposed project by a knowledgeable person to determine what is needed from within the community for successful project implementation. Please keep in mind that many communities cannot sustain large numbers of visitors.

- i. For Student Chapters, the Project Mentor works with a Student Chapter and needs to have close and continuous contact with that Student Chapter. Students may or may not accompany the Project Mentor on an assessment mission. In some cases, EWB-USA professional and student volunteers may also assess new projects during field implementation of current projects.
- b. The group must fill out the *Travel Readiness Checklist (#601)* and review the form *Suggested Medical Kits Contents (#604)* and each person traveling must complete a *Personal Health Checklist (#603)* prior to travel. Please see the travel section for more information.
- c. The assessment mission can be an extremely critical part of the project. An assessment mission may be required prior to approval of the project for implementation.
- d. The assessor(s) brings detailed *Site Assessment Forms (#505)* on the mission to ensure that enough information is gathered to assure a successful project design and implementation. The assessor(s) is expected to investigate local engineering conditions, indigenously available resources, local partners, and markets, as well as the social cultural and environmental aspects of the proposed project. The assessor also attempts to more fully define the metrics that may be used to measure the engineering outcomes and human health/societal impact of the project.
- e. The *Community Health Assessment (#509)* should begin at the time of the Site Assessment. Often community members may be asked to begin collecting some of the demographic, morbidity and mortality data for the community.
- f. It is recommended that the information from the *Project Application Form (#501)* and the assessment mission be synthesized into a *Site Assessment Form (#505)*. This form contains a *Project Summary Matrix (#504)* that presents an overview of possible technological solutions to the community's problems, and begins to examine short-term and long-term positive and negative impacts of these options on the community's social structure and the surrounding ecosystem. The matrix should also indicate that the host community or participating partner has researched similar development projects conducted by other organizations in other countries, and learned of long-term impacts, benefits, and drawbacks. The site assessment should also identify metrics by which to measure success of the project both in terms of engineering outcomes as well as societal/human health benefits.
- g. See the *Site Assessment form (#505)* for more information on what should be typically be investigated during and assessment.
- h. The end-result of an assessment mission is a *Site Assessment Report (#507)* and as a part of this report, a refined *Project Summary Matrix (#504)*, within one month of return.
  - i. It will be used to identify one or two most appropriate technologies/designs for the project. The Site Assessment Report and updated PSM will supplement the project application and be reviewed once again by the TAC to ensure feasibility prior to Project Implementation.
  - ii. The TAC Communicator files the report in the project file

#### **10. Engineering Design & Testing:**

- a. The Engineering Design and Testing phase is started after the project group has collected enough information from the site assessment and the community.
- b. Project members will work together to create a *sustainable* design for the project: The team should identify the most appropriate technology for the site incorporating the simplest, locally maintainable materials and design. The team should determine if local suppliers, manufacturers, labor and help can be used instead of importing or bringing something available only in the U.S. Community, University and other local partnerships as well as social, environmental and economic sustainability factors are also important factors controlling the selection of the most appropriate technology/design.
- c. The following steps should be followed during the design process:
  - i. There should be input from the beneficiary group on the design
  - ii. The most appropriate technology should be selected using site data and *PSM(#504)*

- iii. Develop preliminary design of the engineered product and process
  - iv. If necessary there should be some prototype testing by the EWB-USA chapter
  - v. Training Modules may be necessary. Look to Professional Partners Chapters for training opportunities and technical resources.
- d. The Project Lead will need to define a certain organizational structure and schedule during the design phase. At a minimum, the Project Lead will need to undertake the following:
- i. Determine if additional information is needed to begin the engineering design work. If yes, work with the TAC to obtain that information. If no, continue with the student chapters into design.
  - ii. Host regular progress meetings to discuss team progress to meet the goals and milestones within the project implementation plan. Prepare a budget for the project.
  - iii. Conduct prototype testing using site materials and/or simulated site condition: Assemble and test all project components (if this hasn't been done), and revise design if need be.
  - iv. Document all steps that were needed to ensure successful prototype functioning.
  - v. The Project Lead is expected to develop a project implementation plan. This implementation plan is envisioned as a changing document through the course of the project. However, at the completion of the project, a final plan is required to be submitted to EWB-USA, as it will be crucial to evaluating the project's success, and demonstrating successful projects for future funding. This plan should contain the following key items:
    - Define the project goals and objectives in design terms.
    - Provide a project organizational chart that defines team member responsibilities and descriptions. Include roles of host community members.
    - Using the site assessment report and PSM, identify the most appropriate technology/engineering design for the site.
    - Provide a project design section that details the technical aspects of the project. Include sizing, components, technology needs, required equipments lists, calculations, analysis, diagrams, equipment, and supplies. Some of the goals for a successful project design are:
    - Provide a human health/societal impact assessment section that will identify a set of metrics by which to measure the impact of the project over time
    - Provide a project schedule that identifies all major and minor planned activities. Include shipping, coordination with student schedules, coordination with village schedules, coordination with funding availability, and schedule project demonstrations. Also include a Technical Design Review for the project.
    - Provide a project financial statement. Include project expenses such as travel, lodging, visas, equipment shipping. Include estimated donated time (as an in-kind contribution) from students and professionals. Include a fundraising plan and organization.
    - Identify feedback loops and channels for problem resolution.
    - Identify accountability and responsibility for both EWB-USA and local community.
    - Identify indicators for success and failure.
    - Identify who will oversee, administer, operate and maintain the project once the EWB-USA team is no longer present in the community.
- e. Prior to project implementation, an initial design review is submitted.
- i. A draft set of design plans is submitted to the TAC Liaison and distributed to the Principal Reviewer and any other reviewers. Comments from the draft set of design plans will be incorporated into the final design.

- f. Once the initial review is complete, a *Project Progress Presentation (Implementation) (#807)* will be created presented to the TAC for review. The TAC Liaison should be contacted, and the presentation should be submitted to the TAC through the Liaison.

## 11. Design Review:

- a. The design review is to have another independent set of eyes on the project and it is also a quality control for EWB projects. Anyone who has ever done a design project knows that another set of eyes on a project can be beneficial. It raises additional questions and often improves the design.
  - i. It should be stressed that the TAC is a review agency and not a designer. It is hoped that the local project designers have taken the steps to ensure that the project is designed, quality checked, and scheduled appropriately. If that is not the case, EWB-USA reserves the right to delay a project until a project meets an acceptable standard of care, as determined by the TAC.
- b. **No travel plans should be made until the project group has received the final approval letter from the TAC.**
- c. Project participants must send the following to their TAC Liaison for review at least 3 months before the group's expected date of departure:
  - i. *Project Progress Presentation (Implementation) (#807)*,
  - ii. *Project Summary Matrix (#504)*
  - iii. Drawings
  - iv. Materials List
  - v. All other related design items that will help the reviewers
  - vi. The mentor/project lead must review the design and provide their approval
  - vii. A *Sample Design Submittal (#510)* is available upon request
- d. The TAC Liaison will initiate the design review and will be responsible for finding the project Reviewers. The review takes at least one month.
  - i. The team will consist of a Principal Reviewer who will be in charge of the review and up to three other reviewers
    - The Reviewers cannot be members of the project
    - The Reviewers have 3 weeks to complete the review
    - The Principal Reviewer will report their findings to the TAC Chairs.
    - The project participants will be expected to make changes to the design so that the Principal Reviewer and TAC feel that the project is acceptable.
      - o Design changes must be resubmitted as soon as possible.
      - o Student Chapters: The Mentor, Student lead and faculty advisor will work on changes together
  - ii. Travel and Health issues will be reviewed by the TAC within one week of the completed design review.
- e. All feedback to the project group will **ONLY** be sent through the TAC Liaison to:
  - i. Student Chapters: Mentor, Student Lead, and Faculty Advisor
  - ii. Professional Partners: Project Lead
- f. Once the design is finalized, the TAC Chair sends a signed *Travel Approval Letter (#808)* to TAC, Project Lead, and the Liaison. The Project Team can then purchase their tickets and make travel plans.

## 12. Travel Preparation:

- a. Upon receiving the letter of approval, the professional mentor, faculty advisor, and the chapter make travel arrangements for field implementation.
  - i. All members planning on traveling must review the *Travel Tips Presentation (#602)* and fill out the *Personal Health Checklist (#603)* and the *Volunteer Waiver Agreement (#605)*. Each volunteer (and their parents if the volunteer is under 21) needs to provide a waiver releasing EWB-USA from liability and proof of travel insurance (covering medical and evacuation needs) to the Project Lead.
- b. Each volunteer and their family need to make an informed decision as to their safety while out of the country.
- c. *See the travel section of the sourcebook (section 6) for more information.*

### 13. Field Implementation:

- a. During the field implementation mission, the designated members of the project travel to the country to install their design. Please keep in mind that many communities cannot sustain large numbers of visitors.
- b. The group must fill out the *Travel Readiness Checklist (#601)* and review the form *Suggested Medical Kits Contents (#604)* prior to travel. Please see the travel section for more information.
- c. The implementation mission is the design and construction component of the project and consists of five components:
  - i. Technology Selection & Project Implementation Plan;
  - ii. Project design and prototype testing at the University location;
  - iii. Planning for the Field Trip, including Emergency Preparedness;
  - iv. Field Implementation
  - v. The Final Project Report and Outcomes Assessment.
    - These components are the responsibility of the Project Lead. The project should be designed to standards that are expected in developed countries.
- d. The goals of the implementation mission are not only to provide the framework for solid project planning, design, and implementation but also to provide the engineering students with the experience of gathering data and interacting with new cultures and environments on their way to discovering the many facets of engineering solutions to problems in developing communities.
- e. There should be Community Input & Ownership of the project, since they are the people who will be providing the maintenance on the installed design. Their input should be considered and they should be included in every aspect of the project.
- f. The Project Lead will be responsible for taking documentation during the trip, which will generate a final project report. It is encouraged that the Project Lead will document:
  - i. Project participants, Project contacts, Project translators, Project advisors, Community members, Community Health Assessment, Local Contacts, Weather
  - ii. Take Pictures
  - iii. What went wrong?
  - iv. What went right?
  - v. Is there another project needed in the community or a nearby community?
  - vi. Who will oversee and administer the project and its maintenance once the EWB-USA project team is gone?
  - vii. Mobilize community volunteers to gather data for project outcomes assessments.
- g. Some other goals of the implementation trip:
  - i. Gather an assessment of the project outcomes (Outcomes Assessment)
  - ii. Use the trip as an assessment trip for next phase of project (may be necessary to fill out the *Site Assessment Form (#505)* again)

- h. Make sure to keep a log of the project's successes and failures and to take a lot of pictures during the implementation process. These are fun for showing your friends when you return, and EWB may ask you for electronic copies to post on our website, newsletter, and for publicity reasons.
- i. The team should continue to update the *Community Health Assessment (#509)*

#### 14. Report:

- a. At the completion of the project, the Project Lead should submit a final project report within 8 weeks after return.
  - i. It should be stressed that this report is required, as it will be utilized to assess the project's success, for future projects within this village, and to demonstrate the effectiveness of the EWB-USA project for future funding opportunities.
  - ii. The *Project Report Format (#507)* is provided as an outline for the report.
  - iii. We also ask that you create smaller promotional report that we can use on the website or for publicity.
  - iv. Chapters will not be given new projects or approval for travel until the report is received, and reimbursements for travel will also not be given until the final report has been submitted to the TAC
- b. The Community Health Assessment surveys should be collated into one final report (see example of a *Health Assessment (#508)*), and this report and the individual surveys should be sent to the Health Metrics TAC members via the TAC Liaison.
- c. Outcomes Assessment:
  - i. The project participants assess the outcome of the engineering portion of the project, reviews the Community Health Assessment and make recommendations for future projects
- d. The TAC Liaison continues their role until the project has been completed and the final implementation report and materials have been submitted to the TAC.

#### 15. Outcomes Assessment:

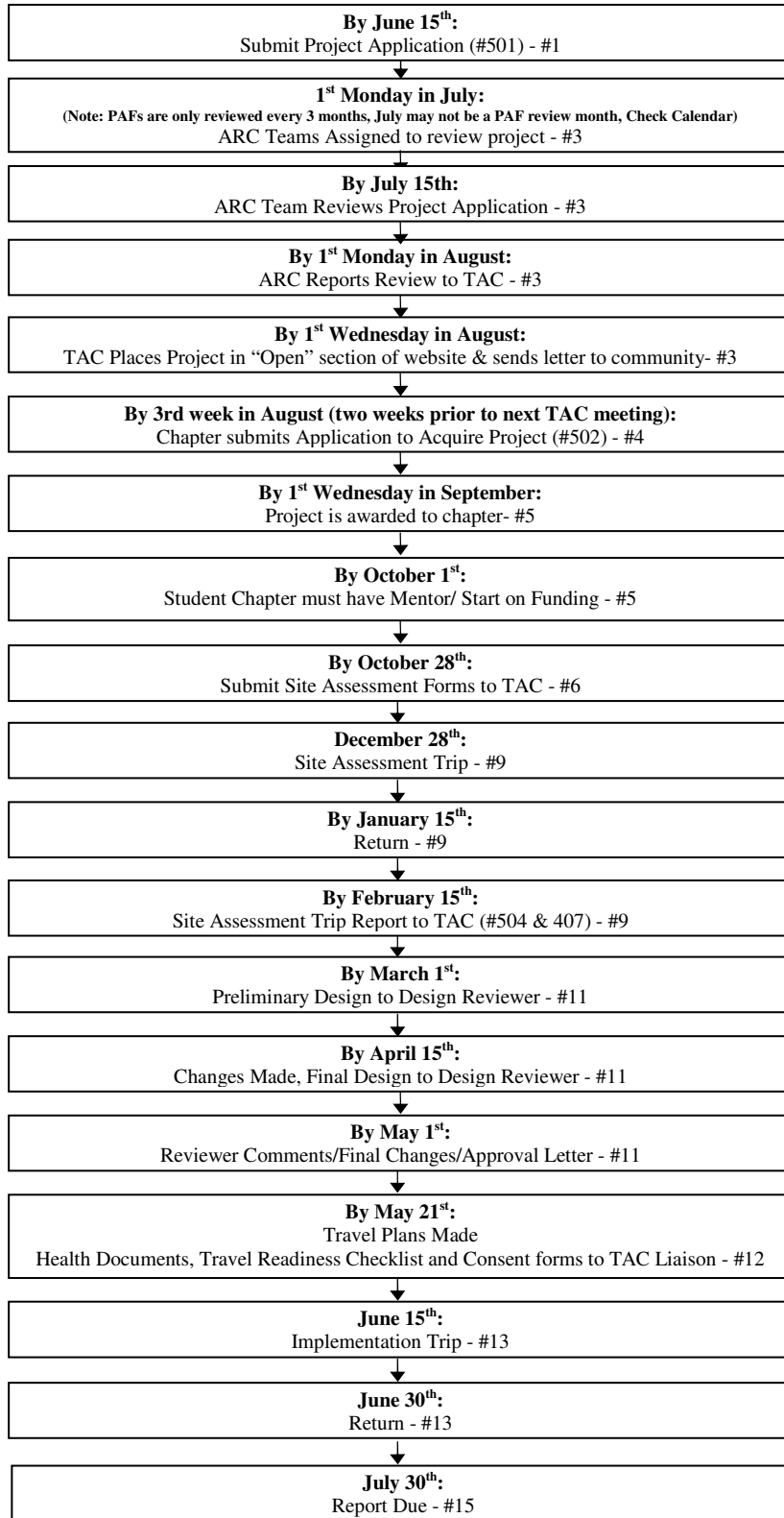
- a. The following items are useful for the outcomes assessment:
  - i. Lessons Learned on the Project Development Process at EWB-USA. Document the evolution of the Project Summary Matrix (PSM). Document project successes, project shortfalls, corrective actions taken, and final suggestions for future improvements both within this village and for future EWB-USA projects of this nature.
  - ii. Meeting the engineering and human health/societal objectives of the host community: Assess Impact of EWB Project on Host Community by gathering data using previously defined metrics to assess:
    - Continued achievement of engineering performance objectives,
    - Anticipated human health/societal benefits;
    - Ensure no adverse impacts on the community or surrounding ecosystem. Periodically monitor the above three impact areas using pre-defined metrics and compare this to the initial baseline data gathered prior to EWB-USA's presence and the technology introduction. In this manner, assess the short- and long-term well-being and development of the host community.
  - iii. Evaluating the education component of EWB-USA Projects for Students, Mentors & Professionals: The process of trying to bring change to another, changes oneself. Using narrative essays and group discussions, document transformations in perceptions of culture, "development", poverty, misery, materialism, consumption and earth-system sustainability. Document varying responses ranging from pity, sympathy, empathy, admiration, apathy, frustration, sorrow, anger, etc. Discuss how energy and enthusiasm for sustainable development projects may be sustained by partnerships -- many people

and many organizations working together. Complete surveys evaluating the project, mentors and outcomes for construction projects.

- iv. Translating the EWB-USA experience for the developed World: Document host community attitudes toward resource consumption and conservation that would lead to earth-system sustainability. Document effective indigenous technologies and natural processes that meet human needs while preserving earth's carrying capacity. Collate these in a (geographical) database of sustainable practices. Communicate the EWB Experience to a broad range of audiences, e.g., elementary or secondary schools, colleges and universities, to promote sustainable practices in the developed world.

#### **5.5 SAMPLE Project Timeline (tentative dates):**

- a. Most new projects should take 8-10 months from project acquisition to implementation (There are exceptions for smaller projects). Below is an outline of a sample project to give a group a general timeline (figure 5.4).
- b. This timeline is NOT meant to be actual deadlines: deadlines are to be determined by each individual group.
- c. The TAC meetings are usually the first Monday of each month, however, this is subject to change. The EWB Calendar of Events (#203) is available on the “downloads” section and shows when TAC meetings and other EWB events occur. Numbering corresponds to Figure 5.3.



**Figure 5.4: Sample Timeline**

*(Not meant to be actual dates, see section 5.5)*

**5.5 Documents for this Section:**

1. *Project Application Form (#501)*: This form is to be submitted to the TAC for a project to be reviewed by the ARC to determine if it will be a viable EWB project.
2. *Chapter Application to Acquire an EWB Project (#502)*: This is to be submitted by a chapter wanting to work on a specific project.
3. *Guidelines for Assigning EWB Projects (#503)*: This document provides an overview of the guidelines EWB uses for determining which chapter will acquire a project.
4. *Project Summary Matrix (PSM) (#504)*: This document is used for the chapter to summarize the project for the TAC.
5. *Site Assessment Form (#505)*: This form should be taken on the site assessment trip and provides a method for determining the basic information needed at a project site.
6. *Project Expense Report (#506)*: This should be submitted with all receipts for project reimbursement costs associated with a trip to the country.
7. *Project Report Format (#507)*: This is outline expected for the post implementation report submitted to TAC.
8. *Health Assessment Example (#508)*: An example of a baseline health assessment of a village.
9. *Community Health Assessment (#509)*: Necessary information for a baseline health assessment of a community. It helps to provide a reference for determining the benefits of a project.
10. *Sample Design Submittal (#510)*: This is a sample project submitted by one of the chapters last year. It is a good overview of what the design reviewer is expecting to see.