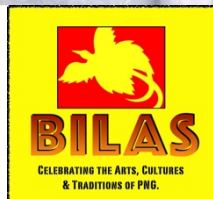




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MONITORING, EVALUATION AND LEARNING REPORT FOR PNG BILAS REVITALIZING PROJECT

SAVE PNG INC | Po Box 4714, Lae, MP, PNG 411 | www.savepng.org

1. Introduction:

Papua New Guinea faces a critical challenge: a rapidly growing youth population with limited access to educational and employment opportunities. In fact, young people under the age of 25 make up a staggering 60% of PNG's population, and this number is only rising. This growth poses a significant challenge, as formal education and employment opportunities simply cannot keep pace.

The 'Revitalizing Bilas' Project, a collaborative effort between SAVE PNG and its consortium decided to work with 4 local communities in PNG to address this issue. The four communities included Megik Community in Jiwaka Province, Yalu Community in Southern Highlands Province, Koki Community in Enga Province and Binandere – Waria Community in Oro/Morobe Province.

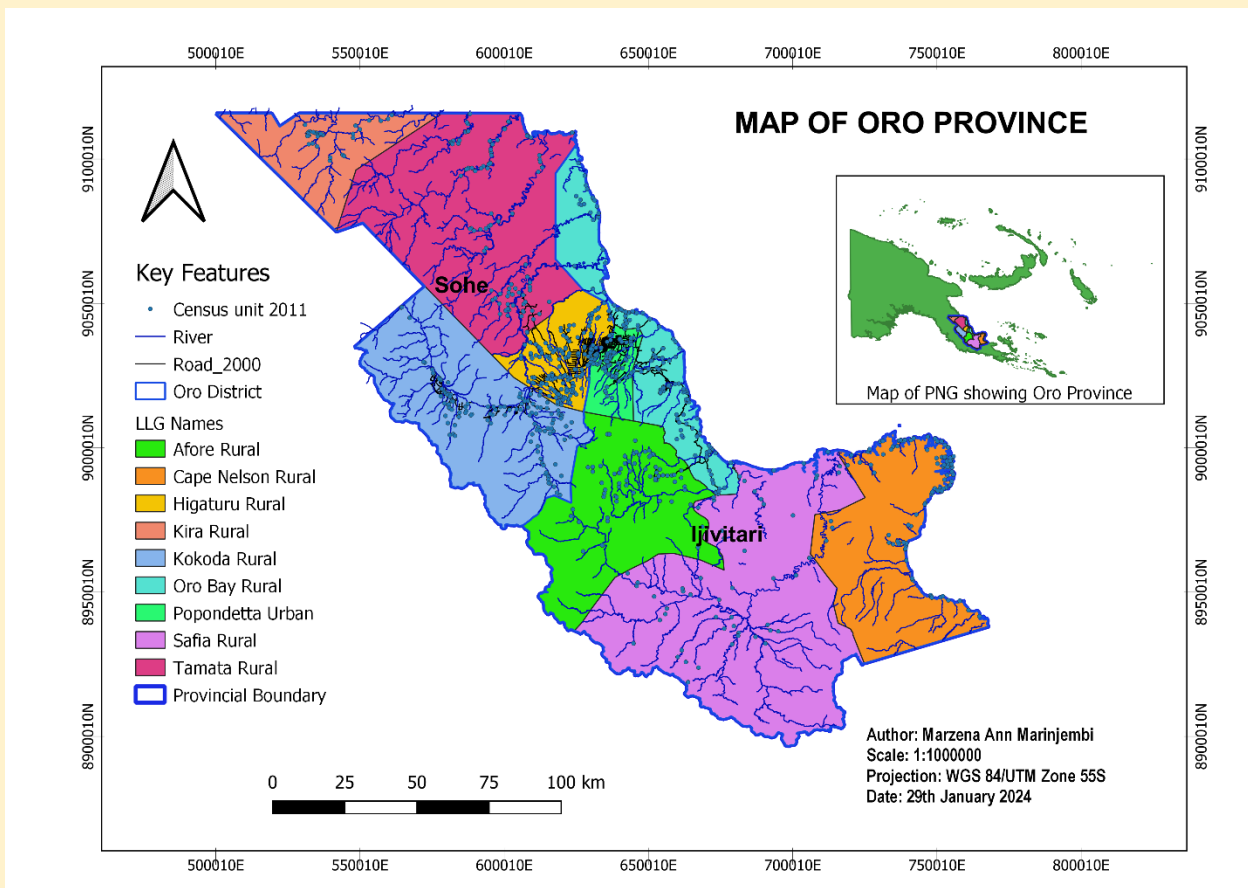
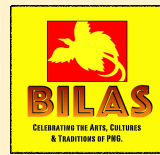


Figure 1: Map of Binandere – Waria community in Tamata Rural & Kira Rural LLG situated on the North Coast borders of Oro & Morobe Provinces (Marzena Ann Marinjembi)



This initiative leverages the power of storytelling and technology to empower young Papua New Guineans, particularly those in remote areas. By equipping them with digital skills and fostering creativity in the arts, the project seeks to:

Preserve Indigenous Knowledge: Bilas, the traditional Melanesian way of life celebrates digital content creation.

Promote Modern Education: Using social media and peer learning, the project addresses subjects like responsible leadership, healthy living, and environmental stewardship.

Bridge the Digital Divide: By developing basic digital literacy, the project empowers young people in rural areas to participate in the online world.

Video Content Production: Empowering rural youths through video content creation skills such as filmmaking, photography, digital entrepreneurship to create videos like showcasing local businesses, life skills, and documenting rural culture.

The Revitalizing Bilas Project recognizes the immense potential within Papua New Guinea's youth. By fostering creativity, digital literacy, and a connection to their cultural heritage, the project equips young people to become the architects of their futures and contribute meaningfully to their communities. The project targeted 1000 young men, women, children, and people living with disabilities between the age group of 6 – 45 years old in those 4 communities within 17 months.

This report presents the final evaluation of the Revitalizing Bilas project, assessing its overall outputs, outcomes, achievements, and shortcomings. It analyzes the project against its goals as outlined in the log frame, identifying successes, unmet objectives, and the underlying reasons. The report also captures key lessons learned and proposes improvements for future projects.

Key Areas of Evaluation:

Broader Achievements: An overview of the project's positive impacts beyond the originally defined goals.

Unmet Goals: A review of goals that were not fully achieved, along with an explanation for the shortfalls.

Lessons Learned: Key takeaways from the project's implementation that can inform future endeavors.

Improvements for Future Projects: Based on the evaluation findings, recommendations for strengthening project design, implementation, and monitoring.





Utilizing the Log Frame:

The log frame is a benchmark for measuring the project's success and failures. The evaluation will compare the project's actual results against the planned outputs, outcomes, and indicators specified in the log frame. This comparison will help identify areas where the project met or exceeded expectations, as well as areas where adjustments were needed.

Enhancing Future Projects:

By analyzing the Revitalizing Bilas project, we can extract valuable knowledge to improve the design and execution of future projects. The evaluation's recommendations will focus on:

Strengthening project goals and ensuring they are SMART (Specific, Measurable, Achievable, Relevant, and Time-bound). Refining project activities to ensure they directly contribute to achieving the set goals. Implementing robust monitoring and evaluation mechanisms to track progress and identify challenges early on. Adapting the project approach based on lessons learned to enhance effectiveness and efficiency.

This comprehensive evaluation will not only provide insights into the Revitalizing Bilas project but also serve as a valuable roadmap for ensuring the success of future endeavors.

This document covers the final evaluation of the Revitalizing Bilas project, encompassing the entire project period of 17 months (February 2023 - May 2024). While the project was originally proposed for 2 years, it was shortened due to funding delays and due diligence processes. Four quarterly reports were submitted previously, from February 2023 to January 2024. This final evaluation report comprehensively assesses the project's achievements and shortcomings throughout its shortened timeframe.



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Figure 2: Some of the 88 Peer Educators being trained at Kotaure Village, Oro Province, (SAVE PNG INC.)

2. Methodology:

Project Activities Implemented (February 2023 - May 2024)

The Revitalizing Bilas project implemented various activities across four project sites during the 17-month reporting period (February 2023 - May 2024).

Here's a breakdown of the key activities:

1. Local Content Production (11 Months: Feb 2023 - Dec 2023):

This extended activity focused on four local communities in Oro, Enga, Southern Highlands, and Jiwaka Province. SAVE PNG led the production of cultural stories and Bilas (traditional physical attire linked to biodiversity & spiritual beliefs). The produced content showcased the unique people, culture, and its positive impact on daily life. The completed content was distributed to mainstream media outlets like EMTV and SAVE PNG website and Facebook page for national broadcast, raising awareness among viewers.



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Figure 3: Bilas Filmmaking at Megik Village, Jiwaka Province (Beachwood Productions)

2. ICT Kits & Training (March-May 2024)

This activity targeted Binandere communities in Oro & Morobe Provinces. It involved the production of ICT kits and facilitator guides for peer education and digital training. A "Trainers of Trainers" program equipped local staff to facilitate community training sessions. Selected local peer educators received ICT kits, guidebooks, and digital training. These trained peer educators then facilitated peer education sessions within their communities. The focus of the training was on basic ICT skills like filmmaking and photography using mobile apps (from the ICT kits). These skills were then utilized to document and capture the showcase of the Bilas Festival, including its dances, dramas, traditional stories, and daily activities (like sago beating).



Figure 4: ICT Kits Distribution to the 88 Peer Educator Trainers (SAVE PNG INC)

This breakdown provides a clearer picture of the project activities implemented during the reporting period, highlighting both the extended local content production and the community-focused training initiative.

MEL Framework Components:

- **Key Indicators:**
 - The production of cultural stories and Bilas (outputs). Indicators for cultural preservation goals.



- Distribution to media and national broadcast viewership indicators for outreach and awareness goals.
- Training completion rates and the number of peer educators trained are indicators for capacity-building goals
- Documentation of the Bilas Festival through filmmaking and photography (using the ICT kits) an indicator for capturing cultural aspects.
- **Data Collection Methods:**
 - The project involved collecting data through:
 - Production records for cultural stories and Bilas.
 - Viewership data from media outlets like EMTV and YouTube.
 - Training attendance records and completion certificates.
 - Samples of documented festival elements (photos, films).
 - Interviews or surveys with community members might have been used to gather qualitative data on cultural awareness and impact.
- **Data Analysis Techniques:**
 - Quantitative analysis of production records, viewership data, and training completion rates.
 - Qualitative Analysis of phone interviews/data to understand the cultural impact and community experiences.

Overall, the project used a framework that focused on monitoring outputs, outreach, and capacity building related to cultural preservation and socializing behavioral change amongst youths.



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Figure 5: Peers Educators seen video recording (SAVE PNG)

3. Findings:

- Presenting the findings for each activity and indicator.

Output	Indicator	Findings	Means of Verification	Target	Achieved
Cultural Preservation	Production of Local Content	SAVE PNG produced a 4-part documentary series showcasing cultural festivals from 4 local communities.	SAVE PNG YouTube page EMTV	4	4

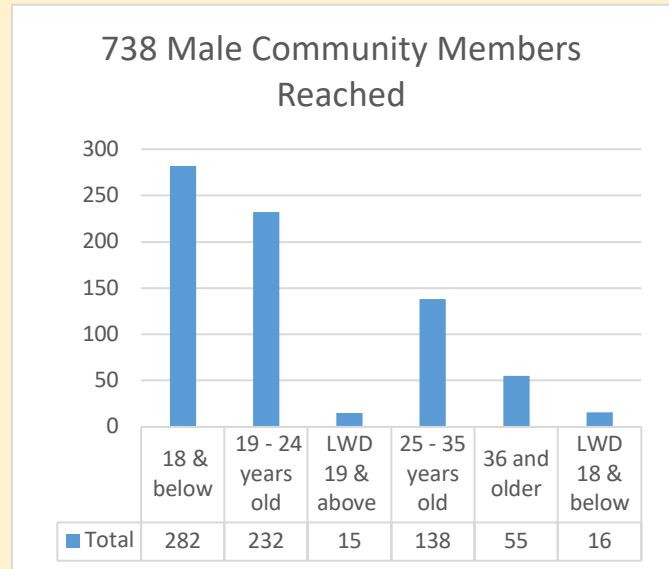
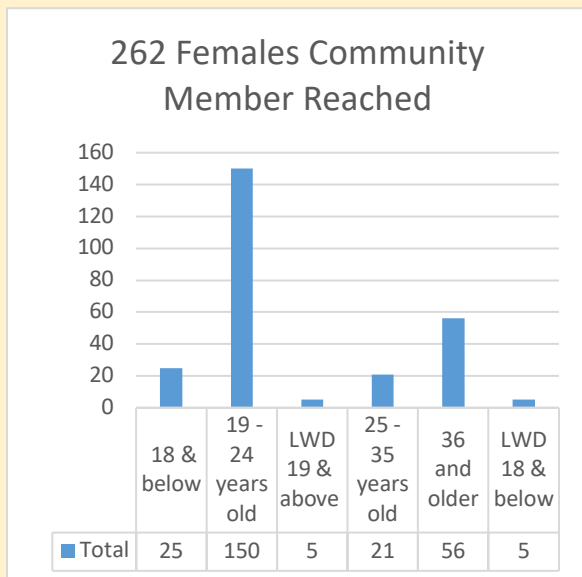
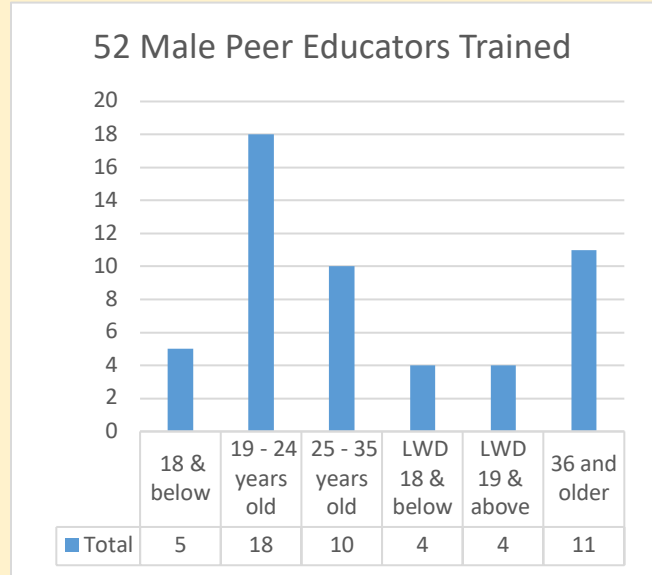
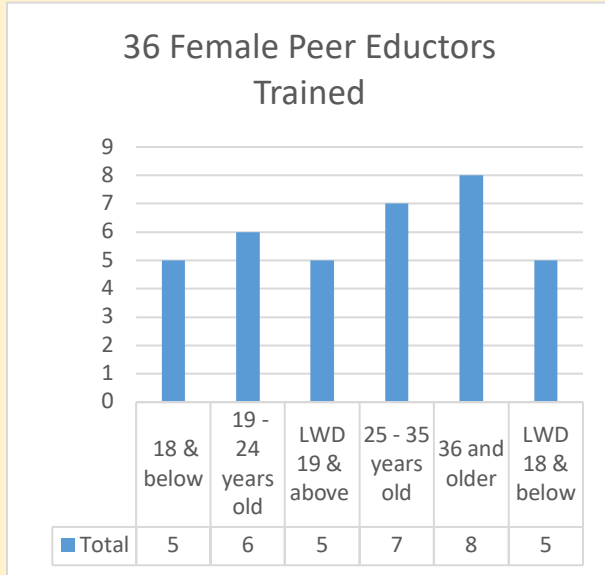
Outreach and Awareness	Media Coverage	The program aired on media platforms like EMTV , with the potential to reach wider Papua New Guinean audiences SAVE PNG YouTube Channel	YouTube & EMTV. From a study in 2019 EMTV boosted 55% (4.4 Mil.) viewership both on TV & Social Media	500,000	25,000 on EMTV & SAVE PNG YouTube channel boost 157 views
	ICT Kit Production	ICT kits, including mobile phones, user manuals, and merchandise, were distributed to peer educators for content creation and outreach.	Service provider rendered	120	120 Kits produced
Capacity Building	2x Bilas Staff Trainer of trainers	SAVE PNG and DCFR trained 20 staff from ADRA and ELC to facilitate community training sessions.	Training completion, participant List	20 ELC & ADRA Staff	20 Staff TOT
	Community Peer Educators	Peer Educator Selection & trained in practical Filmmaking & photography skills using mobile apps (from the ICT kits).	100 peer educators (12-45 years old) were selected, including young men, women, and PLWDs, Participants List	100 Peer Educator Trained	88 peer educators trained
	ICT Kit Distribution	20 Staff received ICT Kits	Staff TOT	20 ICT	20 Staff received an ICT Kit

		100 peer educators received ICT kits as part of their capacity-building	100 peer educators (12-45 years old) including young men, women, and PLWDs Participants List	100 ICT Kit	88 ICT Kit received
	Practical Skills Application	88 peer educators documented the Bilas Festival using their mobile to share with family	Photos	1000 beneficiaries	reach at least 1,000 community members (men, women, and children).
		Some peer educators shared content on Facebook and the SAVE PNG Inc. page, expanding outreach.	Photos & videos	100	Less than 20



Figure 6: Engan Women dancers at Koki Community (Beachwood Productions.)

The following pivot charts illustrate the distribution of peer educators and outreach program participants across genders (male and female).



Overall Findings:

The project successfully produced cultural content, utilized media to raise awareness, and built capacity within communities through staff and peer educator training. Peer educators actively participated by documenting the Bilas Festival and sharing content with their communities, demonstrating the project's potential for long-term cultural preservation, digital business entrepreneurship, and outreach.



Figure 7: Yalu Rimbu Culture Ceremony, Southern Highlands Province (Beachwood Productions)



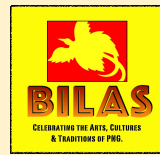


Figure 8: *Glong Dancer, Megik Village, Jiwaka Province, (Beachwood Productions)*

- **Unexpected Results and Challenges**

The Revitalizing Bilas project faced several unforeseen challenges that required adjustments to ensure successful completion within the reporting period.

Funding Delays: A lengthy due diligence process between SPC and SAVE PNG caused project delays, impacting the originally planned schedule.

Economic Hardships: Escalating inflation and fuel crises in 2023 and early 2024 significantly increased logistical costs, particularly for reaching remote project sites.

Staff Turnover: The economic crisis also led to staff turnover at SAVE PNG, leaving a smaller team with limited resources to manage project implementation.

Community Frustration: Delayed project funding due to the due diligence process led to disappointment within participating communities who had been anticipating the project's benefits.

Missing Baseline Data: The lack of a baseline assessment of local conditions hindered the development of a sustainable plan, making it difficult to identify targeted ICT support services and public-private partnerships for long-term success.

- **Positive Outcomes of Challenges:**

Despite these challenges, the SAVE PNG team demonstrated resilience by:

Refocusing and Re-scheduling: They adapted the program schedule and resource allocation to prioritize key activities within the revised timeframe.

Partnerships: Collaboration with ELC and ADRA helped leverage additional resources and expertise.

Scaling Down: While some activities were scaled down, the project still achieved its core outputs through strategic adjustments.

These adaptations highlight the project's ability to overcome unforeseen obstacles and deliver its goals within the revised timeframe.

- **Analysis of Success Stories:**

- **Cultural Continuity:** Content production in the four provinces led to a significant breakthrough: the passing of a traditional leadership role to a younger man, a historical first. This highlights the project's potential to empower youth and revitalize cultural practices.



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- **Youth Engagement:** The project successfully engaged young people in documenting traditional knowledge, fostering a sense of value and responsibility for cultural preservation.
- **Digital Literacy:** The project's emphasis on ICT training motivated young participants to embrace digital tools for content creation and online engagement. This demonstrates the project's effectiveness in promoting digital literacy and creative expression among youth.
- **Adaptive Management:** SAVE PNG's ability to adapt to challenges and ensure project outputs were commendable. Their progressive monitoring and risk management techniques are valuable for future projects.
- **Video Entrepreneurship:** The Bilas project empowers young people to become responsible leaders, economic innovators, and stewards of indigenous knowledge, preserving and promoting it through video storytelling and media production skills.

Overall, the project achieved significant success in cultural preservation, youth engagement, and digital skills development. By incorporating the recommended improvements, SAVE PNG can further strengthen the impact of future projects and ensure their long-term sustainability.

4. Discussion: Findings and Project Improvement

Interpreting Findings in Context:

The project aimed to be ambitious, drawing on SAVE PNG's past successes. However, the post-COVID era presented significant challenges:

- **Shifted Development Landscape:** The "business as usual" approach faced disruption, with competition for funding intensifying.
- **Increased Competition:** Entrepreneurs and larger organizations formed alliances, leaving fewer opportunities for smaller NGOs.

Finding a New Path:

Despite these challenges, the project offers valuable lessons for future endeavors:

- **Focus on Small-Scale Impact:** Smaller, impactful projects with strategic partnerships can be more successful in the current environment.
- **Adaptability:** Flexibility and a willingness to adjust project scope are crucial in a rapidly changing landscape.

Project Achievements and Challenges:



While initial targets for individual communities weren't fully achieved, some activities were completed:

- Local Content Production: Documentaries were produced in Oro, Enga, Jiwaka, and Southern Highlands.
- Bilas Festival: The project documented the festival, involving Oro and Morobe communities.
- Peer Educator Training: 20 trainers trained 88 peer educators who reached an estimated 1,000 community members.

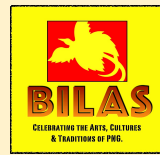
External Factors and Implications:

External factors significantly impacted the project's scale and sustainability. These challenges highlight the need for:

- Resilient Project Design: Future designs should be adaptable to unforeseen circumstances.
- Strong Monitoring and Evaluation: Robust MEL systems can help identify and address challenges early on.



Figure 9: Bilas Festival brand logo



Project Participant Testimonials

Project Community feedback offers valuable lessons for future endeavors, as highlighted by participant testimonials:

Mr. Fabian Gane, Bilas Festival Coordinator & Pure Yewa Chief:

- **Pros:** "The Bilas Festival was welcomed by Morobe & Oro Provinces with a lot of enthusiasm & interest to participate."
- **Cons:** "Need improvements in Coordination, planning, and communication with local leaders on the ground to prepare well. One suggestion is to set up a Bilas Culture & Arts Festival Committee from the project site for effective coordination and planning on the ground."



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Figure 10: Young Bilas dancers, Oro Province

Mr. Brian Bidogo, Binandere Culture Teacher:

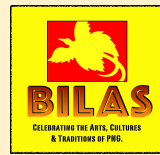
- **Pros:** "Promotion of our Binandere Culture through this Bilas project is a great way of passing down knowledge to our young generation...an opportunity to generate some form of income."
- **Cons:** "Proper support should be given to the Binandere Cultural teachers to teach the process to organizers including both local and external partners...to consider the planning cost such as Bondo (Feasting process) and other cultural aspects."

Mr. Emmanuel Kove, Youth Peer Educator:



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- **Pros:** "Young people are looking for opportunities and are getting into illegal activities so this presents a positive opportunity for us...to learn new ideas like using mobile apps to create videos."
- **Cons:** "We still need a step-by-step guide and continuous training, coaching, and mentoring to put into practice the skills that we learned."

These testimonials emphasize the need for:

- **Stronger Partnerships:** Collaboration with local leaders and cultural experts can enhance project planning and execution.
- **Ongoing Support:** Providing continuous guidance and resources is crucial for participants to effectively utilize their acquired skills.

Areas for Improvement:

Pre-Project Assessment: The lack of a baseline assessment hindered the development of targeted interventions. To improve, future projects should:

- o Start with a small team to conduct a baseline survey.
- o Assess the youth population, needs, and priorities using gender analysis.
- o Identify valuable traditional knowledge for youth development.
- o Conduct a training needs assessment to design targeted training based on demographics.
- o Utilize this data to set SMART (Specific, Measurable, Achievable, Relevant, and Time-bound) goals.

Sustainability: To enhance project sustainability, SAVE PNG should:

- o **Expand Partnerships:** Forge partnerships beyond project timelines.
- o **Stakeholder Mapping:** Conduct stakeholder mapping informed by baseline data to identify non-traditional partners who can provide ongoing support services.
- o **Complementary Services:** Partner with organizations that complement SAVE PNG's efforts and ensure the long-term benefits of the project for youth and communities.

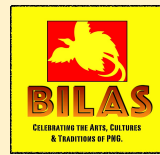
Adapting and Improving for the Future:

This project's Monitoring, Evaluation, and Learning (MEL) report provides valuable insights for future project improvement:

- **Improved Design:** Utilize the MEL findings and participant feedback to review and update organizational strategic plans for more effective project management.



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- **Sustainability Focus:** Develop a sustainable business plan to secure long-term investment and support project longevity.

By incorporating these lessons and adapting project design, SAVE PNG can navigate the changing development landscape and deliver impactful projects even with limited resources.

5. Recommendations: Strengthening SAVE PNG for Lasting Impact

Organizational Strengthening:

- **Recruitment:** SAVE PNG should strategically recruit personnel with expertise in fundraising, project management, and monitoring & evaluation (MEL).
- **Sustainable Financing:** Develop a comprehensive plan for securing long-term funding. This might involve:
 - **Grant diversification:** Apply for grants from a wider range of donors, including private foundations and international organizations.
 - **Social enterprise initiatives:** Explore the creation of social enterprises that generate income to support project activities.
 - **Partnerships:** Forge strategic partnerships with organizations that can provide financial and technical support.

Upskilling in MEL:

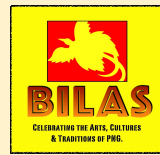
- **Training:** Invest in training for SAVE PNG staff in quantitative and qualitative MEL techniques. This will improve:
 - **Project Design:** The ability to design projects with clear goals, relevant indicators, and robust data collection plans.
 - **Project Management:** The capacity to track progress, identify challenges early, and make data-driven decisions.
 - **Impact Measurement:** The ability to demonstrate the project's effectiveness and secure future funding.

Building Strategic Partnerships:

- **Youth Organizations:** Partner with relevant youth organizations (public and private) that can provide ongoing support services for youth programs.



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- Cultural Experts: Collaborate with cultural experts beyond the National Cultural Commission. This could include former members of the National Theatre Company to:
 - Preserve Cultural Heritage: Integrate traditional performing arts with contemporary arts for cultural preservation.
 - Economic Opportunities: Create employment opportunities in the cultural sector
- Environmental Alliances: Join public-private sector environmental networks to:
 - Increase Visibility: Gain recognition and build relationships with potential collaborators.
 - Collaborative Projects: Work on joint projects that address environmental challenges and potentially attract new funding sources.

By implementing these recommendations, SAVE PNG can strengthen its organizational capacity, secure sustainable funding, and build strategic partnerships. This will ensure the long-term success of its projects and empower SAVE PNG to make a lasting impact on communities.

6. Conclusion: Revitalizing Culture and Empowering Youth

The Revitalizing Bilas project achieved significant progress in cultural preservation and youth empowerment:

- Cultural Revitalization: The project documented traditional Bilas stories through festivals, fostering intergenerational engagement. Young people learned from elders and participated in documenting cultural heritage through media.
- Youth Development: Partnerships facilitated training for 88 peer educators who utilized ICT kits to reach over 1,000 community members.

While the basic training could benefit from additional support and impact assessments, the project successfully laid the groundwork for ongoing learning and cultural preservation.

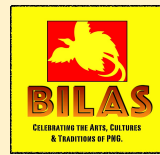
Legacy of Empowering Papua New Guinea:

SAVE PNG's mission aligns perfectly with this project's accomplishments. By emphasizing Melanesian traditions and integrating them with contemporary approaches, the project empowers young Papua New Guineans:

- Cultural Identity: They retain a strong connection to their roots and cultural heritage.



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- Development Opportunities: They embrace ICT skills, equipping them to contribute meaningfully to national development. This project serves as a steppingstone for future initiatives that bridge the gap between tradition and modernity, ensuring a brighter future for Papua New Guinea.
- Melanesians value the importance of Bilas in promoting indigenous innovations, improving a 'green' eco-based economy, and protecting biological & cultural diversity.
- Indigenous people reaffirm their rights to land resources by maintaining tribal genealogies and oral histories through creative arts and local performing traditions.
- Celebrate Bilas traditions to unify indigenous people against socio-cultural decay and unhealthy outside influences.
- Cooperation between artists, custodians of indigenous knowledge, and community elders creates a renewed focus on strengthening indigenous values and traditional arts to amplify Melanesian values of unity, peace, and cultural resilience.
- Raise the profile of cultural practitioners in elevating performing arts as a key promoter managing the land, people and natural environment for the collective benefit of the entire community.
- Bilas educates communities about the importance of family lineage, ancestral origins and clan genealogies in demonstrating cultural ties and indigenous links to sacred sites, lands, waterways and natural resources.
- Improve elder to youth indigenous knowledge transmission as community leaders are encouraged to mentor marginalized groups in performing arts and traditional culture learning activities.
- Equip PNG communities with the necessary confidence, knowledge and skills in exploring indigenous solutions to reduce common vulnerabilities such as health emergencies, family violence and financial poverty
- Place more value on Bilas diversity in strengthening traditional practices, biological protection and indigenous solidarity to reduce resource exploitation, lawlessness and climate risk among PNG communities.



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ACP-EU Programme (Pacific)
*Enhancing capacity for the sustainability of Cultural and Creative Industries
 in the Pacific Project*

END OF PROJECT REPORT

Section 1. Project Details

Project Title	Arise Youth Festival
Organisation Name	Save PNG Inc.
Name & Title of contact person	Bao Waiko, Executive Director
Contract Number	+675 73016499
Funding Amount	EURO 51,650
Strand your activity falls under	<input type="checkbox"/> Strand 1: The creation of high-quality goods and services. <input type="checkbox"/> Strand 2: Improved access to national, regional, and international markets. <input checked="" type="checkbox"/> Strand 3: Increased visual literacy education. <input type="checkbox"/> Strand 4: Improved access to sustainable financing and reduction in dependency on international financing arrangements. <input checked="" type="checkbox"/> Cross-cutting Please list specific cross cutting theme here _____ Youth Development _____
Start Date	01/02/2025
End Date	31/05/2025
Date Of Submission	05/06/2025

Context & Relevance

Executive summary. Please provide a brief overview of the project, the activities undertaken, and the outcomes achieved.

Objective - Young people become creative & cultural game-changers in leading community-based entrepreneurship through performing arts, cultural festivities & visual literacy training in rural Papua New Guinea.

Activity - Execute peer education training program for 110 youth to directly impact 1000 beneficiaries at Youth Exchange Festival during the month of April 2025.

Outcome 1: Empowered 1000 young people to pursue creative and cultural livelihoods that contribute to various cross-cutting areas of youth development including job creation, culture revitalization, green economic growth and digital entrepreneurship.

Outcome 2: Improved stakeholders' cooperation and partners commitment to increase visual literacy, indigenous storytelling and multi-media training for youth to emphasise the importance of indigenous knowledge systems in building productive, safe and culturally resilient communities.

Alignment to National and Regional Priorities. Highlight the linkages between your project activities and outcomes with your country national development plans and regional Pacific development plans for the Culture and Creative Industries. Note: you should make specific reference to national policy (e.g., National Culture Policy) and the Pacific Regional Culture Strategy 2022 – 2032.

Relevance to PNG National Policy:

In relation to the *National Cultural Commission: Cultural Strategic Plan 2023-2027*, our project activities implement 'program strategies to develop video products that feature Papua New Guinean arts and culture by supporting film production and skills dissemination training workshops' (p. 27, 6.0 *National Film Institute Directive*). Our media training also supports 'the growth of cultural and creative arts industries through the SME program as supported by the government and stakeholders' (p.23, 4.0 *Cultural Service & Development Division*) by improving digital literacy, smart business practices and performing arts skills amongst youth entrepreneurs to boost local economies and preserve cultural traditions.

Relevance to Pacific Regional Policy:

The 'Arise Youth Festival' project links directly to Pacific Regional Culture Strategy 2022-2032 through addressing key goals of the United Nations 2030 Agenda for Sustainable Development as below:

Firstly, identifying with Goal 4.7 'on inclusive and equitable quality education and lifelong learning that should promote sustainable development' (p.17), our project provides ICT knowledge sharing, visual literacy skills enhancement and media learning pathways for young people to access digital resources in rural and remote areas. For example, our peer education program and digital training kit helps facilitators equip participants with essential life skills, problem solving abilities and human resource needs to overcome climate, economic and health challenges. This involves providing creative and cultural learning opportunities for disadvantaged young people in both formal and informal learning environments.

Secondly, in highlighting Goal 8.9 on sustainable economic growth which advocates for 'policies to promote sustainable tourism that... promotes local culture and products' (p. 12), our project educates young people about sharing innovations in cultural traditions and performing arts, especially catering for the economic

empowerment and livelihood training needs of marginalised young people. For example, our project encourages payments for indigenous services (PIS) as schemes that give cash and/or in-kind payments to communities as an incentive to promote cultural art products, in particular driving video filmmaking as sustainable employment for young people.

Lastly, in achieving Goal 11.4 to ‘strengthen efforts to protect and safeguard the world’s cultural and natural heritage’ (p.22), our project will improve natural resource management, ecological conservation and sustainable land stewardship for target groups through mentoring & coaching support services and interactive peer exchange activities. For example, our media training encourages responsible leadership to build the capacity of local communities to protect bio-cultural diversity through setting up creatives, associations or landowner groups which serve in the best interest of the community and are represented appropriately by men, women, youth and PWDs.

References:

1. PNG National Cultural Commission Strategic Plan 2023-2027
2. Pacific Regional Culture Strategy 2022-2032: the Pacific culture decade – towards sustainable cultural development
3. United Nations General Assembly Resolution 70/1 Transforming our world: the 2030 Agenda for Sustainable Development Goals.

Beneficiaries. Please describe your project beneficiaries (who benefited from your project as participants, audiences, users, other) and how your project reached them.

Through our training and movement building activities in partnership with local communities, the ‘Arise Youth’ project has impacted behavior, perceptions and providing livelihood opportunities for 1000 direct beneficiaries as follows:

- **252 young women (below 35 years old) and girls (6-18 years old)** have been empowered to showcase Bilas as an indicator of progressive, responsible and inclusive community development success.
- **695 young men (12-30 years old) and boys (6-12 years old)** see performing art traditions as a means of increasing self-esteem and social respect as well as developing smart creative and cultural enterprises to boost local economies.
- **49 people with disabilities** build confidence and participate in suitable cultural and creative livelihood development. We will provide learning opportunities for persons with impairments and mental health issues and the community workers and people who assist them.
- **138 male decision makers & elders (30+ years old)** understand and appreciate the validity of both men & women’s participation in cultural affairs and their equal contribution to the well-being of a resilient and socially dynamic community.

In addition, the ‘Arise Youth’ Project is indirectly reaching target groups in the creative and cultural sectors by delivering the following activities:

- Work to reduce tokenistic participation and non-genuine representation of young people, women and PWDs in development and learning activities.
- Support the value of ‘youth voice’ in community affairs, sustainable development and decision-making processes.

- Address restrictive family, community and negative attitudes that diminish youth's participation in the cultural and creative space through inclusive 'media for development' pathways.
- Provide alternatives for youth participating in high-risk income generation activities such as illegal drug, sex and counterfeit goods trade.

The methods of implementation to assist beneficiaries:

Peer Education and Communications Training:

Save PNG has conducted basic photo and video skills training plus how to use social media through mobile phone technologies for peer educators to encourage their networks to share self-made digital stories in helping one another find 'home grown' solutions to cultural, socio-economic and health challenges. While also creating a 'Arise Youth' movement to 'voice' the concerns of marginalised youth, women and PWDs to influence national policies and priorities promoting the creative and cultural sector through our social media hub, digital story-telling and communication pathways.

Outreach

As a part of the ICT component of the Arise Youth project, we have produced educational tools including audio-video products, training manual and facilitator guide available on multiple platforms including an online, electronic and print resource for our project participants. For the benefit of end users, our ICT toolkit can also be easily re-printed, duplicated or transferred to other devices diversifying the distribution pathways to equip our peer educators to reach 1000 beneficiaries and potentially thousands more in the continuation of the Arise Youth movement in cultural and creative industries throughout PNG.

Effectiveness & Efficiency

Log Frame: Referring to the project's logical framework matrix, please describe and comment the level of achievement of the outcome(s). To what extent did you achieve the outcomes that you had planned at the beginning of the project? What was achieved? What could have been done better?

In line with our logframe objectives the 'Arise Youth' project has achieved intended outcomes as outlined below:

- Papua New Guineans value the importance of youth in promoting indigenous innovations, improving a 'green' eco-based economy and protecting biological & cultural diversity.
- Indigenous people reaffirming their rights to land resources by maintaining tribal genealogies and oral histories through creative arts and local performing traditions.
- Celebrate traditions to unify indigenous people against socio-cultural decay and unhealthy outside influences.
- Cooperation between artists, custodians of indigenous knowledge and community elders creates a renewed focus on strengthening indigenous values and traditional arts to amplify Pacific values of unity, peace and cultural resilience.
- Raised the profile of cultural practitioners in elevating performing arts as a key promoter in managing the land, people and natural environment for the collective benefit of the entire community.

- Our project educates communities about the importance of family lineage, ancestral origins and clan genealogies in demonstrating cultural ties and indigenous links to sacred sites, lands, waterways and natural resources.
- Improve elder to youth indigenous knowledge transmission as community leaders are encouraged to mentor marginalized groups in performing arts and traditional culture learning activities.
- Equipped PNG communities with the necessary confidence, knowledge and skills in exploring indigenous solutions to reduce common vulnerabilities such as health emergencies, family violence and financial poverty.
- Place more value on Bilas diversity in strengthening traditional practices, biological protection and indigenous solidarity to reduce resource exploitation, lawlessness and climate risk among Pacific communities.

Overall Objective.

Youth become creative & cultural game-changers in leading community-based market opportunities through performing arts, cultural arts & visual literacy training in rural Papua New Guinea.

Output 1. Summarise the activities and outcomes related to this output.

Activity 1 – Execute training program for 110 youth peer educators to directly educate 1000 young people attending Youth Exchange Festival.

Outcome: Empowered 1000 young people to pursue creative and cultural livelihoods that contribute to various cross-cutting areas of youth development including job creation, culture revitalization, green economic growth and digital entrepreneurship.

RISK MANAGEMENT

Risks. Describe any risks that might have threatened or prevented the realization of some activities. Explain how you addressed these challenges, and how they affected delivery of the project activities and outcomes.

Major risks and assumptions that threatened the delivery of outputs, outcomes and impacts during the Project include:

Risks:

- Trainings or information is inaccurate or irrelevant for target audiences.
- The intellectual, cultural and confidentiality rights of communities involved are neglected.
- There is a lack of sustainability after the completion of the project where partners and their peer educator networks are neglected.
- In-access to digital technologies hinders the ability for peer educators to share information with end users in rural and remote areas.

Challenges:

- Tokenistic participation and non-genuine representation of young people, women and PWDs in the action.
- A lack of recognition of the value of youth voice in community affairs and decision-making.
- Restrictive family, community and traditional structures and attitudes diminish youth's involvement in the Bilas project.
- Target groups may revert back to 'high risk' income earning activities due to social, economic or cultural constraints beyond their control.

Risk management strategies employed:

- Our training partners are certified with the necessary qualifications to teach 'Train-the-trainer' courses and specializes in performing arts and media training in particular catering for the learning needs of our target communities and beneficiaries.
- We have received approval from recognised Government authorities to ensure all educational content, videos and images are appropriately presented in our ICT kit.
- We have gone through systematic free, prior and informed consent (FPIC) processes through MOUs to ensure all participants are aware of their contributions, commitments and rights in the project.
- Our social media hub, MEL reports and publicity of project successes will help generate interest and garner support from other stakeholders and funders to support project continuation.
- Training participants have been given graduation certificates approved by Save PNG. This qualification will elevate peer educators as accredited trainers to charge fees for their training services to cover costs and become self-sufficient after project completion.

Challenges. Highlight any problems such as natural disaster, civil unrest etc that may have caused a delay, cancellation, postponement of activities and say how you managed these challenges.

Challenges identified above

Monitoring & Evaluation

MEL. What methods or strategies did you use to gather data on the project activities? Summarise the effectiveness of the management of the project dimensions (related to finances, schedule of activities, scope of the project and quality of activities and outcomes) throughout the project.

Approach to Monitoring, Evaluation, and Learning

Save PNG and our partners believe implementing effective MEL strategies is critical for project learning and success. Our MEL framework uses 5 building blocks in our approach to delivering MEL outcomes as follows:

1. On-site support

Project staff and partner stakeholders are equipped with knowledge and skills to carry out the necessary functions for project success and deliverables. Additional support comes in the form of developing trainings

for staff, allocating resources to conduct trainings and identifying other important skills or human resource gaps that need to be strengthened.

2. Learning

At the local level our peer educators provide continuous learning and sharing of knowledge whether individually or group facilitations are involved. We have created strong interpersonal relationships and measures of transparency in the community. Peer-to-peer learning mechanisms that involve sharing unique experiences and information with other members of the community encourage creativity, support, and collaboration. For example, our volunteer committees established at project sites are working with peer educators to access, report and communicate project impacts on target beneficiaries for review and adjustments.

3. Measurement

The availability of quality data is important to the continuation of our project and ways it could be improved. The applicability of quality improvement cannot be understood without data that demonstrates the improved quality of care and impacts of our interventions. We collect, interpret and present data periodically to demonstrate that the project is monitored for efficiency, challenges are being addressed and improvements are being considered. For example, our peer education data collected, and key findings will be reported through our website and social media with continuing FPIC approval by project participants including men, women, youth and PWDs.

4. Community and stakeholder engagement

We consult essential stakeholders and community members at the local, district, provincial levels that will contribute to the development of the project. The way that these contributors are identified and incorporated into the work are strategic, based on stakeholder expertise and project needs and for the overall benefit of the project's success. This includes seeking on-going advice from government, church, NGO and civil society interest groups to see how best the Bilas project can be improved according to local needs, resources and development plans.

5. Project management

Mechanisms of accountability are essential for ensuring that each of the different components of our project work cohesively and productively. This involves tracking stakeholder responsibilities, outcomes, and channels of communication between project participants from project coordinator and partners to peer educators, local communities and the vulnerable groups that we have partnered with.

PM. Which aspects of the overall project management could have been done better?

Despite some high community expectations and short project delivery timeframe, Save PNG and our partners were still able to deliver expected outcomes on time, within budget and following our contractual obligations. However, Save PNG was under resourced and severely over stretched with a lack of staff to implement this project. Save PNG will need to expand it's human resource capacity to engage more staff to better manage medium to large grants for the smooth success of future projects.

Impact & Sustainability

Sustainability & Continuity. Explain any future plans that you have to continue the work that you have begun with this project?

Save PNG is committed to delivering more successful outcomes with the intent of growing the 'Arise Youth' movement with our donors, partners and community networks. We are dedicated to addressing sustainability challenges for our organization, partners and local networks in this project through three key areas as follows:

1. Financial Level

- Save PNG generates self-income by rendering professional services on a non-commercial basis to support our organisational budget. We raise funds annually to help Save PNG's overhead costs which can support Arise Youth activities beyond project completion.
- Initially through the grant, Save PNG will offer allowance incentives for participants to engage in our project. However, we have trained partners in business management skills to register their cultural and creative peer networks under local enterprises to train others in beneficial media practices for self-income generation and commercial marketing after the project.

2. Institutional Level

- In the future, we aim to build a strong institutional foundation to permanently house our project under partnerships with government, corporate and civil society partners to establish a cultural arts centre based in Markham District to develop community events, outreach programs, trainings and local projects that continue supporting the creative and cultural industries sector for rural development in PNG.
- We will continue conducting Monitoring, Evaluation & Learning (MEL) activities by regularly analysing and reviewing our project methodology to identify weaknesses, strengths, opportunities and threats for institutional strengthening.
- Our partner organisations and youth advocates have become Save PNG accredited trainers and registered enterprises in traditional art & culture practices. This will open up opportunities for our partners and their networks to lead youth advocacy campaigns at the grass roots level thus helping Save PNG transfer ownership to local stakeholders.

3. Policy Level

- Our project objectives and delivered outcomes are consistent with existing national plans and policies. Through this initiative, we can highlight and stress the need for more improved gender equality and social inclusion practices in the creative and cultural sector ensuring that training, education and information services delivered to communities focus on the well-being of young men, women, girls and PWDs.
- We will continue expanding our project vision to be aligned with EU-ACP CCIP goals, PNG government plans, regional policies and indigenous global rights advocacy for better visibility and profile raising of our project among development collaborators to garner further support for the 'Arise Youth' movement after the grant.

Links to other projects/ initiatives. Outline any links/ connections you have developed with other projects or initiatives.

Our community networks established in Morobe and Oro Province will also benefit from further video productions, ICT dissemination and Training Workshops in our European Union funded SKILLS PNG project promoting AgroEcology Farming Innovations for youth, women and people living with disabilities in rural PNG.

Cultural & Community Integrity

Engagement. Summarise how your activities promote the inclusion and participation of target groups including women and youth, indigenous communities, people living with disabilities, rural and remote communities, and other marginalized groups.

To diversify the collaboration and participation of target groups, Arise Youth encourages cultural diversity, economic growth and social inclusion among other community benefits. Our project demonstrates positive and long-lasting influences on local audiences through the following impacts:

- Improve perceptions that young people's role in biodiversity conservation, cultural & creative industries and responsible natural resource management is important in maintaining a healthy, fair and inclusive communities.
- Increase partners' ability to equip peer educators with necessary skills training, digital ICT tools and support services to improve quality of life and livelihoods, especially creating safe and productive enabling environments for beneficiaries which are free from stigma, discrimination and violence.
- Women, youth and PLWDs are given equal rights and opportunities to become leaders of change in contributing to indigenous knowledge systems and the sustainable management of cultural and creative practices for the collective benefit of their communities.

Furthermore, we have mainstreamed Gender Equality and Social Inclusion (GESI) into our data collection, activity design, implementation arrangements, budget, risk-management and monitoring & evaluation activities to ensure all attitudes, learning environments and behaviours toward marginalised groups are treated with respect, taking into consideration the sensitive needs, situations and vulnerability of those marginalised groups Save PNG and our partners will be working with.

Save PNG and our partners ensure proper Gender Equity and Social Inclusion steps are taken to involve diverse stakeholders during all stages of design, implementation and evaluation phases of our project Bilas project.

Ethical considerations. Explain the processes and protocol that you used to protect the interests of indigenous peoples including the safeguarding of indigenous knowledge, or: the creative/ artistic intellectual property of artists and other creative practitioners that you worked with in this project.

Our 'Arise Youth' project promotes and support Pacific Indigenous Knowledges and Interests as outlined below:

- Melanesians value the importance of Bilas in promoting indigenous innovations, improving a 'green' eco-based economy and protecting biological & cultural diversity.
- Indigenous people reaffirming their rights to land resources by maintaining tribal genealogies and oral histories through creative arts and local performing traditions.
- Celebrate traditions to unify indigenous people against socio-cultural decay and unhealthy outside influences.
- Cooperation between artists, custodians of indigenous knowledge and community elders creates a renewed focus on strengthening indigenous values and traditional arts to amplify Pacific values of unity, peace and cultural resilience.
- Raise the profile of cultural practitioners in elevating performing arts as a key promoter managing the land, people and natural environment for the collective benefit of the entire community.

- Educates communities about the importance of family lineage, ancestral origins and clan genealogies in demonstrating cultural ties and indigenous links to sacred sites, lands, waterways and natural resources.
- Improve elder to youth indigenous knowledge transmission as community leaders are encouraged to mentor marginalized groups in performing arts and traditional culture learning activities.
- Equip PNG communities with the necessary confidence, knowledge and skills in exploring indigenous solutions to reduce common vulnerabilities such as health emergencies, family violence and financial poverty.
- Place more value on cultural diversity in strengthening traditional practices, biological protection and indigenous solidarity to reduce resource exploitation, lawlessness and climate risk among Pacific communities.

Save PNG's protocols and processes are designed to maintain a positive and respectful work environment that ensures protection and preservation of indigenous knowledge when working with project participants. In doing so, our project achieved the following:

- Respect local processes, rights, and procedures of indigenous communities we partnered with.
- Outline a 'code of conduct' that supports non-intrusive, open dialogue and a mutually beneficial relationship with indigenous knowledge holders and their communities.
- Encouraged working environments that are respectful, courteous, inclusive, collaborative, equitable and sensitive to local partners' needs, situations and resource capacities in building indigenous knowledge resilience.
- Apply best practice methodologies in documenting indigenous knowledge systems such as participatory video, digital recording and audio-visual techniques.
- Identify and respect, cultural equality and diversity challenges facing our partner communities.
- Developed a culture where our project participants feel supported and confident in identifying and disclosing barriers that prevent the loss of indigenous knowledge.
- Defined leadership, values and behaviours at an individual, family and community level that supports and promotes indigenous knowledge systems at project sites.
- Assisted partners to identify the behaviour, cultures and practices that weaken indigenous knowledge utilization.
- Guided by EU-ACP CCIP and other relevant stakeholders, adopt other appropriate cultural and creative practices into our organisational processes and protocols that focuses on indigenous ways of knowing and learning to strengthen our project activities.
- Conducted Free, Prior & Informed Consent (FPIC) processes to ensure all stakeholders, partners and local communities are aware of their rights, expectations, commitments in the project and are comfortable sharing or showcasing their indigenous knowledge practices with others in the project.

Stakeholder engagement

Beneficiaries/affiliated entities, trainees and other cooperation. How would you assess your relationship with those who participated and benefited from your project?

Affiliated entities

Save PNG is a national but small organization with limited finances, human resources and program reach to solely operate as an independent in delivering cultural and creative projects in PNG.

Save PNG's most effective projects in the cultural and creative space, have been implemented with the help of our church partners who have extensive indigenous networks, a wealth of community experience operating in various cross-cutting sectors and specialize in delivering outcome-based actions throughout PNG and the Pacific.

Drawing from this success, Save PNG works with national faith-based organisations as implementation partners, namely the Evangelical Lutheran Church of PNG (ELC) and Adventist Development & Relief Agency (ADRA) with government support from Department for Community Development & Religion (DFCDR), Oro Provincial Government (OPG) and National Cultural Commission (NCC).

Beneficiaries & stakeholders

In order to ensure good governance, social equality and open transparency in the supervision of our programs, our Stakeholder Steering Committee (SSC) is made up of stakeholder advisors, project participants, beneficiary representatives and our project coordinator as chairperson. The role of the SSC is to oversee and validate the overall direction and operational framework of our projects according to budget, work plan, procurement, policy guidelines and grant commitments.

Organisational relationships. Describe your relationship with any other organisations involved in implementing this project such as:

- Associate(s) (if any)
- Contractor(s) (if any)
- Final beneficiaries and target groups
- Other third parties involved (including other donors, other government agencies or local government units, NGOs, etc.)

Our associated partners train, equip, mentor and support project youth and community networks to work with local advocates in amplifying the Arise Youth movement across PNG.

ELC has strong social mobilization techniques working through their ministry networks training men, young people, women and PWD groups on various cross-cutting issues including family health & nutrition, eco-based tourism, biodiversity protection and much more. ELC partnership with Save PNG in community training and inclusive stakeholder engagement ensures the Arise Youth project maximizes outcomes and serves in the best interest of it's beneficiaries in Oro and Morobe Province project sites. (www.elcpng.org)

ADRA's core function is on people empowerment which focuses on integral human development to cater for people's spiritual, education, health and cultural well-being. ADRA focuses on strengthening traditional, indigenous and ecological knowledge systems for building better health, income opportunities and livelihood solutions for Papua New Guineans. Save PNG works through ADRA's strong relationship with Seventh-Day Adventist Communities throughout Morobe and Oro Province project sites. (www.adra.org.pg)

DFCDR is mandated by the Government to promote the rights and protection of children, youth, women and persons with disabilities; strengthen communities for informal economic development and community learning; and build service delivery partnerships between state, churches & civil society. Save PNG uses DFCDR's technical advice to strengthen the scope, reach and impact of our project. (www.dfcd.gov.pg)

Project Visibility.

Communication & Media. Please describe any information and communication activities to raise awareness of the project. Provide details of how you have ensured visibility of the EU contribution to the project. **Include any publications, printed materials, links to social media or websites where your project has been promoted.**

Our overall communication and visibility goal shares the impacts, values and benefits of the Arise Youth project with prospective beneficiaries, partners and stakeholders in continuing to strengthen education in indigenous performing arts & cultural traditions throughout PNG. We have communicated and disseminated the project through the following activities:

- Preparation and dissemination of relevant communication materials recognising the Pacific ACP EU CCIP's role in funding the action such as ICT kit, facebook, pictures and blogs reflecting project impact on beneficiaries from their own perspective through participatory reporting measures.
- During project showcase, opening & closing of training activities, press conferences and other visibility events we report on our work using accurate and factual information.
- Procured items such as partner staff and peer educator uniforms, project t-shirts etc.
- Printed and published ACP-EU CCIP and partner logos on all items procured for the project such as ICT materials and festival publicity materials.
- We have closely worked with ACP-EU CCIP agencies, partners and other stakeholders to follow procedures on how best to illustrate ACP-EU CCIP's funding of our action.

We are further aligning these activities with EU-ACP CCIP's objectives to share responsibilities with project participants, boost community development impacts, foster multi-stakeholder dialogue and ensure our communication and visibility activities ensures project continuation and visibility amplification. Ultimately, publicizing our partnership with ACP-EU and others to empower young people and their leaders to use cultural and creative livelihoods as a sustainable model of development throughout PNG and the Pacific.

ADDITIONAL ACTIVITIES

Added value/ benefit engagement. Did you organise or participate in any additional activities that were not part of your workplan that benefited your project? Describe these activities below. (e.g. responded to a request for training, partnered with Department of Culture, provincial council or others - to provide additional services, etc)

Yes we were able to bring on board to the project Government agencies; Oro Provincial Government and National Cultural Commission as advisors with technical support.

Capacity Support

Capacity strengthening. Briefly comment on the capacity support that you received through this grant scheme.

No received grant monitoring and acquittal technical advice from the SPC grants and financial team.

Participation. Please indicate any formal or informal capacity support received during the reporting period.

MEL

Finance

Project Management

Industry Mentorship

Other (Pls Specify)

LESSONS LEARNED

Lessons. Summarize the lessons learned. What would you do differently if you had the opportunity to run this project again? Explain why you would make these changes.

Interpreting Findings in Context:

The project aimed to be ambitious, drawing on SAVE PNG's past successes. However, the post-COVID era presented significant challenges:

- Shifted Development Landscape: The "business as usual" approach faced disruption, with competition for funding intensifying.
- Increased Competition: Entrepreneurs and larger organizations formed alliances, leaving fewer opportunities for smaller NGOs.

Finding a New Path:

Despite these challenges, the project offers valuable lessons for future endeavors:

- Focus on Small-Scale Impact: Smaller, impactful projects with strategic partnerships can be more successful in the current environment.
- Adaptability: Flexibility and a willingness to adjust project scope are crucial in a rapidly changing landscape.

Project Achievements and Challenges:

While initial targets for individual communities weren't fully achieved, some activities were completed:

- Arise Youth Festival: The project documented the festival, involving Oro and Morobe communities.

- Peer Educator Training: 10 trainers trained 100 peer educators who reached an estimated 1,000 community members.

External Factors and Implications:

External factors significantly impacted the project's scale and sustainability. These challenges highlight the need for:

- Resilient Project Design: Future designs should be adaptable to unforeseen circumstances.
- Strong Monitoring and Evaluation: Robust MEL systems can help identify and address challenges early on.

Additional Information. Please share any other information that you think is relevant (e.g. change stories, stories of impact, areas of program/monitoring and evaluation/gender analysis, research, etc).

Change Stories of impact

Community Ownership

The communities were given the opportunity to select cultural ceremonies and traditional costume decorations to pass onto the youth which best represents the project's focus on cultural renewal and inter-generational communication. The communities were able to perform ancient traditions for the first time on video and share their indigenous knowledge.

Gender Equality

The project places great emphasis on the traditional role of women and men in each community and the cultural importance of gender cooperation in maintaining a robust and prosperous society. Participants were made up of men, women and youth. Men and women were equally engaged carrying out their responsibilities in the cultural festivities and visual documentation.. Therefore showing a strong balance between men and women as equal providers in promoting cultural resiliency at the community level.

Building networks

The project helps strengthen community networks and alliances across Morobe and Oro Provinces of PNG. The project also assists the National Cultural Commission network in reviving traditional festivities for its local government initiative in promoting culture throughout PNG. The educational materials produced have the potential to benefit local and national networks through NGOs, schools, community groups and other social actors throughout other provinces in PNG and elsewhere in the Pacific.

The relationships with partners has been strengthened to reach wider audiences with Save PNG building the capacity of local communities to use video and indigenous education resources to engage youth, children and families in the maintenance of culture for prosperity. Through the Arise Youth initiative our networks have been able to improve their profiles and visibility working in the community development in PNG.

Indigenous Knowledge Sharing

In emphasising how the benefits of culture is linked with strong indigenous forms of governance our project provides an inter-generational and interactive learning environment in which elders, women, and young people can equally and freely work together in sharing traditional knowledge, performance and cultural solutions to improve better models of sustainable and responsible development especially boosting self-esteem and cultural identity among the youth.

Innovative practices

Through creative communications, video storytelling and inter-cultural festival exchange events our project encourages vulnerable rural PNG communities to maintain an indigenous way of life that promotes gender, community and cultural resilience. The project empowers beneficiaries to become their own agents of change by learning from the past, adopting cultural innovations of the present and preparing robust community identities for the future. With video documentation and media sharing technologies, partner communities can develop the necessary confidence, skills and knowledge in better managing cultural assets to protect themselves from the dangers of disunity, cultural disintegration and youth delinquency.

DECLARATION

This section must be completed by an appropriately authorized person on behalf of the applicant organization (may be different to the contact person listed earlier in this application form).

I, Bao Geoffrey Waiko (full name) declare that to the best of my knowledge the statements made within this Final Report are true and correct.

Please click on the checkbox to confirm your declaration.

Name of authorized person	Bao Geoffrey Waiko
Position	Executive Director
Contact phone number	+675 73016499
Contact email	bao.waiko@gmail.com
Date	5 June 2025
Signature	

ANNEXES

- Annex 1. ACPEU Project Results Chart (word doc)**
- Annex 2. ACPEU Progress Report Quantitative Data (Excel doc)**
- Annex 3. ACPEU Media links and Photo Gallery (word doc)**
- Annex 4. ACPEU Training Workshop Report (word doc)**
- Annex 5. ACPEU Media Trainer List (pdf)**
- Annex 6. ACPEU Peer Education Lists (pdf)**
- Annex 7. ACPEU Outreach Lists (pdf)**

ANNEX 1. PROJECT RESULTS CHART

Expectations/promises from indicators	Summary of results in narrative form	Evidence summaries (include references)	Exceptions or comments
<p>Outcome 1: Empowered 1000 young people to pursue creative and cultural livelihoods that contribute to various cross-cutting areas of youth development including job creation, culture revitalization, green economic growth and digital entrepreneurship.</p>	<p>We have conducted FPIC with signed MOUS and project awareness as outlined in our logframe activity framework in Feb 2025</p> <p>Save PNG and our partners facilitated Media Training Workshop with 100 peer educators in May 2025 for the Arise Youth Project</p>	<p><u>ICT Guide</u></p> <ul style="list-style-type: none"> 4 x 25min educational video documentaries available to view online: <ol style="list-style-type: none"> Glong Culture episode - 1080HD: https://youtu.be/7kbzuZAMxDI Ario Dance Drama episode - 1080HD: https://youtu.be/uspqydd0x6c Wig Sing Sing episode - 1080 HD: https://youtu.be/-YS2cTHu7Rg Papa Momeia's Story episode - 1080HD: https://youtu.be/9KAZvrZVkw4 Bilas ICT smartphone filmmaking guide (50 pages) https://www.savepng.org/publications Meeting minutes from MOU local stakeholder participation by peer educators Media Trainers Lists in Annex 5 Peer Educators Lists in Annex 6 	
<p>Outcome 2: Improved stakeholders' cooperation and partners commitment to increase visual literacy, indigenous storytelling and multi-media training for youth to emphasise the importance of indigenous knowledge systems in building productive, safe and culturally resilient communities.</p>	<p>We received over 1000 participants from various other districts and LLGs from other provinces including Morobe</p>	<ul style="list-style-type: none"> Culture groups attendance from Menyama, Wau-Bulolo, Finschhafen, Markham, Huon Guon, Sohe and Lae Districts. Church local stakeholder collaboration from ELC PNG, Seven Day Adventist, Catholic, Baptist, Pentecostal and Anglican Church. Outreach Program Lists in Annex 7 Media article: https://www.savepng.org/post/reviving-heritage-through-young-people-the-arise-youth-festival-in-oro-province 	

Activity Name	Indicator	Total no. of people reached	Girls and Women Reached						Boys and Men Reached						Lesbian, Gay, Bisexual, Transgender, Queer or Questioning and Intersex	Geographic Reach			
			Girls		Women			Girls & Women	Boys		Men			Boys & Men					
Activity Name	Indicator	Total no. of people reached	18 years & younger	Living with disability, 18 years & younger	19-24 years	25-35 years	36 years & over	Living with disability, 19 years & older	If your data is <u>not</u> broken down by age, include the total no. of girls and women here	18 years & younger	Living with disability, 18 years & younger	19-24 years	25-35 years	36 years & over	Living with disability, 19 years & older	If your data is <u>not</u> broken down by age, include the total no. of boys and men here)	LGBTQI community members	Urban	Rural, remote, maritime areas
Peer Educator Media training	Peer Educators	110							15	-					-	94	-	7	110
Community Outreach	Participants	1000	52		50	200				98		100	300	200					1000

[1] Disaggregated data on LGBTQI community members should only be collected in line with a ‘do no harm’ approach, that ensures the privacy, confidentiality and safety of respondents.

[2] People living with a disability are defined as those who have long-term physical, mental, intellectual or sensory impairments which, in interaction with various barriers, may hinder their full and effective participation in society on an equal basis with others (UN Convention on the Rights of Persons with Disabilities).

ICT KIT

- 4 x 25min educational video documentaries available to view online:
 1. Glong Culture episode - 1080HD: <https://youtu.be/7kbzuZAMxDI>
 2. Ario Dance Drama episode - 1080HD: <https://youtu.be/uspqydd0x6c>
 3. Wig Sing Sing episode - 1080 HD: <https://youtu.be/-YS2cTHu7Rg>
 4. Papa Momeia's Story episode - 1080HD: <https://youtu.be/9KAZvrZVkw4>
- ICT smartphone filmmaking guide (50 pages)
<https://www.savepng.org/publications>

ARISE YOUTH PROJECT PUBLICITY

- Facebook Link – Festival promotion
<https://www.facebook.com/profile.php?id=61558168875134&mibextid=LQQJ4d>
- Arise Youth Project Event – Save PNG Blog
<https://www.savepng.org/post/reviving-heritage-through-young-people-the-arise-youth-festival-in-oro-province>

Trainers, volunteers and Save PNG staff at Arise Youth Festival. Taututu Village, Oro Province. Photo Credit: Gibson Yudah, Save PNG. Date: 15th May, 2025



Media Training Workshop. Tautut Village, Oro Province.
Photo Credit: Gibson Yudah, Save PNG. Date: 15th May, 2025



Peer Educator graduation awarding of certificates at Media Training Workshop. Taututu Village, Oro Province. Photo Credit: Gibson Yudah, Save PNG. Date: 17th May, 2025.



Arise Youth Festival . Taututu Village, Oro Province.
Photo Credit: Gibson Yudah, Save PNG. Date: 19th May, 2025.



Peer educators filming activities at Festival. Taututu Village Oro Province.
Photo Credit: Gibson Yudah, Save PNG. Date: 19th May, 2025.



Arise Youth Cultural Groups at Festival. Taututu Village, Oro Province.
Photo Credit: Gibson Yudah, Save PNG. Date: 19th May, 2025.







Training Workshop Report

ACPEU Enhancing Capacity for the Sustainability of the Cultural and Creative Industries Project



Arise Youth Project

Media Training Program for Peer Educators

WORKSHOP 1

Supervisors: Bao Waiko and Sara Mumugao of Save PNG

ADRA & ELC PNG Media Trainers: Gibson Yudah, Daniel Michael, Ben Arupua, Raymond Isaac, Siolo Luke, Manson Katherine, John Kopi, Phanuel Gaupo, Simon Jiviro and Edward Donode

DATES OF TRAINING: 15/05/24 to 17/05/25

VENUE: Taututu Village, Oro Province, PNG

TRAINING AGENDA:

Conduct Media Training Workshop equipping peer educators with communication, video-making and ICT tools to educate peer education groups in villages about indigenous knowledge, performing arts traditions and smart business practices in creative and cultural industry practices.

TRAINING OUTCOME:

Conducted workshop equipping 100 peer educators with rural entrepreneur skills, video-making and ICT tools to work with peer educators in teaching villages about biological and cultural resilience, performing art preservation techniques and smart business practices during Arise Youth Festival.

EXECUTIVE SUMMARY

Objective: Empower project beneficiaries to pursue creative and cultural livelihoods that contribute to various cross-cutting areas of youth development including health, performing art traditions, environmental stewardship and video entrepreneurship.

The purpose of the training was to increase partners' ability to equip peer educators with necessary skills training, digital ICT tools and support services to improve quality of life and livelihoods for peer networks. An overview of our training activities and results include:

Training Workshop Report

- The training involved Save PNG, ADRA & ELC PNG media trainers working with community-based peer educator trainers established in project sites.
- 2 x Save PNG staff, 5 x volunteers and 10 x ADRA/ELC PNG media trainers were transported from Lae, Morobe Province to Taututu Village, Oro Province and return for the workshops totaling 250km in sea travel (See Attachment C – Travel Map).
- The trainers were equipped with ICT materials complete with filmmaking guidebook, film series, video editing technologies and associated mobile phone applications with social media and phone communication access. Each of the 100 media trainers used their own mobile phone to facilitate training workshop with peer educators.
- Our media training program and digital training kit will now help peer educators equip participants with essential video skills, information sharing techniques, digital income generation pathways and mobile phone storytelling methods to promote cultural & performing arts awareness among their peer networks for disadvantaged young people in both formal and informal learning environments.
- Our facilitators and training participants stayed in village guesthouses at Kotaure Community and were paid allowances for 3 days to cover all their food, transport, accommodation and communication costs.
- Training participants expressed their concerns about what on-going support services they can mentor peer educators and what technical assistance Save PNG will be providing. Save PNG has set-up a facebook page to provide a platform for trainers to regularly communication and provide help where needed.

WORKSHOP MATERIALS

- Materials included: smartphone filmmaking kit, notebook & pens, t-shirt uniform and small shoulder bag.
- The delivery of presentations was verbally done and conducted via smartphone filmmaking guide, mobile phone technologies, practical demonstrations and video training exercises.

LESSONS LEARNED

- Unexpected Results and Challenges

We faced several unforeseen challenges during the workshops that require future adjustments to ensure successful execution of further trainings.

Time pressure: The short nature and need to deliver the project quickly caused some community apprehension, impacting the originally planned schedule.

Training Workshop Report

Economic Hardships: Escalating inflation and fuel crises in 2024 and early 2025 significantly increased logistical costs, particularly for reaching remote project sites.

Staff Turnover: The economic crisis also led to staff turnover at SAVE PNG and our trainers, leaving a smaller team with limited resources to manage project implementation.

Community Frustration: The shortened length of workshop to 3-days led to disappointment amongst participating training recipients who had been anticipating a longer timeframe to benefit from the workshop.

Missing Baseline Data: The lack of a baseline assessment of local conditions hindered the development of a sustainable plan, making it difficult to identify targeted ICT support services and advanced master training for long-term success.

- Positive Outcomes of Challenges:

Despite these challenges, the Save PNG and the team demonstrated resilience by:

Refocusing and Re-scheduling: They adapted the program schedule and resource allocation to prioritize key activities within the revised timeframe.

Partnerships: Collaboration with local stakeholder Binandere Sustainable Agricultural Services (BSAS) helped leverage additional resources and expertise.

Scaling Down: While some activities were scaled down, the trainings still achieved its core outputs through strategic adjustments.

These adaptations highlight SAVE PNG's ability to overcome unforeseen obstacles and deliver its goals within the project timeframe.

SUMMARY NOTES

Outcomes:

- **Cultural Continuity:** Content production produced during the workshop led to a significant breakthrough: the passing of a traditional leadership role to young people. This highlights the project's potential to empower youth and revitalize cultural practices.
- **Youth Engagement:** The trainings successfully engaged young people in documenting traditional knowledge, fostering a sense of value and responsibility for cultural preservation.
- **Digital Literacy:** The project's emphasis on ICT training motivated young media trainers to embrace digital tools for video mentorship and online engagement. This demonstrates the project's effectiveness in promoting digital literacy and creative expression among youth.

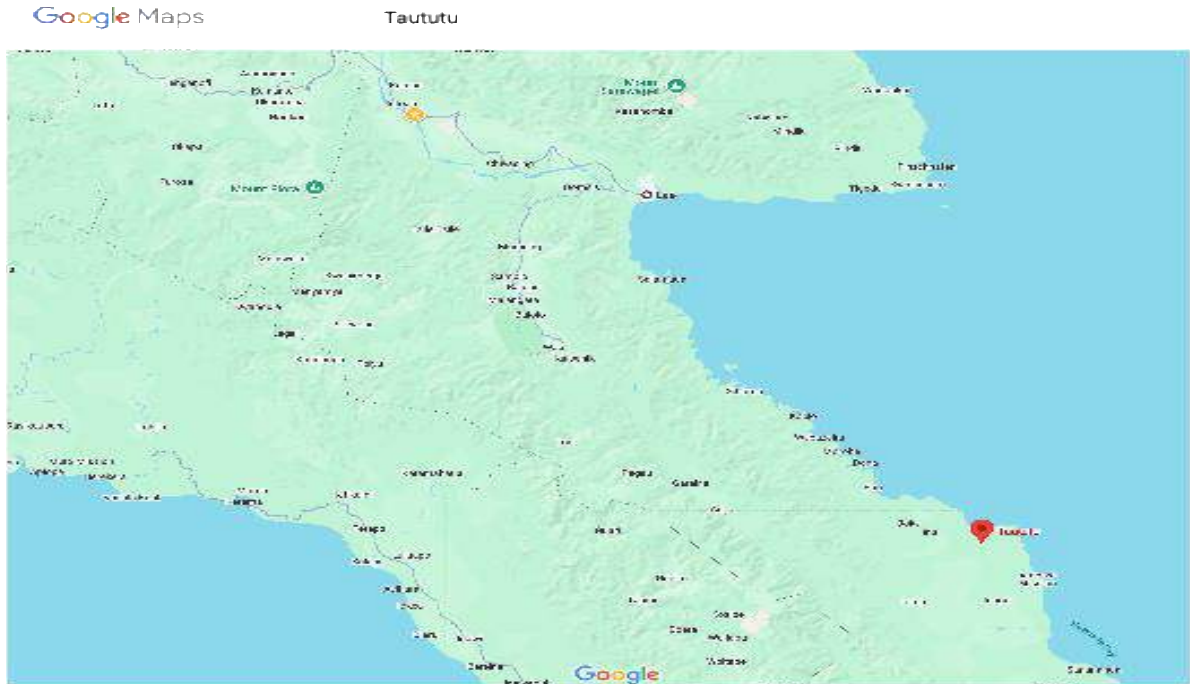
Training Workshop Report

The Workshop successfully produced cultural storytelling pathways, media training modules to raise awareness and built capacity within social networks through peer educator training. Trainers assisted peer educators who actively participated in documenting the Arise Youth Festival as a practical 'on the job ' training exercise demonstrating our media training potential for long-term cultural preservation, digital business entrepreneurship, and outreach success.

GEOGRAPHICAL LOCATION

06/03/2025, 13:03

Taututu - Google Maps



09/10/2024, 12:43

Tamata Rural LLG - Google Maps

Map data ©2025 Google 20 km

Tamata Rural LLG



Map data ©2024 Google 2 km