

PROJECT MANAGEMENT



PROJECT MANAGEMENT



PARTNERSHIP

COUNCIL OF EUROPE & EUROPEAN COMMISSION

TRAINING-YOUTH

WWW.TRAINING-YOUTH.NET

Project Management T-kit

Welcome to the T-Kit series

Some of you may have wondered: what does T-kit mean? We can offer at least two answers. The first is as simple as the full version in English: "Training Kit". The second has more to do with the sound of the word that may easily recall "Ticket", one of the travelling documents we usually need to go on a journey. So, on the cover, the little figure called "Spiffy" holds a train ticket to go on a journey to discover new ideas. In our imagination, this T-kit is a tool that each of us can use in our work. More specifically, we would like to address youth workers and trainers and offer them theoretical and practical tools to work with and use when training young people.

The T-kit series has been the result of a one-year collective effort involving people from different cultural, professional and organisational backgrounds. Youth trainers, youth leaders in NGOs and professional writers have worked together in order to create high quality publications which would address the needs of the target group while recognising the diversity of approaches across Europe to each subject.

This T-kit is part of a series of 4 titles first published in the year 2000, to be followed by more in subsequent years. It is one of the products of the Partnership Programme on European Youth Worker Training run by the European Commission and the Council of Europe. Besides the T-kits, the partnership between the two institutions has resulted in other areas of co-operation such as training courses, the magazine "Coyote" and a dynamic internet site.

To find out more about developments in the partnership (new publications, training course announcements, etc.) or to download the electronic version of the T-kits, visit the Partnership web site: www.training-youth.net.

Council of Europe publishing
F-67075 Strasbourg Cedex

© Council of Europe and European Commission, November 2000

Reproduction of material from this publication is authorised for non-commercial educational purposes only, provided the source is quoted.

This document does not necessarily express the official view of the European Commission or the Council of Europe, their member states or the organisations co-operating with the institutions.



Project
Management
T-Kit

Co-ordination T-kit series:

Silvio Martinelli

Editors of this T-kit:

Anne Dussap, Peter Merry

Authors of this T-kit: *(see also last page)*

Bernard Abrignani
Rui Gomes
Dirk de Vilder

Other contributors

Alain Roy

Editorial Committee

Bernard Abrignani

*Institut National de la Jeunesse
et de l'Education Populaire*

Elisabeth Hardt

*European Federation
for Intercultural Learning*

Esther Hookway

Lingua Franca

Carol-Ann Morris

European Youth Forum

Heather Roy

*World Association of Girl Guides
and Girl Scouts*

Secretariat

Sabine Van Migem (*Administrative support*)
Genevieve Woods (*Librarian*)

Cover Page and Spiffy Character

The Big Family

A special thank you is also due to:

Patrick Penninckx for having co-ordinated the launch of the T-kit series, provided continuous support and ensured the link with the other projects of the Partnership Agreement.
Anne Cosgrove and Lena Kalibataite for the contribution given in the first phase of the project.

All the publishers and authors that have given permission to reproduce their copyrighted material.

Last, but not least, all the people that in different capacities, at different moments and in different ways have contributed to making all of this possible!

**Council of Europe
DG IV****Directorate of Youth and Sport**

European Youth Centre Strasbourg
30 Rue Pierre de Coubertin
F-67000 Strasbourg, France
Tel: +33-3-8841 2300 – Fax: +33-3-8841 2777

European Youth Centre Budapest
Zivatar ucta 1-3
H-1024 Budapest, Hungary
Tel: +36-1-2124078 – Fax: +36-1-2124076

**European Commission
DG Education and Culture
Unit D5: Youth Policy and Programmes**

Rue de la Loi, 200
B-1049 Brussels, Belgium
Tel: +32-2-295 1100 – Fax: +32-2-299 4158



Contents

Introduction	7
1. Projects in youth work	9
1.1 Project values and the value of projects	9
1.2 Associations and projects: an historical perspective	9
1.3 European youth programmes and projects	10
1.4 Management, Management!	12
1.5 Values before and values after	13
1.6 The values in the project	15
1.7 The limits of project-oriented policies	19
1.8 Culture and project management	22
1.9 What to do?	24
2. What is a project ?	27
2.1 Project management is not	27
2.2 A youth work project is	27
2.3 Project models	30
3. The Project: step by step	39
3.1 Introduction	39
3.1.1 About management	39
3.1.2 Proposing a model	42
3.1.3 Definition – Implementation – Evaluation	44
3.1.4 The “W” question grid – or the “Laswell method”	44
3.2 Defining the project	45
3.2.1 Introducing the community	45
3.2.2 Needs analysis	45
3.2.2.1 <i>Social analysis</i>	45
3.2.2.2 <i>Institutional priorities and values</i>	49
3.2.2.3 <i>Personal motivations</i>	50
3.2.3 Defining the aims	52
3.2.4 The concrete objectives	53
3.2.5 Strategy and methodology	56
3.2.6 Planning an activity	58
3.2.6.1 <i>Planning and timing</i>	58



3.3 Implementing the project	61
3.3.1 Managing resources	62
3.3.1.1 <i>Time management</i>	62
3.3.1.2 <i>Financial resources</i>	64
3.3.1.3 <i>Fundraising</i>	66
3.3.1.4 <i>Material and technical resources</i>	74
3.3.1.5 <i>Managing people</i>	74
3.3.1.6 <i>Teamwork</i>	75
3.3.1.7 <i>Ongoing monitoring and evaluation</i>	83
3.4 Evaluating the project	87
3.4.1 Preparing and conducting an evaluation	88
3.4.2 Evaluation and project planning	89
3.4.3 Planning an evaluation	89
3.4.4 Finishing and reporting	94
4. What makes a project European?	97
Appendix 1: Glossary of terms	103
Appendix 2: Project Management T-Kit evaluation	105
Appendix 3: Bibliography	107



Introduction

In the last 20 years projects have taken a central role in youth work and can be considered today as a tool for social change, a cornerstone to community development and to international youth work or even as a tool to build and/or strengthen civil society. As a consequence, the management of projects has become a necessary skill for youth organisations and a recurrent topic for youth work training.

Project management requires a wide variety of skills from political/social analysis to communication skills, from people to resources management skills, from fundraising skills to evaluation techniques etc... Obviously, this T-Kit could not exhaustively deal with all these issues and the authors have chosen to address the main elements relevant for international youth projects. Written by experienced youth work trainers at the international level, this T-Kit is largely inspired from 'project management' training events run in the context of international youth work and draws on concrete training examples.

This T-Kit should not be seen as a recipe on 'how to run a project' but rather as a proposal of a framework that provides the project manager with a concrete 'step-by-step' approach, including hints and guidelines for monitoring a project.

The T-Kit has been produced for those who want to develop projects and who are able to refer to their own experiences and own project. It is for:

- project managers in charge of developing a project,

- trainers helping participants to develop their own projects.

This T-Kit is divided into 4 main chapters moving from general reflections on the value of projects to a very concrete step-by-step development of a project. The four sections can be read independently but are of course interconnected.

Chapter 1 is a general reflection on the role of projects in the development of international youth work and the evolution of the value of projects.

Chapter 2 provides a clarification of what is understood by 'project management' in a youth work context as well as presenting a variety of approaches and models of project development.

Chapter 3 proposes a framework to guide the development of youth work projects followed by 'step-by-step' explanations. This chapter includes practical advice and concrete suggestions for trainers using project development as a training tool. In order to help you with the transfer to practice, this chapter includes an example of a project applying the step-by-step project development explanations.

Chapter 4 presents some thoughts on the European dimension of projects.

We hope you will enjoy reading and applying the methods to your own projects. We look forward to receiving feedback from your own experiences of using this T-Kit.



1. Projects in youth work

1.1 Project values and the value of projects

The emphasis put on project management, project work and project planning in European youth work is relatively recent.

European or international youth work has been, for more than 100 years, primarily developed by youth associations, organisations and federations of many kinds, but most of them structured in the form of international youth organisations. For decades these organisations had a strong philosophical, religious, political or educational basis, which was shared by all or most of the organisations in the movement – a kind of precondition for co-operation.

The values that underpinned the activity and development of these organisations were essential to their existence, and the promotion or consolidation of those values was often the main reason for the organisations' activities.

1.2 Associations and projects: an historical perspective

Most activities in European and international youth work were organised for and by members or leaders of local or national branches (and less for an unspecified or open target group), and the educational goals were often focussed around the organisation and/or its values (through e.g. theme seminars, gatherings, statutory meetings). Education was by then often understood in a political sense (education for emancipation, liberation, self-development or simply ideological education). Those organisations carrying out international training focussed mainly on the good organisation of their seminars and meetings, or even youth exchanges (work camps, individual exchanges) rather than on training youth workers, leaders or project managers. The leader of an activity or project was also often someone who had a political mandate or responsibility within the organisation. There were of course exceptions to this.

Among the reasons for this, one should point out:

The lack of specific funds or programmes strictly for training or educational activities at the European or international level. The

existence of the European Youth Foundation (EYF) since the early 1970's was truly exceptional; however, the Foundation did not serve to change things significantly at that time, firstly because it was in itself a creation of a system for itself, and secondly because that was also the way educational activities at an international level were understood. Training as such was not used much as a term, possibly because the statutes of the EYF and of the European Youth Centres (EYC) clearly excluded professional training activities from the programme of the Centre.

The prevalence – at multiple levels – of ideologies and organisations which were both self-excluding and hegemonic (of which Communist ideology is the best example, but not the only one). They based themselves on social analysis and solutions that would be suitable to everyone (the reality was different but the purpose was the same). Non-formal education was a way to prepare for a "better" society, and to develop the "new man".

The belief that social progress would progressively eradicate the problems of the system (social exclusion, marginalisation, injustice, etc.) and that the role of civil society – including youth movements – was less to solve those problems than to act for social and political change (to improve, to reform or to change the system).

The division of roles between social and youth services on the one hand and youth organisations on the other, where only the former being the ones that should be professionally trained to respond to situations of social distress (professional competence or expertise, as opposed to political competence).

It would be untrue to pretend that international youth work was not based on projects at all, at that time. But the fact is that projects were understood as part of the development of the organisation, which led to project management being seen as less important than leadership training and political training. In the training courses of the European Youth Centre, including activities of the European Youth Foundation, the number of courses and activities making an explicit use of projects as a methodology or content for training courses only became significant in the 1990s.



1.3 European youth programmes and projects

The changes that were accelerated after the breakdown of the Communist regimes in Central and Eastern Europe – trends, which were already noticeable in the early 1980's – have naturally had major repercussions on international youth work. Global ideologies lost their credibility and importance, "internationalism" lost momentum, curiously being replaced by globalisation and the internationalisation of world markets. Classical international youth work lost some of its importance, even if international youth organisations did not lose their *raison d'être* nor, in many cases, their strength.

But the shift of emphasis in European youth work that concerns us was also made more visible and sometimes accentuated by other factors too:

- **the emergence of youth programmes with the European Community/Union and the development of national youth policies**

The Youth for Europe programme in particular has added a new dimension to international and European youth work, which one could say is more open to all young people and, because of that, requires more involvement of youth workers and other socio-cultural professionals. What was until then a "privilege" of youth leaders and young people active in international youth organisations became accessible to potentially any young person in Europe: working together with young people from other countries, travelling and participating in a youth exchange. Regardless of how democratic and accessible use programmes actually are, their consequences for European youth work have been enormous.

Besides opening up Europe to all young people, the Youth for Europe programme – and subsequently the European Voluntary Service programme – brought a new category of youth workers to the European level: those working at local level in youth associations, local youth services or other types of services and organisations. Many of these youth workers were

not informed by an ideology and sometimes even had what some considered a "poor political education". But now they were actors in European youth policy and soon no European youth programme could do without them.

The management of European youth exchanges – and the emphasis put on their educational function – stressed the need for project management. Not only were youth exchanges conceived of as projects but they were also to be evaluated as such, both from an administrative and from an educational point of view – with the emphasis falling on the principles and skills of project management.

The development and consolidation of the programme demanded the development of training. The impetus in training especially in the second and third phases of the programme, helped (or confirmed) the shift of emphasis from political/social education to technical, administrative and managerial skills. Youth workers were now required to organise projects, to manage projects, and to report. And to the horror of some and the joy of many, "traditional" youth organisations were now expected to do the same.

However, it would be wrong to suggest that this shift was strongly resisted. In reality there was a process of adaptation that was quite fast, although not always without pain. The Long-Term Training Course of the Youth Directorate is symptomatic of this evolution. In its two first editions the course, then named "Long-term training course in international youth work", was run against the tide, with an only half-disguised suspicion, if not open hostility, from the statutory bodies of the then European Youth Centre. Four years later, the course was often presented and requested as the model. The Long Term Training course (LTTTC) has been the activity that has contributed the most to "popularising" principles of project management, because the course itself has been run on the basis of projects as the tools for learning and developing local youth work projects.

The development of youth programmes in the European Union has also provided the starting point for the development of youth policies in some member states. The creation of national agencies for the programmes – and the necessary budget allocations for that – has stimulated the emergence of co-ordination and

Factors that encouraged shift towards project management in European youth work





complementarity between national actions for youth. In some countries, the procedures and management principles of Youth for Europe were “imported” into other national youth programmes and policies. Note, for example, that within the programme there was little provision to cover the structural costs of organisations. In fact, organisations were requested and expected to find matching funds (often more than 50%). Especially at the beginning of the programme there was also a clear emphasis to attract projects from formal youth groups in a clear and justified attempt to reach “common” young people.

- ***the economic and social crisis – affecting young people – and the attack on, and subsequent reforms of, the welfare state***

This is one of the most common arguments put forward to explain the withdrawal of the public sector from many associative and socio-political projects. The (financial) crisis of many European states – together with the efforts for setting up the single currency project within the European Union – has resulted in a shortage of resources to support or follow-up “traditional” socio-educational projects. Social and youth projects had to become autonomous and accountable. Jobs were no longer secure, structures were no longer supported. The emphasis was now put on results, the support was now allocated to projects, not to organisations.

Some of these arguments may seem very shallow, partial and even provocative. But the difference has been visible – if not in results at least in philosophy and principles for youth policy. Look for example at the idea that support to youth (or other) organisations never used to be as generous or careless as some analysis seems to suggest. In most countries, youth organisations – especially international ones – have had to fight hard to keep their independence and secure their survival.

That might partly explain some of the contradictions around the popularity of project management: most associations, including youth organisations, are in favour of it, not against (naturally, for they also strive for a better and more efficient way of doing things). Indeed, there is no discussion surrounding a stance pro or against project management. Everyone – and rightly so – wants things to be done in the best

way possible, with an optimal use of resources, with the most visible and sustainable results, and with the best publicity.

- ***The import of business ideas and liberal ideology into the social sector***

In addition to, and as a result of the above, there is no doubt that the predominance of (neo)liberal ideology and principles and generally the “triumph” of capitalism has resulted in the imposition of business-like criteria within the non-market sector, including civil society and sometimes also state administration. Among the ones most relevant to our concerns in this publication are principles such as accountability, profitability and, more generally business management applied to the non-governmental and non-profit sector. Project management has not remained immune to these developments. For the sake of the non-conformist, however, we can also say that the profit-making sector has also adapted many ideas from the non-profit making sector.

- ***the challenges of re-building democracy and civil society in Eastern Europe***

The collapse of the Communist system in Eastern and Central Europe called on “the West” to support the emerging democracies in Eastern and Central Europe, a challenge which was taken up very early by the Council of Europe and by international youth organisations. In the youth policy field, this meant an immediate challenge to respond to needs that had more to do with immediate and tangible results than with principles. Governmental and non-governmental partners in Eastern Europe wanted concrete tools and skills to help them develop their policies or simply survive in an atmosphere where anything that did not seem business compliant was suspect or at least doomed to fail sooner or later.

Regardless of how pertinent the analysis and the requests are or were, the fact is that project management courses supported the drive for a change and, especially, they opened up further the demands for “business-like” professional or professionalised training. The repercussion of this is not difficult to imagine: besides the influence this has had on those countries’ youth structures and policies, it has also impacted on the practice and the philosophy of European and international youth organisations. For some it is like being seduced by the taste of the forbidden fruit.

Factors that encouraged a shift towards project management in European youth work





Factors that encouraged
a shift towards
project management in
European youth work



- ***the shifts of emphasis in political and development aid***

At the same time, there was a serious shift around co-operation and assistance for development between the wealthier North and the needier South. It is very probable that the shift in development co-operation policies occurred as a result of general policy changes, mostly influenced by factors already mentioned above. Nevertheless, we refer to it because it does illustrate the difference. Due very much to the influence of non-governmental development organisations, “donor countries” started to link development aid or assistance to results and to democratic conditions. Support is now almost exclusively for projects, with an emphasis on small scale projects, and not “policies”.

- ***postmodernism: individualisation and fragmentation of young people and youth groups***

The erosion of collective models of association and social participation by young people, together with the development of their self-awareness and reflection – associated with the rejection of models of reference – has meant, among many other factors, that long-term commitments are less fashionable and less suitable to the reality of young people today. In what is also referred to as the “risk society”, the individual person has more to decide by him/herself, more to choose from and bears the responsibility for shaping his/her own life and future.

The progressive disappearance of some common models of reference – social, cultural or political – has also led to social fragmentation among young people and to multiple identification processes, both synchronic and diachronic.

In this new environment youth organisations and institutions are challenged to adapt and modernise: long-term programmes and commitments are much more difficult. The word is short-term and if possible “now”. In fact, many youth workers say how difficult it is to keep young people’s interest and commitment in something as exciting and potentially motivating as a youth exchange, if it implies a duration of over six months.

Idealism and political engagement have been replaced by realism and action, qualities associated with small scale community and group projects. Visible results and experience “now!” are more attractive as something new and immediately “socially marketable” by giving credit to those involved in it – a reflection of consumer habits and the need to get the latest model in clothes, computers or portable phones (and notice how quickly things are out of trend), as well as the development and popularity of new and “radical” sports.

Young people are less likely to commit themselves to an organisation, programme or cause. What was before an expression of global concern (eg. racism, poverty, war) seems to have been replaced by concerns about globalisation and how to participate in it through other means such as the Internet. In this context it is easier to commit and participate in a project than in any organisation. The project is short or medium-term, is flexible and has concrete and visible results. Similarly, the young people can contribute to shaping and managing the project without having to “jump” through the successive levels of leadership in the organisation.

1.4 Management, Management!

It is difficult to see how much these factors have been a consequence or a cause of the change of priorities, thinking and language, regarding activities and programmes in European youth projects. The fact is that when looked at together they help to understand why project and project management have become the trendy words and approach in the 1990’s.

Some of those changes were actually less deep – or less radical – than they seemed to be. The major differences are not in the nature of what is being preached, taught or done, but in how seriously it is taken and adopted, and the language used. The very nature and reality of civil society, which international youth organisations are part of, would suffice to make anyone aware of the risks of over-hasty generalisation.



The fact that the language and principles of project management are popular, does not mean necessarily:

- That projects and project management did not exist before;
- That the quality of the work undertaken today is higher than before;
- That there were plenty of resources, which were not well used
- That everyone is now a great project manager and that there are no hiccups at different levels.

Let us not forget that part of the changes mentioned above have been stimulated because there are more resources now than before (eg. for European youth projects), and the number of institutions and partners involved has also grown exponentially. A drive for efficiency and accountability – having to do in the first place with the quality of projects – was thus inevitable.

1.5 Values before and values after

We can also look into this by recalling and analysing what values are involved in project management and in youth work. What are they? Have they changed?

• **Efficiency**

Project planning methodologies allow organisations and institutions to be more efficient by placing an emphasis on the concrete needs of a given situation or group of people. By limiting the field of intervention and anticipating the results as concretely as possible, the resources will be used in a better way and overall efficiency should improve. By focussing the scope of intervention there is the guarantee that results will be achieved as there is less dispersion of effort and the contribution and involvement from the different actors involved is more coherent and better coordinated.

• **Accountability and (shared) responsibility**

Whereas in an organisation or group the responsibility for activities lies with the politically

responsible (the elected board), project management has put the focus on the project leader or team. These people have a high degree of autonomy in how to proceed and manage the project once the objectives have been clarified and agreed with the political level. Consequences of this include the fact that the responsibility for the project is clearer as it is easier to identify those in charge of each of the steps. It is also more “empowering” as it gives workers, members or volunteers, a clear share of responsibility and therefore of power. Accountability comes also from the extended possibilities for evaluation and assessment – as well as reporting – of the project.

• **Equality and independence**

Projects usually must comply to criteria and priorities, both formal and content-wise. It is the fulfilment of the criteria and the respect of the pre-defined priorities that determine the eligibility of projects for funding or for other forms of support. In this way, all projects are “equal”, at least in the sense that they all must fulfil similar criteria. Nepotism is thus prevented and the allocation of favours or privileges to one organisation or the other needs to be justified. All organisations are thus, *a priori*, on an equal footing, the quality of the project being the deciding element. And the decision-makers can decide with greater independence – less bound to alliances and pressures. In fact, the decisions are often taken by so-called expert committees that are supposed to be less subject to political pressure. This situation should work to the advantage of “political” organisations as they would comply with the same rules and avoid the need for justification.

• **Economy and consistency**

Projects funding allows sponsors to better see the use of their money (ie. to make sure that budgets are used for what they were meant). It makes seeing deviations in the use of the money more easy.

By allocating specific resources to the implementation of objectives and concrete activities, it is also possible to increase the efficient use of resources or at least limit unreasonable or uncontrolled spending or inadequate products. The fact that the project has a set time

Changing values
in project management
and youth work





frame and possibly includes different checkpoints for evaluation and monitoring may ease the financial control and management of the project, namely by speeding up the process of interventions and corrections.

The need for each activity of the project to be in line with the aims and objectives and to “fit” within the overall project framework makes coherence and consistency easier to follow, in the same way as it carries the potential to limit “deviations” or distortions.

- **Quality**

Quality as a result of project management is potentially improved by the extended possibilities to optimise the identification of skills, resources and procedures for a given set of objectives. Resources are identified in relation to the specific need and purpose of the project. Monitoring and evaluation are important tools to “measure” quality, or at least to check the rate of progress against the objectives or targets set, both quantitatively and qualitatively. Doing better and doing the best possible is made easier by working on a project basis as the options are clearer to identify.

- **Realism**

The essence of projects is that they must be realistic, just as the objectives must be achievable. Realism is an important value in so far as it helps to eliminate projects whose aims are inadequate or inconsistent with the size, capacity or scope of the promoting organisations. Realism means the prevalence of the mind and reason over the heart or the soul. Realism is also a motivation in the sense that realism makes achievement more likely and thus the project potentially more visible. Turning great ideas into visible practice and results could be a motto for projects.

- **Flexibility**

The project needs to be planned, implemented and evaluated. Sound project management allows for – and calls for – changes to be introduced as a result of on-going progress and regular evaluations. Dysfunctions and distortions in the planning stages can thus be corrected

and, especially, the different components of the project may be adapted and adjusted to unforeseen changes or evolution.

- **Transparency and visibility**

Accountability means also transparency and visibility. Transparency because the allocation of public (or private) resources and their impact on policies and programmes is more clear and traceable. It is not anymore so much a matter of who got money or subsidies, and how much, but what they got it for – and what was achieved with it. In addition to promoting transparency – and supposedly preventing nepotism or favouritism – working through projects may increase the visibility of policies and programmes – as there are always results that are tangible, that can be shown and grasped easily, through the media and through other channels of communication.

Visibility is as important for the project team and organisation (mobilisation, public relations, communication, publicity, motivation) as it is for the sponsors and promoters, who also need to justify, demonstrate, publicise... what they do with the funds they administrate. In other words, an organisation, vision or priority is marketed better through projects. Transparency serves also as a “guarantee” of honesty and integrity, values which are crucial to any non-profit making organisation.

- **Creativity and innovation**

Creative and innovative projects have found new ways of doing things, new methods to achieve aims and objectives. Working through projects forces every new project to be different and unique – the principle of innovation. In doing so, it stimulates the creativity in people and organisations. The search for better performance and for appraisals or evaluation is a stimulus to non-conformism and unconventionalism, themselves also important motivation factors in organisations. Creativity and innovation embody the need to be closer to the reality of the young people or of the community, and to interact with other people, organisations and trend-setters. Creativity and innovation also rhyme very well with modernity and modernisation – crucial concepts of our time.

*Changing values
in project management
and youth work*





- **Competition**

One of the most important values of the post-modern society – and of neo-liberal management and ideology – competition is increased and optimised through (youth) policies based on the funding of projects. By setting general conditions for projects, public and private funding institutions put pressure on the applicants to be more performant, efficient and, above all, to be supportable by being good or better. For there are never sufficient resources for all projects... a selection has always to be made. Competition is certainly not risk-free, but it surely forces project teams and organisations alike to be and to do their best in order to be funded, to remain floating and to be recognised.

- **Participation, modernity and employability**

What has been outlined above as characteristics of young people in post-modern societies – namely the suitability of the project to individualisation and to fragmentation – also means that for many young people and youth workers alike project work provides a useful and accessible opportunity for valuable learning, and experience, which is transferable to the job market.

To be able to think about and practise the management of activities as projects is also to acquire, develop and practise skills in planning and management. It is to learn how to exercise responsibility and autonomy through non-formal education activities. The opportunity it provides in experiential learning – especially if adequately supported by educational evaluation techniques – is invaluable for breaking through patterns of low self-esteem, mistrust and situations of marginalisation and exclusion. Project work, and the team work implied – development of social and communication skills – is thus motivational and empowering, by giving relevance and value to small, achievable, changes whose visibility may break through patterns of marginalisation and low self-confidence.

Of course, these forms of social participation are very different from other “traditional” forms of social participation. They have the advantage of being more suitable and accessible for many young people today, even if they are not yet or not always properly valued and recognised. They remain a continuing challenge for many youth and project workers.

Small-scale projects also have the potential to mobilise the community around the project and – remembering the above comments about realism and visibility – contribute to the development of community participation. They may also promote the status of the young people inside the community, via the meaningfulness of the project and the values it may carry.

1.6 The values in the project

Using projects as a way to plan, organise and deliver programmes and activities or as a tool for the management of people and resources says little about what the projects are for. Project planning and management as such are nearly value-free techniques that can be applied in the public and private sectors, as well as in civil society.

European youth work, however, is not value-neutral. European youth work, and national youth work too, is guided and oriented according to priorities and values that are themselves the expression of an implicit or explicit youth policy. The simple term “European youth project” carries in itself already a certain philosophy: trans-nationality and European co-operation, probably also participation, education, autonomy by being a project either by or with young people. Furthermore, the youth policies and programmes of the European Commission and of the Council of Europe have their own values which projects run within their framework should respect and promote.

At the level of the European Union

- **Mobility and solidarity**

The capacity and motivation of young people to go to live and work in another country are important, as a way to promote the single market, freedom of movement of labour, etc. Mobility of young people is also an asset to break through isolation, alienation or passivity, in as far as it implies “mental mobility”, too. Mobility and solidarity go together – as in the

Important elements in running European youth projects





Important elements
in running European
youth projects



decision on the European Voluntary Service programme (EVS) – because Europe should not be seen only as a space to develop a free market, including freedom of movement. The European integration process can only be successful on the political, social and cultural levels if there is also an understanding of the need for solidarity and, thus, perceiving Europe as a space for solidarity instead of a ground for competition.

- **Self-reliance and creativity of young people**

European youth projects must be planned and run in a way that stimulates autonomy, self-reliance and creativity. These values have major implications in the way the project is prepared and run, on the role that young people have in it (owners/participants and not consumers) and, of course, on the objectives pursued and in the attitudes promoted. It is also interesting how self-reliance and creativity are put together as values.

- **Understanding cultural diversity**

Cultural diversity is obvious when one looks at the European continent (and most continents, for that matter). The recognition of cultural diversity as a normal situation and the positive value and understanding given to it are part of the cornerstones of building Europe while respecting cultural difference. It is also a precondition for intercultural learning.

- **Combating racism, xenophobia and anti-semitism**

Together with valuing and understanding cultural diversity, raising awareness about the dangers of racism, xenophobia and anti-semitism is one of the main themes of European programmes. Without awareness raising there can hardly be respect for and understanding of cultural diversity and, ultimately, of other Europeans and non-Europeans alike.

- **Developing a European dimension or identity**

The Youth for Europe programme talks of “enabling young people to view the European Union as an integral part of their historical, political, cultural and social environment”, which is possibly the most explicit reference to what is referred in other instances of the programme as the “European dimension or identity”. In line with other texts of this and other programmes, the explicit purpose is not

to create a new identity to replace national (or other identities) but rather to develop an understanding of the role of the European Union – and the European integration process – as part of the present and future. This includes a call/need to connect the European dimension to the local and national levels.

At the same time, those involved in defining this policy took care to make sure that the European dimension was not exclusive to European Union member states. Hence the two programmes (Youth for Europe, EVS) are open to other countries (either as programme countries or as third countries), although to different degrees and in different ways (it seems to work easier on a reciprocal basis for youth exchanges).

- **Active participation of young people in society and institutions**

“Encouraging young people to take an active part in society via non-profit-making associations and organisations”, means a recognition of the crucial role of civil society, associations and organisations in developing participation and citizenship. This simultaneously, implies the importance of the non-profit sector in general (as European youth programmes are mostly educational and run on a non-profit basis). The Youth programmes refer to “enabling young people to become aware of the importance of democracy in the organisation of society and thus encourage them to play an active part in its institutions”. Further down, reference is made to the need for “allowing young people to express their opinions on the organisation of society and encourage the various public authorities involved to take heed thereof” an explicit reference to the need of public institutions to open up and sustain the desire for youth participation.

- **Participation of disadvantaged young people**

Both programmes give priority to the participation of disadvantaged young people, in a recognition of the importance of social cohesion and of the accessibility to European programmes to all young people. This is translated practically through several measures, including added possibilities for financial support. The objective includes also a call for the young people (presumably “non-excluded”) to be made aware of the risks of social exclusion. The same spirit is to be found in EVS: “(...) to facilitate access to the programme for all young people”.



- **Equal participation of men and women**

Both programmes stress the importance of safeguarding, pursuing and raising awareness of equality between men and women. The Youth for Europe programme talks also of encouraging women's participation: "making young people sensitive to the need to ensure equal opportunities for men and women and to encourage women to lead an active life in all sectors of society." In the European Voluntary Service, this appears also as a general condition under which the programme is run: "(...) It is intended [EVS programme], while respecting equal opportunities for men and women, to encourage mobility and solidarity (...)", itself a reflection of general policy principles of the European Union as it can be read in the preambles of the decisions.

- **Independence, initiative and creativity**

"Encouraging independence, creativity and an entrepreneurial spirit among young people, in particular at the social, civic, cultural and environmental levels" is one of the objectives of the Youth for Europe programme, in its concerns with the need to boost the employability of young people. In this sense, EVS goes further: "encourage a spirit of initiative, creativity and solidarity among young people so as to enable them to become actively integrated into society (...)". These values go beyond the social and political into educational and training objectives: the involvement in a European project, mostly through a stay abroad, opens young people's mind and develops their autonomy, independence and creativity. The role of non-formal education to achieve this seems to be further acknowledged in the new Youth programme.

- **Intercultural learning**

Intercultural learning is a theme that can be found throughout the whole of the youth programme, either as an objective, as a condition or as a need. In the Youth for Europe programme, intercultural learning is both part of the social objectives (solidarity, human rights, awareness of cultural diversity) and of the educational objectives too (see application and report forms, or the guide for applicants).

Intercultural learning should also be considered together with the other aspects of the European dimension and openness to third countries (including that of young people of immigrant origin getting to know their original culture).

Finally, values related to intercultural learning can be found in the renewed objectives for promoting the respect for "cultural diversity and its fundamental common values" within the context of "responsible citizenship".

- **Recognition and promotion of informal education**

The role of informal education in pursuing social and educational objectives is visible throughout the existing youth programmes, not least because they are programmes with an educational purpose outside formal education.

Informal education is also placed in the context of pursuing life-long learning and training, for which it has "a fundamental role to play to enhance employability, adaptability and the culture of entrepreneurship and to promote equal opportunities."¹ Similarly, the new programme aims also "To stimulate recognition of informal education acquired within a European context".

At the level of the Council of Europe

The main values and orientations of the Council of Europe youth policy were formally adopted by its Committee of Ministers in Resolution (98) 6 of 16 April 1998, themselves the political affirmation of the priorities and practices of the Council's Youth Directorate.

- **Help young people to meet challenges and their own aspirations**

Youth policy is placed under the priority and perspectives of the young people themselves, rather than the institutions', in the spirit of disseminating the values of peace, freedom and solidarity.

- **Particular attention to disadvantaged young people**

In view of "contributing to social cohesion, especially by combatting exclusion", the special concern for disadvantaged young people is a guiding principle of the objectives of the youth policy of the Council of Europe.

¹ Common Position (EC) No 22/1999 of the Council of Ministers adopted on 28 June 1999 with a view to adopting a decision establishing the "Youth" Community action programme (Official Journal, 22/07/99).

*Important elements
in running European
youth projects*





- **Participation and strengthening of civil society**

The development and strengthening of civil society appears natural in an organisation concerned in the first place with advancing human rights and democracy. Young people's participation and involvement in the decisions that concern them has also been one of the pillars of the Council's youth field since its creation, namely through the development of so called co-management between governmental bodies and youth organisations. This objective, among others, is to be pursued by the promotion of "training for democratic citizenship."

- **Youth mobility**

The importance of youth mobility for the Council of Europe should also be read in the light of the pan-continental dimension of the organisation and the numerous obstacles still existing to the mobility of young people between the Eastern and Western parts of Europe.

- **Intercultural dialogue**

Resolution (98) 6 talks of intercultural dialogue as one of the priorities of the Council of Europe's policy "in a spirit of respect for diversity". The European Youth Centres (EYCs) and European Youth Foundation (EYF) have had a key role in deepening and disseminating intercultural learning in non-formal education activities. Intercultural learning has impregnated all the training and education activities of the Council of Europe in the youth field, including co-operation with the Union in this field. The reference to intercultural dialogue is also an encouragement to further co-operation and understanding of trans-national and European co-operation within each society, namely through safeguarding and advancing minority rights.

- **Commitment to human rights and democracy**

In view of what has been said above concerning intercultural dialogue, priority is also given to "combatting of racism, xenophobia, anti-Semitism, intolerance" as well as "all movements aiming to undermine democracy". The consolidation of democracy and human rights is also explicitly mentioned as a key priority, by the development of young people's awareness and commitment.

- **Encouragement of new forms of youth participation**

Possibly more inward-looking than the other values and priorities mentioned earlier, new

forms of youth participation is nevertheless an important priority in the sense that it reflects the ever-changing nature of young people and the need for regular adjustments of youth policy and programmes, including also European youth projects.

- **Training for responsibility**

In accordance with the role of "training for democratic citizenship" and the role of non-formal education, the Council of Europe puts a priority on "training young people to assume responsibilities". This can be understood as acknowledging the specific role of civil society and the "school for democracy" which non-governmental organisations, and particularly youth organisations, represent.

- **Development of youth policies**

Resolution (98) 6 lists several objectives and priorities related to the development and recognition of youth policy in as far as it can help "make more of the potential offered by young people", an important statement when applied to managing youth projects. Under youth policy development, mention is made of the development of suitable legislation and structures, exchange of information and good practices, etc. This is also an admission of the fact that the development of a Council of Europe youth policy can not be pursued without the development of national youth policies.

Although apparently more formal than the previous values, the form and structures in youth policy are likely to influence significantly the form and role of youth projects in a given country. The definition of priorities, the funding institutions, the decision-making process on youth projects, to name just a few elements, reflect the differences in national youth policy priorities and structures.

These values in our projects

For our purpose and for the running of European youth projects, it is not necessary to know all these values and principles. It is not necessary either to respect them all in one project. However, it is of fundamental importance:

To know the values according to which we run our projects.

These, as we shall see, must be determined by the target group of young people involved, by the organisation or institution carrying or

Important elements in running European youth projects





promoting the project, and by ourselves as individuals or teams acting as project leaders. Finally, to be financially feasible, they must be compatible with some of the values or priorities of the European institutions – or other sponsors.

The key values of each of these partners need not be the same. They should, however, be compatible. And for that, it is important for the project leadership to be aware of them, and at least identify and discuss them implicitly or explicitly. This way, whenever key choices or priorities need to be decided the leadership has a solid and shared moral or political basis to inform their decisions.

In the case of European projects, to be clear about the reasons for engaging in European cooperation.

Europe is more than the possibility to get funding for an exchange project or for a trip abroad. For young people, the value and impact of an experience abroad can be very important. It is thus crucial that the project leadership is clear about what drives them so that young people also benefit from the experience – not to say that the objectives of European institutions should be embraced as a new religion or as an imposed programme element

To be able to stay in control

Possibly the most important skill and attitude of the project leadership is to be able to stay in control of the project, to steer the project instead of being steered by events and by third parties. To do so, it is necessary to have clear priorities, objectives and also key values and principles, including those having a particular impact on the educational process.

To be aware of limits

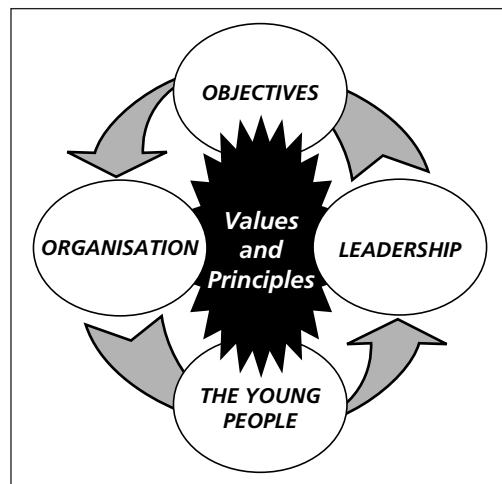
A project can be a very unique and enriching experience, but a project is just a project, just like a person is just a person. Both have limits in terms of objectives, scope, time, etc. A project alone can not change society. But it may contribute to addressing or solving a particular issue or problem. Working by projects is to prioritise and to exclude that which is not a priority. Establishing priorities implies establishing criteria according to... values, objectives or needs. Being aware of the limits is also important in order to give adequate value to changes and to results – not everything can be changed at once; not everything can be solved through education

To get adequate training or preparation

We have seen in the previous chapter how important the non-formal training of young people has become to the European institutions and the European youth programmes. If we talk of something as common – and crucially important as intercultural learning or participation, it is not realistic to expect that every youth worker or leader will automatically be competent in those areas if they are not adequately trained. The organisation of and participation in adequate training activities may thus be very important, not only for the success of the project but also for the achievement of its educational objectives.

To be able to translate and to adapt those values to young people

The role of the youth worker, leader or educator (who may be different from the project manager) will be to adapt and to translate those values and educational principles into a programme suitable to the young people. It is also to be able to understand and communicate with young people in order to understand their values and to incorporate them into the project and its methodology.



1.7 The limits of project-oriented policies

Projects also have limits

The project is first and foremost a tool for social change, or at least that is the way that we





**Important elements
in running European
youth projects**



would like to see it understood in youth and social work. Projects are rarely an end in themselves, they are just a different way to plan, organise, mobilise and achieve. Of course, their potential for optimising resources and involving people makes them perhaps an exceptionally well suited tool, particularly for European youth programmes. However, on top of the advantages of project management listed above, we should also be able to identify and be aware of its risks and limitations.

Increased control and vulnerability

Reduced support for programmes and organisations to the benefit of projects makes the organisations more vulnerable to funding for specific projects – which often have restrictive or specific objectives and form. It is also easier to control the organisation's development by the number and size of projects supported. Limiting support for project may prevent the development of programmes and, in any case, limit the possibilities of expansion of an organisation. As many projects are decided on a regular basis (annually or bi-annually) the independence and freedom of movement of the organisation may be constrained as *de facto* the sponsors (often public institutions) have more ways of control, possibly under the disguise of equality or quality of the projects. Finally, the emphasis on projects allows governments to easily shape the scope of activities by NGOs, by deciding what is fundable and what is not. An alternative could be to start from the youth organisations' needs and perspectives.

Short-term perspectives of youth policy and programmes

While we all agree that it is important for youth work institutions to remain in tune with young people – and thus be able to act and react by permanent adaptation – the emphasis on projects as tools for policies should not hinder medium and long-term policy goals. Pursuing deeper and on-going changes in society can not be done only through short-term projects. Many projects are, unfortunately, run under the pressure of: involving many people (visible, presentable, big numbers) and involving different young people all the time (avoidance of cliques, demonstrate openness, etc.), which does prevent – or at least

makes difficult – a medium-term approach to work with some groups of young people. In itself, this approach is partly the cause of the disengagement of young people – a phenomenon that it is also a consequence of.

Many and small projects

The general development of youth policy at European level has also meant that the states have new or at least different possibilities to influence young people and youth partners, not always driven by noble principles alone. The search for media attention and “marketable results” is sometimes translated into a preference for quantity over quality. There are many examples of projects getting insufficient funding or coverage to be run with a minimum of quality, but enough to create “clientele” effects or to allow the politician in charge to present large figures to the press before the next elections.

Extra pressure on youth workers

The past years have seen increased pressure being put on professional youth workers to develop and to manage projects. In some cases this has gone as far as “transforming” the whole assignments into projects (with certain positive results as well), but even when it has not gone this far, youth workers may be put under pressure to “think differently and do differently”. Youth workers are asked to be project managers, administrators and fundraising experts. Notwithstanding the often necessary reasons for that, the fact is that youth workers are increasingly given responsibilities for which they are not necessarily competent. Of course the professional “market” value of youth workers will come out increased, but there is a risk that this is done at the expense of a closer relationship to young people, and of the stability and security which are traditionally low in this area of work. The risks of demotivation and disengagement should thus not be underestimated. Part of the impact of such policies may also be visible in the progressive numbers of youth workers that are “requested” to work on a consultancy or freelance basis.

True projects with false needs

The priority given to project support as a form of youth policy may have the perverse effect



of generating unnecessary projects or rather, projects whose needs are not obvious. This may be especially true when organisations rely on project money to survive or to keep some essential services or posts that would not be possible otherwise. Although the project quality might not be at stake, there may be an artificial priority for the projects – sometimes visible in organisations that are involved in all kinds of projects.

Same but not equal

The democracy of support through projects – by putting emphasis on each project's quality and less on the status of the project carrier (although probably that always plays a role, at least in terms of previous records) – may in some cases lead to a similar treatment of very different realities. The conditions for carrying out a project successfully depend on many aspects: previous experience, dimension and funding of the organisation, its structural capacity to manage delays in payments, its capacity to generate internal synergies and mobilise different levels of expertise, etc. This is often highlighted by the growing tendency to request organisations to fundraise or find matching funds for substantial parts of the budget. It is clear that some organisations are better suited to this than others (including being able to formally fit into criteria), the latter having to run a project on a very high risk and questionable quality or be forced to drop the project. It would be interesting, for example, to research the number of small organisations which were financially "burned" in Youth for Europe action D projects, to name only one of the most well known cases. This is where the principle of equality may clash with the proclaimed value of accessibility of (European) youth programmes to all young people. Paraphrasing Orwell "All projects are equal but some may be more equal than others".

Distortions in youth policy and project management

Of course all the risks – some very real – of youth policies based on project management are, at the end of the day, distortions either in project management or simply distortions in the definition and steering of youth policies and programmes. They are not intrinsic to project management and can be prevented or corrected.

It is also true that other ways of developing youth policies and supporting youth programmes have similar risks, sometimes on a greater scale, while presenting less advantages compared with project management.

It should also be argued that the implementation of youth policies and programmes requires professionals who are aware of their role, power and influence, and who need to be adequately trained and monitored.

It remains true that projects and programmes are the reflection of political values and priorities and that these include, in many countries, the possibility for the decision-maker or politician to influence projects and to have a say on the allocation of public resources (namely through projects). Projects are always, at the end of the day, an expression of a policy which, in a representative democracy, always includes striking a balance between different vested interests.

It is thus important to recall what has been said earlier: project management is essentially a tool with many functions and attributes. What youth policy makers and practitioners make of it depends on their capacities and skills, on their values and on their interests, and on their capacity to learn.

The intercultural dimension of projects

Whether the project to be undertaken is run within the framework of the Council of Europe or the European Union programmes or at a purely national level, there is one dimension that is becoming increasingly present at all levels of youth work, and that is intercultural learning.

Intercultural learning has become over the years a criterion and a dimension that has acquired growing importance. It is found as part of the objectives of programmes, the priorities of youth policies, concrete objectives of projects and also as a methodology. It can be found in many books, in the legal texts about youth policies in Europe, in the application forms and report forms for projects. It can also be found in the programme of activities of many youth projects.

We have already seen the extent to which it is a value, priority and a methodology in the programmes of the Council of Europe and of the

*Important elements
in running European
youth projects*





European Union. We have also explored briefly its double role in promoting a better understanding of the differences between countries and within the same country (e.g. between the majority and minorities, immigrants, etc.).

Intercultural learning as such is the object of another training kit being produced in this series. We shall thus refrain from expanding on a theme that is developed elsewhere and about which there is an extensive methodological, practical and theoretical literature. At this stage we would like to draw attention to the intercultural interferences that are likely to occur in the management of a project, whether they result from European partnerships or from involving several cultures in a project “at home”.

1.8 Culture and project management

The “cultural interference” may be more or less perceptible – or blamed for difficulties – depending also on the level of acquaintance of the people with the theme. But intercultural learning and the curiosity about the *xenos* abroad or at home, are also responsible for a lot of the excitement and motivation to run a project or to participate in one. One of the challenges with intercultural learning is that it is never easy to say for sure what in one’s attitude is related to culture or to personality. Similarly, running an intercultural project often implies working in at least one other foreign language – hence increasing communication hazards – and certainly experiencing misunderstandings which will be attributed either to language or communication difficulties or to cultural difference. The distinction is perhaps unclear because language is also part of culture, but the tendency to ethnicise and generalise individual experiences and behaviors – by associating them with stereotyped cultural characteristics is very strong and perhaps the first step into cultural awareness.

A lot of research has been put into the influences of culture on different management styles and practices but not necessarily lead to definite conclusions, although highlighting certain existing relationships, along the lines of “Yo

no creo en las brujas, pero que las hay, las hay”². Cultural difference seems to be responsible for many funny and less funny situations occurring in multicultural projects. While not attempting to be innovative, nor even complete, we would still like to mention some of the areas where conflicts, confusion, frustration or excitement are likely to occur in relation to project management.

Culture and power

All cultures are equal in value, but we do not always perceive it that way. We tend to establish hierarchies between cultures, usually starting from our own (“better or worse”, more or less “developed”, “stronger or weaker”, etc.).

Planning and managing projects involves always a more or less explicit negotiation and harmonisation of different but usually compatible interests. The perception of oneself and the perception of the other influence the way in which the partners will negotiate and find solutions to their challenges.

Who takes the initiative for the project? Who sets the limits? Who defines the priorities? Who decides what is suitable and what is not suitable? Who is “visiting” whom and who is “at home”? Who “owns” the project?

These are just some of the questions that are likely to interfere with a smooth negotiation and implementation of the project and where culture will play a role.

Culture and organisation

Who is well organised in Europe and who is poorly organised? Who defines what a good organisation is? What are the criteria for good and efficient organisation?

The criteria for efficiency and for organisation – and the project is a master example of organising an effort or an intention – are often assumed to be universal. Yet, they are taught, practiced and evaluated in sometimes radically different ways. A step by step approach will be ideal for some, while others will feel comfortable in advancing several steps at the

² “I do not believe in witches, but they surely exist.” The sentence is attributed to Federico García Llorca.

Important elements
in running European
youth projects

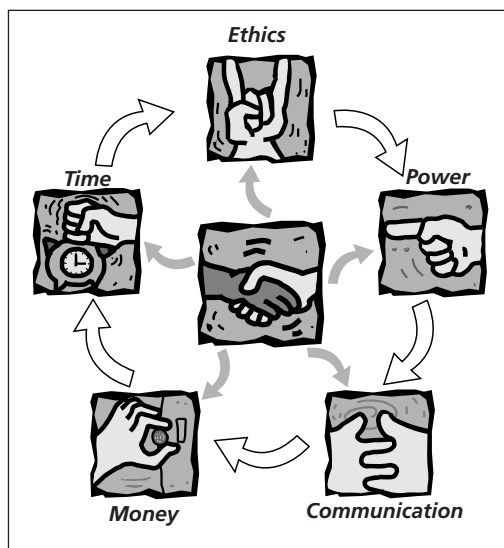




same time. The role of improvisation – which in different circumstances would sometimes be called creativity – is one of the most conflictual ones; in fact it is the meeting (or not) of expectations and confrontation of ways of doing that is often at stake.

Culture and time

Similarly, who is well organised is the question of who is on time. Time management is often a euphemism to designate punctuality. We all know who in Europe has the reputation for being punctual, never punctual and even too punctual. Respect is a word that jumps out very quickly in these moments, driving the feelings and discussions to the emotional level very quickly. Yes, one hour is composed of sixty minutes, everyone agrees, but the logical consequences of that are understood very differently.



The interference and interaction of different factors influencing the process of intercultural cooperation may make the process of understanding it – and managing it successfully – more difficult.

Culture and communication

Communication is itself a source of conflict, especially in situations of conflict or tension. What to communicate, how to communicate it and when? What is important to tell a partner and what should be left implicit? What is the level of commitment to a communication

process and what is the role of communication for the sake of... communication? Why do partnerships that seem to start so well, carried out by the best of friends in a training course or study visit, sometimes get stuck because of lack of communication? How far is it possible to attempt to understand another culture?

Culture and money

Economic power and capacity – real and assumed – have a strong influence in the quality and nature of intercultural relations, as we saw above with power. But besides the obvious influence of money on power and its implication in very practical issues (who applies for money where, who supports whom, who decides where and how to spend the money), the relation and attitude to money can vary significantly and be understood as an element of cultural differentiation, as well as a source of conflict.

Along the same line is the attitude towards public grants, including European money: what is good practice and wise management, what is opportunism or mismanagement, what is “cheating” and what is wise or clever accounting? How seriously are financial rules taken into account and how well are books kept? An interesting aspect is of course the fact that in European programmes the rules apply to everyone in the same way, and the procedures tend to be similar for everyone (even though this has somewhat changed as a result of decentralisation of programmes such as Youth for Europe).

Culture and youth work ethics

Professional ethics and principles are also another easy ground for astonishment and conflict among colleagues and partners, and one that most often remains unspoken. As usual, the differences are noticed when they have already made a negative impression.

Who is to take the involvement of participants “seriously”? What is the role and behaviour of the youth leader and youth worker towards the young people? Is it acceptable to drink alcohol? Who is to exercise responsibility and to act in a responsible way? To what extent do youth workers know the restrictions and obligations imposed on their colleagues abroad? Who is a good and modern youth worker and who is not?





1.9 What to do?

As explained above, our intention in this brief chapter is to outline some of the challenges that carriers and managers of youth projects are likely to meet when venturing into international co-operation. The principles and methods of developing intercultural learning with young people in a youth exchange are covered by another publication. Also, chapter 3 provides advice on working in multicultural teams.

Still, in view of the challenges outlined above, it is useful to take into account some basic principles or ground rules for intercultural co-operation.

Accept insecurity and ambiguity

It is normal that a relative uncertainty or confusion of norms exists. Bear in mind that your partners may be feeling the same way. No matter how hard you try, there will always be surprises and events you may only comprehend later.

It could be culture...

... or not! Try to refrain from interpreting the attitudes of others according to the stereotypes that you have learned and acquired about people from the same nationality or background. In particular, try to manage the tendency to look for confirmation of the stereotypes. Probably your partner is really acting according to the stereotypes! But it is also possible that it is not the case. Remember: stereotypes are usually a very partial and very simplified image of reality. So far as possible, try to understand the behaviour of your partner as they are. Let them make the connections to their culture, instead of you. They may be in a better position to know and they probably will not feel offended, or will not feel the urge to defend themselves if it comes from them.

As a way of preparing yourself and your colleagues, try to read something about the country or culture you are going to be in contact with, if possible by someone from that culture. It may help. Before going, take time to

think – maybe together with the young people and/or with your colleagues – of the prejudices that you may have received or heard about those people. Recalling them may help you and your friends to realise that they are prejudices, even though you may always find people who can make the prejudice seem right (if you try hard enough, you will!).

Put yourself in the other person's shoes... or skin!

A rather daring recommendation, we agree. But whether you are visiting or being visited, try to imagine how you would feel if you were in the other person's position (e.g. with a limited understanding of the language, probably insecure and feeling uncomfortable about the food or the weather, anxious about the development of the project, dependant on other people, etc.). This attempt at empathy may help understand how the other is feeling and make their attitudes more understandable.

Be clear about your limits and the conditions you are subject to...

You are in a better position to negotiate – and to be understood in your requests – if you know for yourself the conditions – or the results – that are essential for your project and your organisation. Similarly, if you know what your principles or values are you may explain them and their *raison d'être* better. Usually people are sensitive and experienced enough to respect and help you meet conditions that may have been imposed upon you, if you explain them. This also requires from you some effort to distinguish what is really important from what is an accessory or, what is related simply to your way of doing things (remember: there are always alternatives!).

... and remind yourself that what you want to say will probably never be understood in the way you meant it.

We tend to forget that it is nearly a miracle that we manage to understand each other across borders. When there is a common language the illusion that we understand each other is much bigger, and the illusion may be greater if one of the partners happens to use their

Recommendations
for intercultural
co-operation





mother tongue. Remember: only you know what you actually mean! We can expect that our partners hear and understand exactly that most of the time, but be ready for it not to be that way. And even when you understand and are understood, the practical consequences of that are very different (people have different ways of interpreting things and doing things).

There is more than one way of doing things!

There are always different ways to pursue the same objectives, just as there is not one method for doing things. Of course, "our" way is still the best and most normal (for us), but others will probably disagree (they also have their best and normal way). Consider your own ethnocentrism when implicitly or explicitly evaluating other peoples attitudes and work

Discuss/negotiate ground rules... and evaluate them

Especially if you have had previous experiences with intercultural projects, it may prove useful to discuss and possibly agree among the partners on basic ground rules for communication or for dealing with the programme or the young people. The actual rules defined may actually not be very important, but the discussion provides a golden opportunity to bring into the open possible different approaches and sensitivities to certain issues. The existence of some rules also provides an opportunity to address sensitive issues through the evaluation of their implementation, with partners and with participants. But one should avoid becoming a slave of the rules; as suggested, the rules are a medium – for communication and negotiation – and not just a set of norms to be applied blindly.

Trust!

Especially when engaging in international or European co-operation projects, a high degree of trust and confidence between the partners is essential. This must be differentiated from candid or romantic attitudes of naïvety: one also has to have a minimum of assertiveness to understand what might go wrong and to discuss it with the partners and colleagues. But

the richness of the experience, and the richness of culture, is based on the impossibility to predict everything. So, some trust in the partners, in the young people, ought always to be there. Without this trust and the corresponding recognition of equality of dignity (and of cultural competence) the risk is that the attitudes reflect the biases and insecurities there at the start and that the spiral of self-fulfilling prophecies is engaged. When in doubt, do consider that hospitality is one of the most commonly spread and important values of human communities (Europe included!); therefore the chances that your hosts are doing their best and that your guests understand your efforts are very high.

Tolerance!...

In the absence of a better expression, we have to use tolerance to mean the need to sometimes accept things as they come. See first, try to understand, and only after react. Not everything is foreseeable and, on the other hand, it is legitimate to expect that partners are doing their best. Even when that best is not good enough for our own standards. As a friend of ours put it ³, tolerance only makes sense if it is painful, if it is hard – otherwise, what's the value in being tolerant? Intercultural learning is a very rewarding process and experience, but it can also be hard.

... and frankness.

Intercultural learning has to be based on the ability of those participating in the process to analyse it and to discuss it, including the conflictual issues, in a meta-communication or evaluation process. Apart from the obvious learning process that this entails, this confrontation of feelings and experiences is necessary to clarify the atmosphere and to get rid of mutual frustrations and resentments that may have accumulated. Without moments like this, very common in conflict management situations, there are chances that the co-operation will not continue or that the assumptions and misunderstandings will prevail in the future.

³ BERGERET, Jean-Marie, quoted in "Navigare Necesses est".

**Recommendations
for intercultural
co-operation**





**Recommendations
for intercultural
co-operation**



Get the best out of it!

Despite everything that has been said, intercultural learning is a lot of fun! Although it can and must also be pursued at home – where multicultural settings also exist and are probably as interesting as any group of young people abroad – the fact is that both for the young people and for the youth worker very few things can replace the excitement of travelling and being faced with difference, novelty, sometimes the exotic, and in some ways the feeling of being a foreigner, a visitor or a tourist (anonymous, free, etc). So instead of facing it as a headache or as a problem, change attitude and take it with ease and with fun! Not everything can be settled in advance and, frankly, it is sometimes the small incidents that make the experience a memorable one, for leaders and for project participants alike.

Get trained!

One thing that is very true regarding intercultural learning experiences is that, especially when abroad, youth workers often go through the same experience as the participants. But youth workers and project managers in particular also have the possibility of being trained for it. In fact one of the main objectives of the European youth programmes and policies is to provide training on intercultural learning to youth workers and to young people in general. The knowledge, skills and attitudes for intercultural work can be learnt, developed and improved. In order to get the best out of our efforts – because no-one is born knowing everything – and in order to make better projects.

So remember, a European Youth project is more than just a successful application form...





2. What is a project?

2.1 Project management is not ...

Project management has become the cornerstone of youth organisations development but not the only way to run and manage an organisation or institution! It is one of the tools for organising tasks and pursuing concrete objectives and can be compared with and distinguished from:

- **Strategic planning:** longer term orientation and definition of policies, activities and organisational development. Implies a capacity to foresee and to prepare for structural change or adaptations over a relatively large period of time. Strategic planning usually affects or takes into account structural and infra-structural changes (or triggers them).
- **Tactical planning:** very similar to project planning, tactical planning refers to the various steps and processes to reach strategic planning goals or, generally, to steer the organisation with a shorter period of time, namely by adapting and reacting to unforeseen changes or progress.
- **Cyclical or recurrent planning:** managing and dealing with regular events or foreseeable in a regular basis (e.g. activities during the holiday period, General Assemblies, etc.)
- **Daily planning:** dealing with actions that need to be done immediately or in a very short time frame.
- **Contingency planning:** measures and actions taken or foreseen to respond to unforeseen situations, if and when they occur.
- **MBO – Management By Objectives:** an approach to management of tasks and teams consisting in focussing on objectives to be reached, often leaving room for the teams to decide on the best way to achieve them (but sometimes leaving also too little room for flexibility and adaptation!). It is referred to in contexts of a relatively high degree of autonomy of employees, workers or volunteers and

it is supposed to stimulate their creativity, commitment and productivity (it is assumed that the objectives are agreed together). It refers more to a style or approach in management.

- **MBWA:** an abbreviation created by Scott Adams, creator of the Dilbert comic strip about management and business nonsense. MBWA stands for Management by Walking Around until something eventually happens. It stands as the probable antithesis of management, because the latter implies some kind of action or at least planning...
- **Crisis management:** concerns dealing with one crisis after another which, as MBWA, is not exactly a very efficient way of management. Management should ultimately allow those in charge to anticipate and prevent crises. Crises management tends to lose a medium or short-term perspective and, therefore, influence on the course of events. In a more positive sense, crises management refers also to a way of dealing with exceptional and unusual crises or catastrophes.

2.2 A youth work project is ...

The Oxford English Dictionary defines “project” as “An individual or collaborative enterprise that is carefully planned and designed to achieve a particular aim: [e.g.] *a research project /a nationwide project to encourage business development*”.

Youth workers who are asked this question at the beginning of project management training courses come up with a broad range of answers. Here are some of them:

- “promoting an idea, structuring a series of ideas, reconciling various action proposals”;



- “envisaging, planning and defining a course of action one wishes to pursue to achieve a specific future situation”;
- “describing, at a specific time and in a specific situation, the processes of change one needs to initiate to create a new situation at a definite time in the future”;
- “a process which involves setting up a comprehensive scheme, which takes account of the various aspects of one situation, for the purpose of arriving at another”;
- “a dream, a process, an instrument which one can use to project oneself into the future, to set oneself goals and objectives”;
- “drawing on the present to envisage the future (tomorrow). A destination worked out together.”

Origins and meaning of the word:

The word “project” was first used in or around the sixteenth century and derives from the Latin *projicere* (= throw forward). The Latin root thus suggests movement, a trajectory, a certain relationship with space and time. The implied process involves:

- a point of departure ...
- used as a base, from which ...
- one throws oneself forward ...
- towards a goal.

Historically, the word and concept were first used by architects. In the fifteenth century, Filippo Brunelleschi made two innovations in the architectural practice of his time:

- work on Florence Cathedral had been interrupted in the fourteenth century, and Brunelleschi was given the task of completing it by adding a dome. Before starting, he produced a drawing (*progetto* or plan) of the dome, using various perspectives to provide a geometrical representation of the future structure, as he envisaged it; through the interplay of these perspectives, the dome itself was supposed to say something about the city’s historical and political context.

Florence aspired to be a city open to the world, and so the dome comprised two shells, one external, one internal.

- Brunelleschi rationalised architecture and gave it a new temporal perspective – an approach which made it possible to separate planning and performance, project and implementation.

His example suggests that we should rethink the term “project” and see it as a ***concept which serves to organise action***.

Projects in education and youth work:

It was the American thinker, John Dewey (1859-1952), author of the famous “learning by doing” theory, who did most to develop the concept of projects in education.

For him, a project has four prerequisites:

- a communal reflection process, which shapes its growth and development;
- observation of the conditions in the environment where it is devised;
- knowledge of what has happened in similar situations in the past;
- an approach which synthesises observation of the present and knowledge of the past and so identifies their meaning.

From all of this, we should note that a project:

- is a method which enables us to move from idea to action, structuring the various stages in that process;
- sets out to alter the (social) environment in which it is to take place;
- takes shape in a certain social, spatial and temporal context;
- has an educational dimension and enables people to learn by experiment;
- is the product of collective activity;
- necessarily involves evaluation, which establishes a link between idea and action.

This means that projects have various typical features.



Characteristics of projects

Projects have a purpose: projects have clearly-defined aims and set out to produce clearly-defined results. Their purpose is to solve a “problem”, and this involves analysing needs beforehand. Suggesting one or more solutions, it aims at lasting social change.



Projects are realistic: their aims must be achievable, and this means taking account both of requirements and of the financial and human resources available.

Projects are limited in time and space: they have a beginning and an end, and are implemented in a specific place and context.

Projects are complex: projects call on various planning and implementation skills, and involve various partners and players.

Projects are collective: projects are the product of collective endeavour. They are run by teams, involve various partners and cater for the needs of others.

Projects are unique: all projects stem from new ideas. They provide a specific response to a need (problem) in a specific context. They are innovative.

Projects are an adventure: every project is different and ground-breaking; they always involve some uncertainty and risk.

Projects can be assessed: projects are planned and broken down into measurable aims, which must be open to evaluation.

Projects are made up of stages: projects have distinct, identifiable stages (see Chapter 3: The project: step by step).

The following, on the other hand, are not projects (in the youth work sense of the term):

- past activities which are repeated in exactly the same way on a regular basis;
- activities with no clearly defined goals;
- activities which can be repeated or transplanted anywhere at any moment;
- ongoing activities.



2.3 Project models

To embark upon a project is to opt for action, for controlled change over time. "A project is not a dream ... but a dream that comes true can be a project".

The project method is the frame within which the dream can take shape and become reality.

Learning from the chameleon (Mali)

The chameleon is a really good teacher.

Watch it closely.

Whatever direction it takes, it sticks to it.

Do the same. Have a goal in your life and don't let anything distract you from it.

The chameleon's head never moves, but its eyes are moving all the time. They miss nothing. That means: find out all you can. Never think you're the only person in the world.

Wherever it is, the chameleon adopts the colour of its surroundings. This is not hypocrisy. It means being tolerant and it also means having social skills. Confrontation gets you nowhere. Nothing constructive ever comes out of a fight. We must always try to understand others. We exist – and we must accept that others do too.

When the chameleon moves, it lifts its feet and hesitates.

This means walking carefully.

When it moves, it holds on with its tail – if it loses its footing, it can still hang on. It protects its rear. So do the same – don't act rashly.

When the chameleon spots its prey, it does not leap on it, but it uses its tongue. If it can catch it with its tongue, it does. If it can't, it can always pull in its tongue, and no harm is done. Whatever you do, go carefully.

If you want to do something that will last, be patient, be good, be human.

There you have it. When you're in the bush, ask the ones who know what the chameleon can teach you.



AMADOU HAMPATÉ BÂ



There are various project models, reflecting different definitions and developments in methodology over time and in different fields of application. Each model is also tailored to certain factors – context, target-group, available

resources, etc. Nevertheless, all projects follow a similar pattern. This section proposes a number of models; we shall try to identify recurrent features and use them as a basis for our own project implementation plan.

Structuring the project along questions to ask before launching the project

Main issues	Questions to ask before launching the project
Defining aims, objectives, context and target group	In what context will the project take place? What changes will it entail? Why carry out this project? What is the expected result? Who is the project designed for? What are the issues at stake?
Content of the project	What is the theme and content of the project? What is the chosen approach (methodology)? What activities are involved? What is needed for the project to go ahead?
Where and when	Where will the project be implemented? How long will it last? When does it start/end?
Practicalities	What logistics are required? What practical matters must be dealt with?
Funding	What is the overall cost? (planning/ implementation and evaluation), Where will the necessary funding come from?
Partner	Who are the partners? What is their role? What are the arrangements for co-ordination?
Means of action	Does the project qualify for any financial assistance? Can it use existing facilities?(conditions?)
Communication	Internal communication: how does information circulate within the project team? External communication: does the project need media coverage? (Why? How? Which aspects?)
Evaluation and follow-up	How and when should it be evaluated? Which aspects? Why? What follow-up is planned?



Structuring the project along “W-questions” (inspired from the Laswell method)

Use questions to identify individual elements of the project and how they interrelate. Your answers will give you an overview of the project and let you see how its constituent parts are linked.

WHO? – FOR WHOM? – WITH WHOM?

- identification of project partners or target groups
- their roles and relationships in the project
- their views on the project
- strengths and weaknesses rooted in these relationships and views

WHAT?

- the main project activities – spontaneous, organised and institutional
- social, economic, cultural, political and educational dimensions
- the project’s impact on these dimensions

WHY?

- needs and wishes satisfied by the project
- motivation and interests of participants
- main objectives of the project
- project funding options
- relationship between participants’ objectives and institutional objectives

WHERE?

- social context of the project and situation of participants

WHEN?

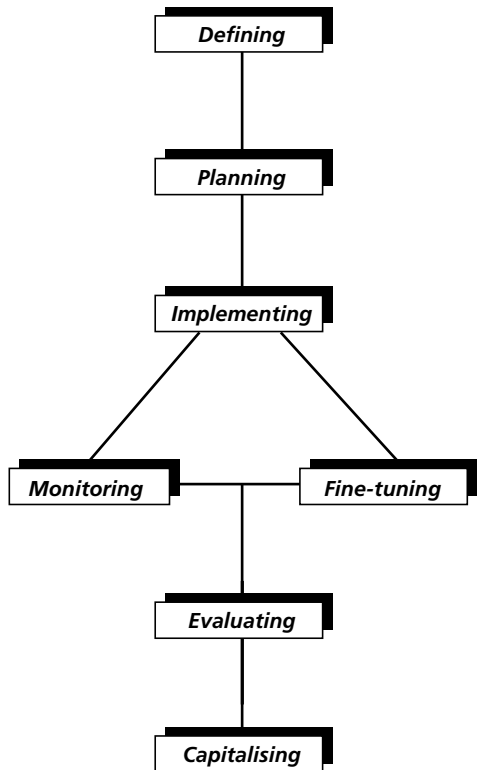
- what period is being focused on (past, present, future)?
- short, medium or long-term?
- background of participants as it affects the project

HOW?

- how was it done? Organisation and participation process
- techniques and instruments used
- input of participants’ experience, theories, other projects, etc

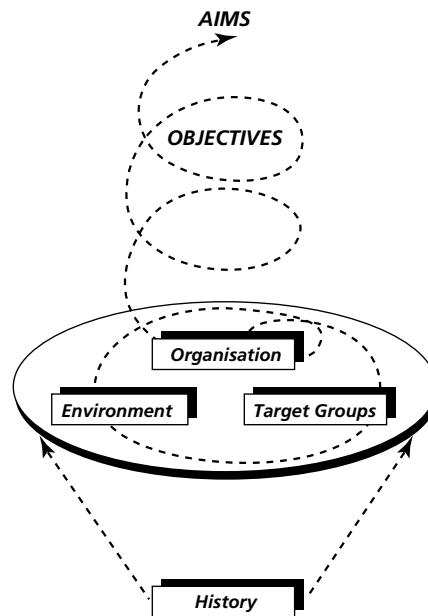


Structuring the project along the different phases



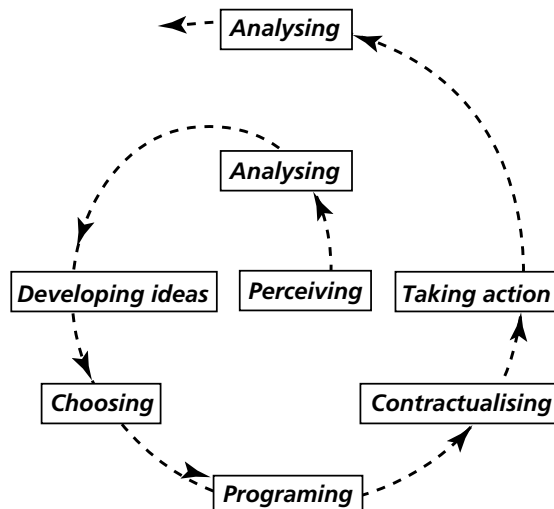
Spiral model

(from Institut National de la Jeunesse et de l'Education Populaire (INJEP), - *La crise de l'organisation scolaire / Document 48, Guide méthodologique pour la direction de projets. Formation au Diplôme d'Etat de Directeur de projet d'animation et de développement sous la responsabilité de Annette Coulon, CREPS, Chatenay-Malabry 1991*)



Spiral model

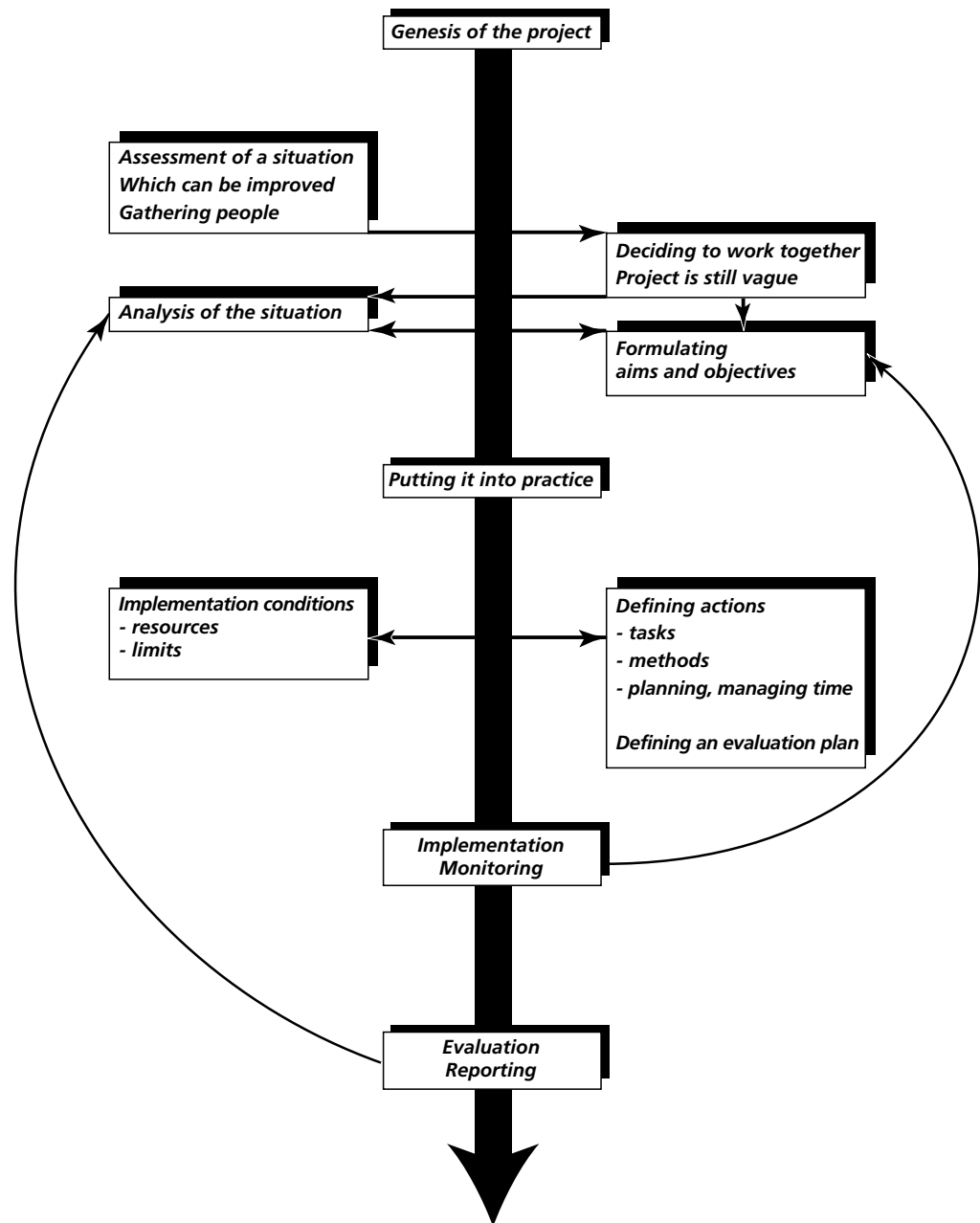
Spiral model (from Institut National de la Jeunesse et de l'Education Populaire (INJEP), *Elaboration d'un projet d'établissement - démarche générale en spirale / Document 47/MAFPEN, Rennes 1988*)

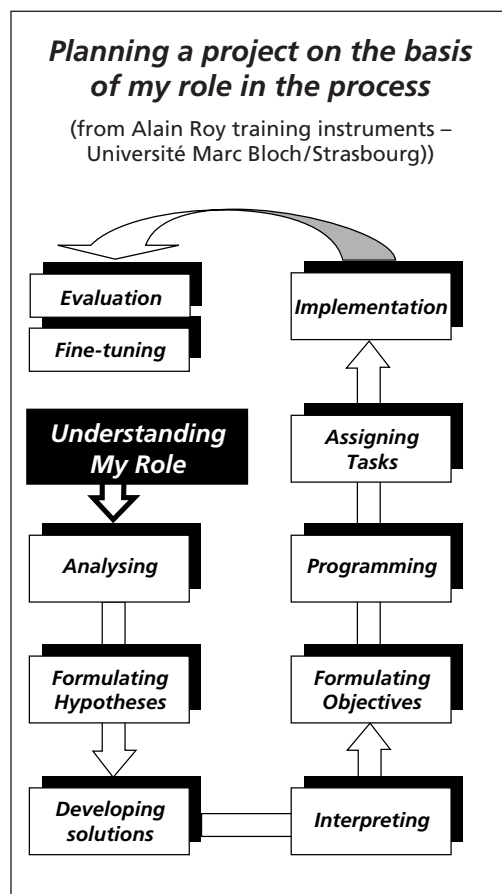
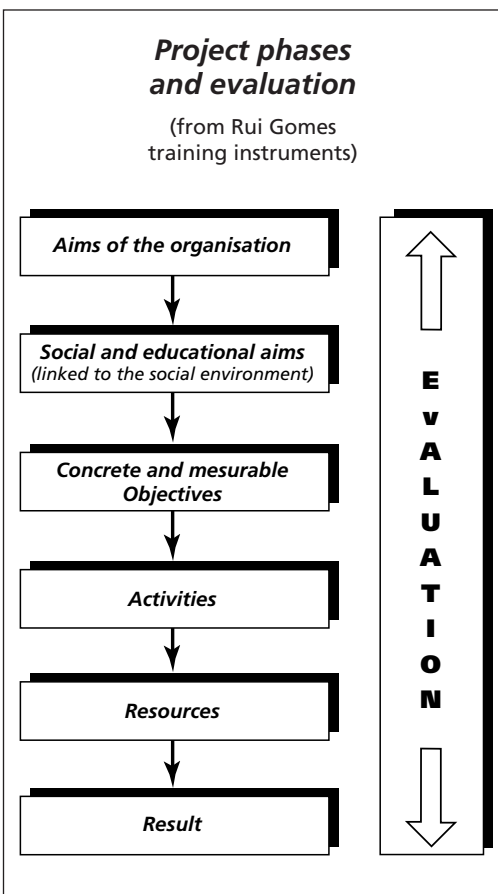
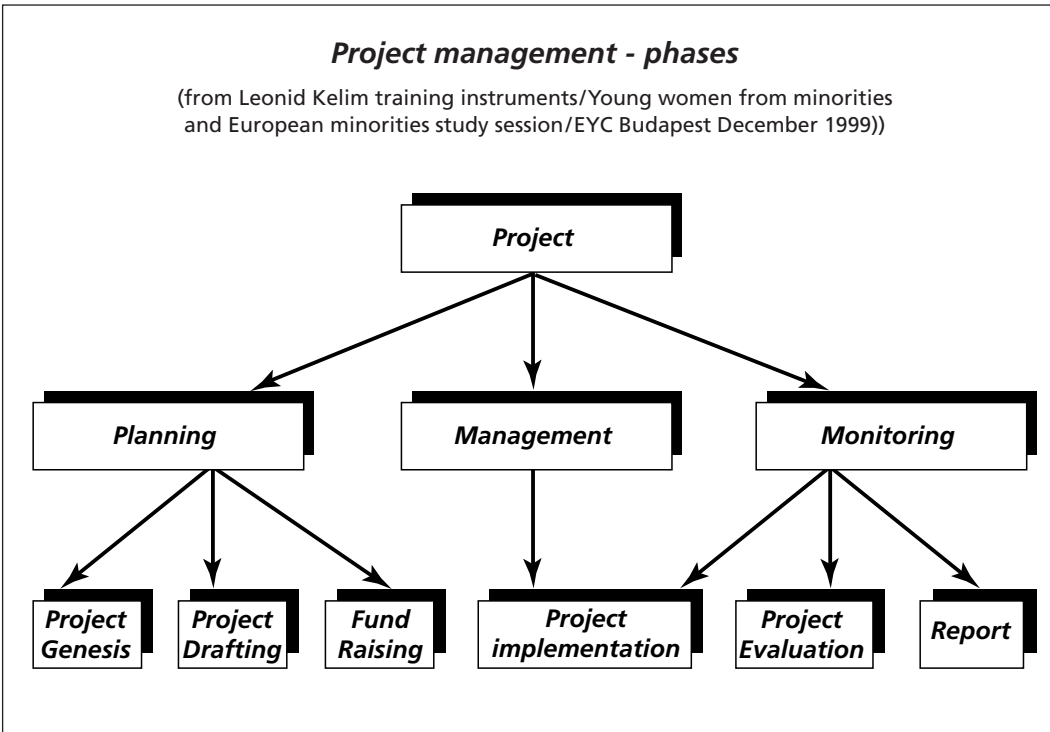




Diagrammatic representation of project planning stages

(from Institut National de la Jeunesse et de l'Education Populaire (INJEP), *Méthodologies de projet / Document 46* – Direction des Lycées et Collèges, 1990)

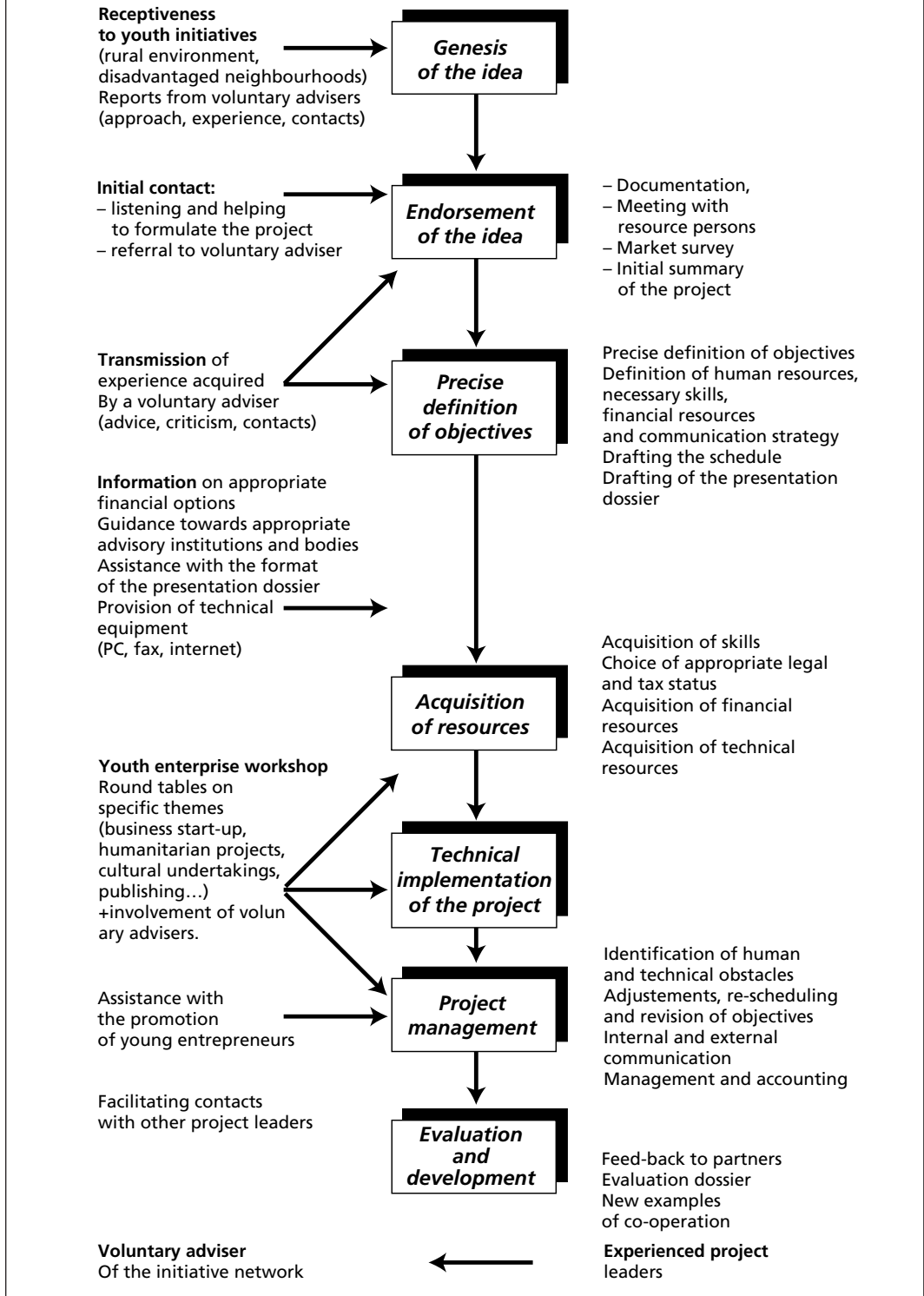






Phases in setting up a project

(model produced by the "Initiatives de la région Midi-Pyrénées" network (France) for a training course for youth project monitors)





The above models have been used as training instruments for future project leaders in a variety of contexts – amenities projects, youth work projects and school projects. Some are more detailed and complex than others, and terminology may differ, but in general they have the same structure, and each comprises the following stages:

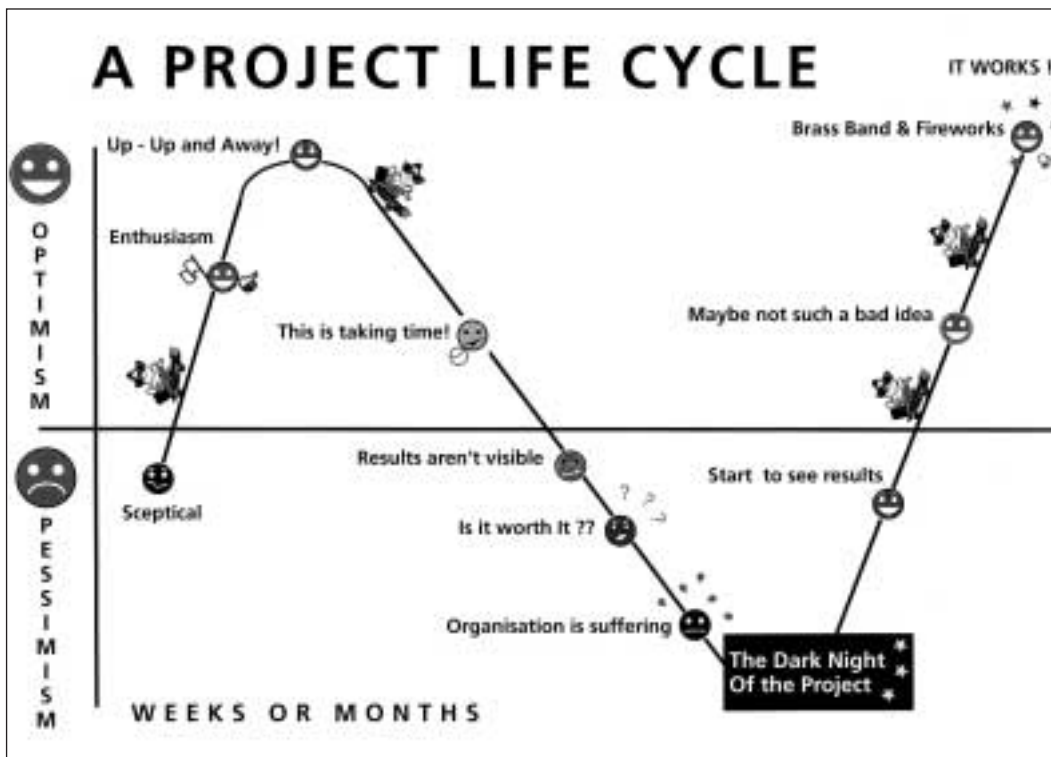
- 1) **“Genesis of the project” and definition**:
 - definition and background, environment,
 - organisation, aims of the organisation,
 - target groups
 - perception – analysis, assessment of the situation, social aims
 - project gestation, genesis and endorsement of the idea
 - developing, choosing, defining aims and objectives,
 - formulating practical and measurable objectives, formulating activities, evaluating the resources, formulating actions, planning
 - evaluation plan.
- 2) **“Implementation”**:
 - carrying out, implementation,
 - planning, assigning tasks, taking action,

- management, monitoring, regulating, fine-tuning,
- management of resources

- 3) **“Evaluation”**:
 - evaluation,
 - analysis-evaluation
 - assessing the results
 - capitalisation-evaluation,
 - reporting
 - development prospects.

The dividing lines between the various stages are not absolute, and may vary in practice, depending on type of project, context, target group, etc.

Managing a project means conducting it from the initial idea to final completion, adapting to reality, managing resources and people throughout the different project phases. This is not an easy process requiring concentration and a certain amount of endurance throughout the life of the project ... see the graphic below!



Source: from Els van Mourik and Danny Hearty *Knowing me knowing you: an intercultural training resource pack*, Léargas, 1999



3. The Project: step by step

3.1 Introduction

3.1.1 About management

Management is defined, in simple terms as the skill or practice of controlling, directing or planning something; "The act of directing, or managing for a purpose". In other words, it is the effort of planning, organising and mobilising people and resources for a given purpose. In the case of project management, we are talking about the capacities and skills that make the project feasible and real.

Project management is a tool for better work to bring about change, especially in voluntary organisations and youth associations. The shift of accent from political education to training has been accompanied by a proliferation of offers and requests for training around management: time management, project management, organisational management, team management, conflict management, financial management, etc. The growing symbiosis between the business and the non-governmental and non-profit oriented sectors of the last decade has indeed put pressure on NGOs to be performing, efficient and professionally managed. Similarly, business management has "imported" words and concepts that have first appeared in the third sector, the most obvious being 'empowerment'. This should not mislead us into thinking that the two sectors are using these terms

for the same things. Even if the vocabulary seems to be the same, the meaning and implications are often very different.

This is not to say that NGOs must not be efficiently and professionally managed. They should, and not least because they often use public money which should be optimised. There are indeed many areas in NGO management which require the same and sometimes higher level of specialisation and expertise than in the business field. However, when we speak about training and preparing project managers, we are talking about more than technical management skills. Remember, the project is first of all to carry out change, to make a difference. And this implies project leadership that is able to lead and follow according to what is most pertinent in the light of the project needs.

In youth and social work, the project manager is responsible for managing the material and human resources and for leading the project to the expected result.

Project managers are centipedes - they have to be good team workers, good communicators, good time-mangers, good fund raisers, good motivators, negotiators ... But first of all they have to remain human beings.

A project manager must be:

- **An organiser**, with capacity to understand, plan and co-ordinate efforts and resources to meet the objectives
- **A strategist**, able to set clear long and short-term objectives, keeping these in mind together with the reasons for the project's existence
- **A motivator**, with skills and attitudes enabling him/her to motivate and commit people to the project or to participate in it (workers, volunteers, young people)
- **A fund-raiser**, with knowledge and confidence to apply for funds to administer and account for them with integrity and competence
- **An activist**, in the meaning of someone able to spot initiatives and to organise ideas into meaningful social actions with clear values evolving over time
- **A visionary**, someone able to imagine social innovation and change
- **A community worker** with particular concern for the affairs of the community or/and organisation he/she are involved in,
- **A social worker**, capable of caring for people without replacing them, i.e. instilling in them the motivation and confidence to take part in shaping their own future and realising their projects,
- **A teacher and a learner** capable of empowering people while at the same time being able to learn from the experiences and use that for the organisation, project or community – monitoring and evaluating a process in relation to the objectives, changing plans and ultimately objectives in relation to the circumstances



The list could be more complete – in your organisation or project, which functions or qualities are the most important? Also, these qualities are not necessarily needed in all types of projects. Very often they are not concentrated on one person but rather spread and assumed by different people in one or more teams. Nevertheless, it is clear that a lot of this has to do with more than just “know-how” or skills. It is also about knowledge and the capacity to use it, about ways of being and working with people, of using experience and learning from experience. In other words, it is also very much about attitudes. These, however, can not pretend to be taught or explained in a training manual. They are acquired, developed, reviewed and adjusted through practice or in real training situations.

What is “managing a project”?

Nearly everyone is involved in high-level management all the time. Anyone who can get three children dressed, breakfasted and off to school and get to work on time, despite having to rely on public transport, is a superb manager. Anyone who can plan and produce a dinner for 12 can manage complex administrative and task functions. Anyone who can survive on social security is a financial manager. *People simply need the confidence to transfer these skills to other situations. (Adirondack, 1992)*

Management, at its basic, can be defined as, ensuring a project makes the most effective and efficient use of resources in order to achieve agreed objectives.

– What needs managing?

It is helpful to distinguish between:

- people’s individual responsibility for managing their own work,
- responsibility for managing the organisation (setting and monitoring long and medium term objectives and developing policies); e.g. the board of an international youth organisation,
- responsibility for the day to ‘day management’ (what the organisation does, how it does it and how well the work is done), the people who do the work and resources e.g. The secretary general of the international youth organisation and their team,
- responsibility for managing a team or a project; e.g. a team that runs a specific project organised by the youth organisation.

– Who manages?

Most projects, nowadays are managed by a team. Youth work projects are not anymore the hard work of an individual youth worker but a collective effort of a group composed of different people, with different capacities, expectations, experiences, backgrounds and cultures. “Teams are now seen as solutions to problems of external adaptation, responding to complexity by bringing together a diversity of perspectives while responding to dynamic changes by encouraging team to make decisions at the front line where the action is” (Schneider and Barsoux, 1997).

8 reasons why projects succeed

1. The organisational structure is suited to the project team.
2. The project team participates in planning.
3. The project team is committed to establishing schedules.
4. The project team is committed to establishing realistic budgets.
5. The project makes proper use of network planning techniques and does not let the plan become an end at itself.
6. The project team works with bureaucracy, politics and procedures and not against them.
7. The project team agree on specific and realistic project goals.
8. The target public is involved from the start of the project.



- What managers do?



Source: from page 3, Sandy Adirondak 'Just about managing? Effective management for voluntary organisations and community groups', 3rd ed., 1998, ISBN 1-872582-17-6 © Sandy Adirondak and London Voluntary Service Council.



8 reasons why some projects fail...

1. Inadequate authority.
2. Lack of project team participation and planning.
3. Lack of project team participation in problem solving.
4. Inadequate communication skills.
5. Inadequate technical skills.
6. Inadequate administrative skills.
7. Unrealistic project schedules.
8. Unclear project goals.



Four factors in a successful project!

Successful project management is about connecting together four different and sometimes conflicting factors.

The need or problem	The idea and vision
Projects work best when the people developing them understand and appreciate the needs and problems they have to tackle. It is important to properly evaluate the need or problem. What is its root causes? What are the symptoms? What is the scale of it? For whom it is a problem?	Projects need a vision to unite all their activities and efforts. It is from the vision that strategies, objectives and work plans flow. The big idea behind the project should be clear enough to show how the project will make a significant and sustainable difference to the needs or the problems
The opportunity for the project	The capacity
Projects need to have or to create the space in which to operate. Projects need to be actively supported and backed with more than just money. There must be support for the project from key people and an active participation from the target group.	Projects need the right balance of skills, energy, resources and organisation to get up and going and deliver results. They need to be designed so that they are able to make an impact and create results.

All of these factors need to be looked at and evaluated equally in the design of the project. Too much focus on one or two factors can lead to others being ignored.

3.1.2 Proposing a Model

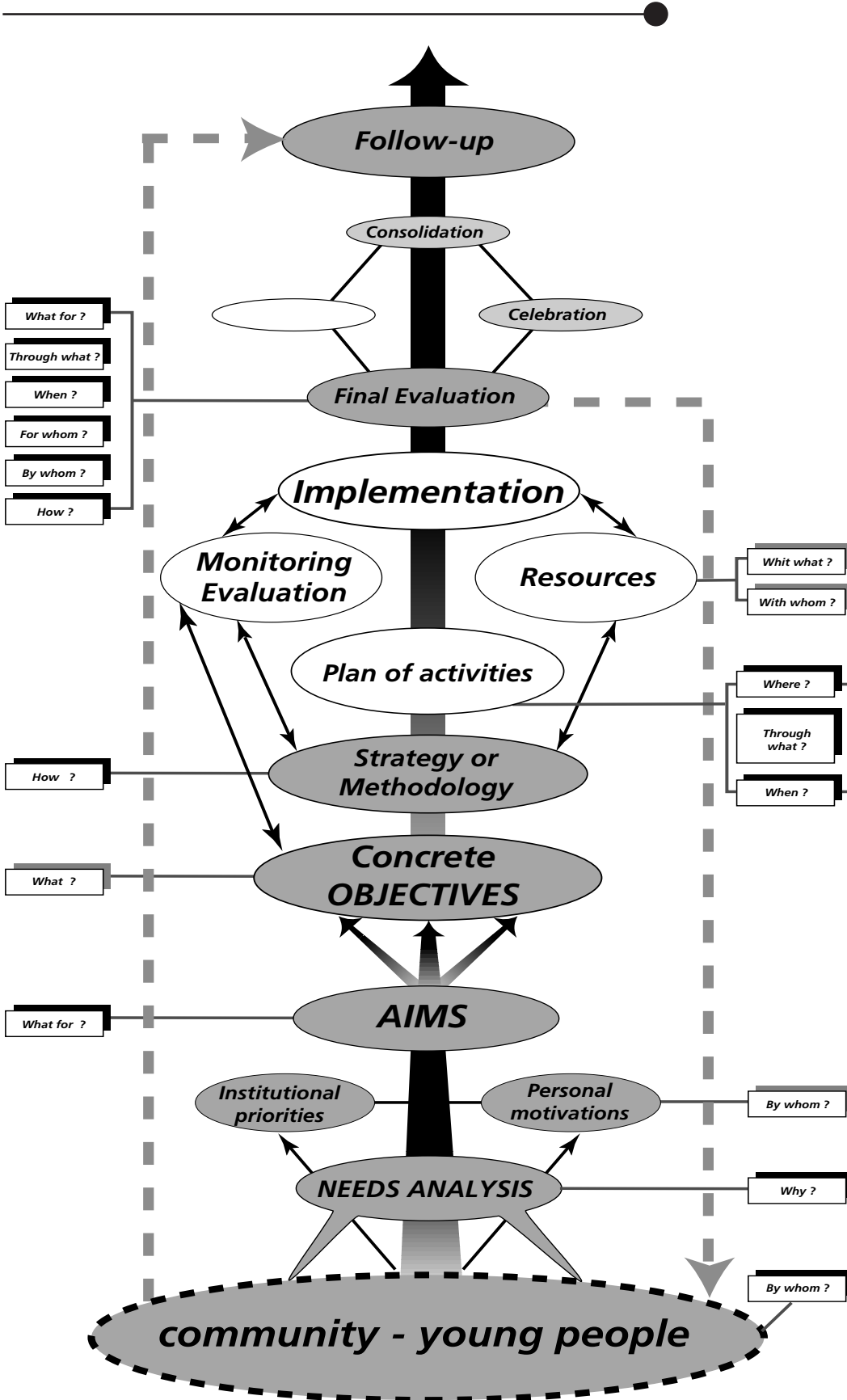
There are many ways to plan and manage a project, probably as many as there are project managers. There are also many more schemes to explain the different steps in project planning than the ones presented in the previous chapter. All of them are valid and have their pros and cons. After all, the purpose of developing project planning skills and attitudes can be simply expressed as:

Allowing those in charge of the project, project manager or the managing team, to be in control of the project. This will enable them to change plans, to adapt to unexpected situations, to take advantage of new opportunities. And, above all, to know why they do what they do. This way, they control, master and steer the project instead of being lead by the project, by deadlines and by requests from different directions.

The scheme we are going to follow in this chapter is not better and is not worse than any of the others. We have used it for some years

now in different training activities and certainly in running many projects. The actual scheme still builds on one adopted by the team of the first LTTC of the European Youth Centre back in 1990 and adapted as a result of various contributions. We have chosen it after comparing it with others (see Chapter 2.3) and having concluded that it is both understandable, logical (to us) and flexible. You should use it and read it exactly as said above: as a tool to help you plan and understand your project at each step and to help you get the most out of your efforts and of your colleagues or young people involved. If you'd rather change the scheme, please feel free to do so, skipping some parts or adding others, according to your needs.

Below, you will find the proposed scheme and a step by step explanation of each graphic element, some indications on how to proceed with a training on project management (*"Suggestions for training"*), how to formulate an application form (*"Putting it down in the application form"*) and a concrete example of an international youth project (*"Let's go to Ban Uppa!"*). To help your reading, the Coyote in the margin will show you where in the chapter to find the different graphic elements.





3.1.3 Definition – Implementation – Evaluation

A simple and commonly used way of imagining the project is dividing it into three major moments: definition, implementation and evaluation.

Definition

The definition is all the early planning and preparatory work – from the needs analysis, to the definition of objectives and identification of activities and necessary resources. This is all the “invisible” work that is carried out even before the project starts. This is where the project takes shape and where its fate is decided. The work in this phase should include:

- A needs analysis of the social reality
- An analysis of the organisation's or promoters capacities and interests
- A pre-definition of aims and concrete objectives
- An identification of possible/probable activities
- The needs for evaluation
- The calendar of the project
- The potential resources
- The people in charge of the project
- The partners
- Writing an outline of the project
- Possibly applying for funds

Implementation

The implementation phase often overlaps with the definition because many tasks that are already part of the project take place while some definition work is still going on. The implementation phase must consider:

- The actual activities and how they inter-connect,
- The management of the resources: human, financial and technical,
- The communication and public relations strategy,
- The process for evaluation, feed-back and regulation,
- Accounting and record-keeping,
- The way to involve people, especially young people and generally the surrounding community.

Evaluation

Evaluation is part of the project plan and comes mostly at the end of the project even though we consider also the need for intermediate evaluations. In fact, the project is not finished with the end of the activities: just as one part of

the definition is “invisible” to the public, so is very often the evaluation and the different tasks related to it:

- Evaluation procedures: i.e. checking what has been achieved and what was not achieved,
- The impact on the community and on the organisation,
- The follow-up measures to be considered,
- Thanking and “celebrating” with the people involved,
- Writing documentation,
- Sending financial reports, closing the accounts.

One of the advantages of seeing the project management in these three phases is that it considers the full time span of the project – including the evaluation. As we know, the difficulty of many projects is not in the carrying out of the activities but rather in completing the different tasks enumerated under “evaluation”. Its limit is that the phases are partly artificial: the overlap is quite high. In fact, they influence each other so much that it may be difficult to distinguish what is where. Still, no one can do a project without... preparation, implementation and evaluation.

The project planning grid in the graphic has been designed so as to provide a visual understanding of these three main moments – even though they are artificial.

3.1.4 The “W question” grid – or the “Laswell method”

Why, What for? Who? When and Where are the classic five questions that help in clarifying the ‘whys’ and ‘hows’ of the project. Especially in training on project management training, the “Ws” are useful because they help trainees in clarifying their thoughts and actions. At the same time they help distinguish and understand the different step in project planning (e.g. difference between needs analysis and aims).

The complete list of ‘Ws’ is also extremely useful for imagining or preparing an application, especially if there is no pre-defined form. At the end of the day, regardless of the institution, those are the questions that any potential sponsor or supporter needs to have answers to.

We have added the ‘W’ questions to the side of the project grid graphic. They complement each other.



3.2 Defining the Project

3.2.1 Introducing the community

Most youth projects are also community projects in the sense that they address themselves to a community or to a group of young people. The community may be larger (one may consider the “national” community) and the target group may be very narrow and specific, that will depend on the scope of the project and its aims. What is important to remember, when thinking of the community, is that the project is done:

- For the (young) people
- With the (young) people
- By the (young) people

The project is not done just for the sake of the organisation, of the sponsors or of the project leader. Nor it is to make money. The project, as an organised effort for social change, intends to bring something new to people. Something that is missing. Something that is needed. Something important. Hence the starting point is always the community. At this stage it is important to think: what is our relation to the people affected by this project? What do I know of them? What do they know of me? What kind of stereotypes or prejudices must we face? How can we get over that?

The people, the community, are the *‘raison d’être’* of the project. How to involve them from the start is probably the most important question in the definition phase. It will determine not just the success or failure, but also its general social value.



Let’s go to Ban Uppa! ... and look at a concrete example of a youth project:

We will be following the story of Ban Uppa! during this chapter, as an example of project management; to put the theory into the light of practice.

We’ll start our journey in Banville, a small and still young town in the outskirts of a large

city, with a large section of the population being of immigrant background, mostly commuters to jobs in the city or neighbouring industrial sites. The youth population is proportionally higher than the national average. There is a shortage of jobs, the level of success at school is lower than the national average. It is a community with a bad media image, known mostly for its social instability, youth delinquency and petty crimes associated with drug-trafficking.

We work at Ban Uppa! – a local association formed two years ago by students and teachers who were concerned by the lack of cultural opportunities for the young people. The association – whose main purpose is to provide alternatives for a healthy life style and the cultural and social development of young people – has been mostly active in organising after school sports activities, as well as cultural events in the neighbourhood. Most of the activities are directed at young people, but some are addressed to the population in general.

We are two social and youth work students doing our practice at Ban Uppa! and entrusted with developing the work and activities with the young people. The Board of Ban Uppa! has encouraged us to design all the projects and activities that may be beneficial for young people.



3.2.2 Needs analysis

Why?

Why is the project necessary?

Why is it relevant?

Why should everybody be interested in it?

3.2.2.1 Social analysis

Whether we call it social reality or the community – or society at large⁴ – the project we embark on should reflect the needs, conditions and specificities of the target group(s) it addresses and should be coherent with it.

⁴ The focus will depend very much on the social and geographical scope that the project addresses. It can be from a neighborhood (e.g. creating a youth centre where young people can meet in the evenings) to a very wide reality, such as Europe (e.g. creating a network of youth centres to influence European youth policy). This depends obviously on the type of issue addressed by the project.



Truly speaking, most of the time we have the idea and afterwards the project appears (it is *our* idea). "God wants; Man dreams; the project is born..." paraphrasing Fernando Pessoa. On a less poetical note, we often seem to anticipate the needs and – by connecting odd factors – see the opportunity and need for a project.

Very often it is good like that. Still, many ideas and dreams remain just that because somehow they did not find the right echo in the reality they intended to address. However, the worse cases are when ill-conceived ideas, end up being implemented, sometimes against the interests of the people whom they are supposed to serve, and often with their apathy, if not alienation, simply by not reflecting the needs of the community. The difference is how much they reflect the needs of the society or the group the project seeks to address.

Needs analysis reminds us that no matter how wonderful our idea may be, how important and crucial our role may seem, nothing makes sense if it is not needed. In market terms: don't bother generating a supply if there is no demand for it. The approach of generating first a need so that there is demand is, in the social field, too risky to be taken as a valid principle. We are talking of committing limited resources, we are talking of people, we are talking of participation, citizenship and autonomy of young people.

Needs analysis includes the social, political and economic conditions existing in the area of the project that make the project necessary. It can be linked to the situation of a target group or to the general social situation of a community. The social analysis is crucial because it should determine the social aims and objectives of the project as well as the programme of action adopted. On the other hand, a project, especially when dealing with social exclusion, should be anchored in a local context and aim to bring about change or improvement of the situation. The social analysis will contribute also to the identification of the target group.

The needs analysis involves checking:

- What is needed or wished from/for/by the young people concerned?...
- How much of a priority does it represent?...

- Is it wanted by the community and the young people?...
- Is it different from what is already being done?
- Does it make sense within its own context?
- What change may be pursued by the project?

In order to get positive answers to these questions – or at least to know how to handle them – the following questions and clues may be of help:

- Who identified those needs as being a priority? People from the outside or people from inside the community?
- Has the same thing been done before in the same community or in the neighbourhood? What difference would a new project make? How would it not fall into the same pitfalls of previous projects?
- Who has been consulted about the opportunity of such a project? How does it fit with the public authorities and private initiatives in the area?
- To which extent does it take into account the aspirations, needs and wishes of the people that it seeks to help? How have we involved them or consulted them in our needs analysis?

DON'T:

- Start your project against influential people in the community! (You may be sabotaged)
- Think that you know everything!
- Do it *for* young people, do it *with* them!
- Do it only because it is fashionable!
- Get stuck in passivity, fatalism or pessimism!

Needs analysis





DO:

- Ask the opinion of those involved in the project!
- Ask several people's opinion including potential partners, sponsors, or simply those whose support you may need (at least you will not have them against you)!
- Think about the social dynamics the project could kick off (negative and positive)!
- Look for results of similar projects elsewhere (did it work?)
- Remember that there is no objective analysis
- Do it when it needs to be done!
- Dare to go against the tide!



Let's go to Ban Uppa! ...

We have been asked by the board to start identifying a project that will be our flagship project and that brings something new to the organisation and to the town. Since there are many young people and delinquency is talked about all over, the board would be happy if the project would somehow address the issue.

Delinquency is indeed a serious problem, and is also damaging for the image of the young people. But we wonder whether it is really a problem of sociability and education of the youngsters (mostly boys) or whether it is a symptom resulting from other problems, namely unemployment, poverty and the presence of drugs.

We decide:

- To go out to where young people meet and listen to what they say about it;
- To organise an informal meeting to discuss that with the young people;
- To talk with the school staff and the local police;
- To talk with the Parents Association;
- To have a meeting with other local (youth) associations.

Needs analysis



Putting it down in the application form

- In many application forms, the needs analysis is spread through different parts and questions.
- Most often, however, the needs analysis is what you have to write at the beginning about the context of the project or the background of the application. Some sponsors/funders may ask specifically what is your needs analysis, how it was done or, more commonly, what changes will the project bring
- Remember that few things are obvious to many people! Often you do need to explain things, even if it may seem obvious to you. Make sure that the analysis that you bring up in the application form somehow fits or is in accordance with the funding priorities of your sponsor! And, as always when applying for funds, save yourself from present and future troubles: be truthful!





**Needs
analysis**



Suggestions for training

The following questions have been used for individual and group work at several courses with a strong project management dimension.



Importance of the project

- a) Why is the project necessary and important?
- b) In which community/social context is it placed?
- c) What are the problems faced by the youth/community?
 - How, and by whom, were they identified?
 - What are the causes of those problems?
 - What are the priorities, the main needs?
Why those priorities?
- d) What is the relationship with the empowerment of young people and improving their situation?
- e) What is the project going to aim to change?
- f) What is realistic and achievable?
- g) Has it been done before?
Is it being done by someone else?
What is innovative in it?

Personal motivations and competence

- a) Why are you undertaking the project?
What do you expect to gain/learn/get out of the project?
- b) What competence or expertise do you have for it?
What are the values that drive you to do that?
- c) Are your interests and values compatible with the project's aims and public?
With those of your organisation?

Organisation's role and aims

- a) How far does the project fit your organisation's aims, values, traditions and experience?
- b) What experience does your organisation have with that kind of project?
- c) Is your organisation fully behind the project?
What benefits can it get from it?
What are the risks for the organisation?

As you progress through the questions, do take written notes of what answers you found and of questions that you don't yet know how to answer.



3.2.2.2 Institutional priorities and values *By Whom?*

A single individual rarely carries a project. In European youth work practice, the projects are usually run in the framework of an organisation or institution. Each organisation has its own aims and objectives, its own values and its own experience. The project ought to fit somehow those aims and values and reflect them, otherwise the organisation might see no reason to invest in the project and a conflict is likely to arise sooner or later between the institution, the project worker and the project itself.

Finding the right organisation for the project is also important. Bear in mind that not all organisations can deal with everything; there are also local institutions which have particular tasks (e.g. school or police). Interfering in their field of competence may not bring positive changes. The values, practice and experience of the organisation are naturally going to condition the type of project to be undertaken and the methodology to be adopted. It will also influence its scale: a small organisation is more likely to support a small project than a very large one.

Even if the project idea comes from the organisation, there is always an implicit or explicit negotiation process between the organisation's interests, values and priorities and the needs expressed by the community. They have to meet in some way.

For example, the organisation aims at educating young people to adopt a healthy lifestyle. The experience of the organisation is likely also to influence the shaping of the programme and the working methods adopted as well as the choice of a target group (*for whom*). The values of the organisation should also be taken into account, not least because there is an expectation for it (previous experience, image in the community, coherence, etc.).



Let's go to Ban Uppa! ...

We, Matto and Dali, two youth workers/trainees, have talked with the young people and other partners in the community and think that delinquency seems to be the consequence of unemployment, drug

abuse (people steal to buy drugs) and a general social degradation that leads to a careless attitude towards others. We think that whatever project we come up with, it should address the question of self-esteem and of drugs. It should, we feel, give young people opportunities to experience and do positive things. Somehow, to break the circle of violence, exclusion and bad image and to offer motivating alternatives (for example travelling abroad).

This happens to be very much in line with the experiences at Ban Uppa!, whose board has been looking for ways to address those issues. When meeting with colleagues and the board, we have received a lot of support and advice. We were also told, however, that the organisation existed for the whole community and therefore it would be important for the project to help restore the image and relationship between the youngsters and the rest of the community. And in no way should the project be moralising or stigmatising: too many young people have problems, there was no point in pointing the finger at anyone. We were given the green light to proceed and submit a project idea.



DO:

- Ask your organisation's board what they think about the idea! Listen to their suggestions!
- Talk with other workers or volunteers in the organisation (they may have similar projects, you may need their help)!
- Respect and value what the organisation will gain from it!
- Seek commitments from the institution, not just words!
- Make use of the organisation's resources and experience!
- Check if the organisation is the right one to carry that project, and vice-versa!
- Check if the image of the organisation may hinder the project (and how to overcome that).



Personal motivations



DON'T:

- Start your project without other people and/or organisation to back you up!
- Change the project to the point that it is not yours anymore!
- Run over other people in their roles and competencies!
- Be afraid to introduce changes if they make sense and are within the scope of the project!
- Be afraid to share work and responsibilities with others
- Let contradictions between your organisation's values and your project practice persist!

Putting it down in the application form



- The organisation is often presented within the general context of the project, even though administrative details are usually requested separately. If your organisation is not very well known to the funder, make sure to provide some brief information about how close it is to the subject of the project or to the target group. You may also want to show that it is credible by giving examples of previous successful projects. Show clearly the link between the project and the organisation!
– No organisation has the duty to be active in all fronts!
- Do not send too much information or publicity, unless requested.

3.2.2.3 Personal motivations

Any youth worker has his/her own motivations for starting a project. These can be professional motivations (try new approaches, desire to progress in a career) but they can also be personal (being particularly concerned with the issues being dealt with in the project, desire to travel abroad...).

Being clear about it means also to legitimise personal involvement or motivation. We do not do a project only for others, we also do it for ourselves. Even if we are driven by pure philanthropy or altruism, it is still our desire to help or serve that drives us. We should not venture in to the project only because of our own interests. But it is fair to also take them into account.

While motivations do not have to be made explicit in the project presentation, they should be clear for the youth worker because they will influence his/her motivation to keep on working and their degree of involvement or commitment. It is also easier for the person involved to:

- Identify possible conflicts of interest
- Safeguard the possibility of meeting expectations
- Possibly prioritise expectations
- Get the support of others to realise those motivations.

The motivations are also usually associated with our proximity to the target group or the subject. This may be important in some cases because it may help legitimise our involvement and the project as such (e.g. I am also a young person who has been a victim of delinquency). This may at least show a capacity to mobilise people to be involved in the project.

Close to the motivations is the competence of the project manager to actually deal with the project. Although strictly speaking this is part of the 'resources' section, the fact is that before venturing into a project one should make a self-evaluation of the competencies needed or of the extra skills it requires (it may make it easier to invite others to the team).

But if there are too many specific competencies needed they may come from the organisation, or have to be acquired somewhere else (and thus cost money...).



DO:

- Follow extra training if needed (a good opportunity for self-development)
- Discuss your professional objectives with the organisation!
- Admit that you and your colleagues also have egos and needs.
- Identify what makes you happy in the project (that is what you will want to safeguard)!
- Use the project as an opportunity for professional development and innovation.

DON'T:

- Pretend you know more than you do!
- Be embarrassed to pursue your personal or professional aims.
- Lie to yourself about why you are doing the project.
- Be afraid to ask for help.
- Use people or an organisation for purely personal objectives.

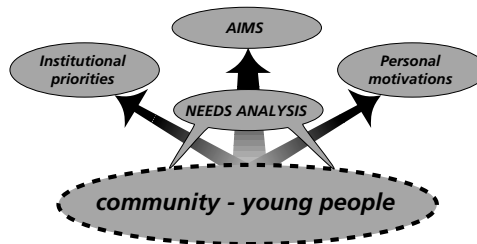
Putting it down in the application form

No application form will ask you about your personal motivations, the credibility of the organisation being the most important criterion to decide the capacity to carry out the project.

But often the sponsors do want to know who is in charge of the project, how the person/s was/were recruited, etc. Here you have an interest to show that those in charge of the project

- are competent
- have some affinity to the theme or the organisation (insofar as it does not prevent them from having an outsider's view)
- are motivated and can be seconded by other people for concrete tasks or functions

If in doubt, don't write much! Write only when it helps the application, otherwise it can also be damaging!



In Ban Uppa!...: Matto and Dali's motivations

Both of us are finishing our youth and community worker studies. We want to have a good result from the experience because we believe it will be easier for us to get a job. Matto was actually born in Banville and has always lived here. He feels it is time something useful is done with young people in his community and he feels proud to work there. He knows the people at Ban Uppa! and thinks

that if the project works he could possibly work there on a regular basis. Dali comes from not very far away, but she does not feel Banville is her home. Mostly she wants to acquire competence and experience in a 'tough area' which, as a woman, is even more important if she is confronted with male colleagues.

Both of us are young people and, like our colleagues in Ban Uppa!, we feel that nobody really cares for the young people because no-one is ready to take them seriously.

Personal motivations





3.2.3 Defining the aims What for?

From the needs analysis we now know why the project is important.

The organisation has also chosen, within the whole complex reality of Banville, to give priority to a certain type of project having to do with self-esteem and healthy life-styles.

We now know what Matto and Dali are looking for and what drives them.

This should lead us to identify what we are going to make the project for – what its aims are, what it sets out to achieve in the long term.

Defining the aims is the first effort of rationalisation and concentration of efforts, because by reading them one should get a general picture of: the issues addressed, the target group(s), the methodology, the promoter, the geographical scope, the change that the project intends bring about.

The aims reflect the first priority of the project. Aims are often defined as overall objectives or goals: what the project or organisation would achieve if it was 100% successful. It defines why the project exists, its purpose and reason for being. The aims are similar to the mission statement (for those familiar with Anglo-Saxon terminology).

The aims provide also the educational, ideological and operational framework of the whole project. Whatever activities we decide to undertake, whatever methodologies we opt for, they should be compatible with the aims. The aims should not change during the project: a change of aims would mean a change of project altogether!

It is common for some people and within some contexts to distinguish between social aims and educational aims. The distinction is not always useful or necessary. Nevertheless, to define them may help us to better understand what we are talking about.

Social aims

The changes in the social environment or situation of the target group concerned that the project intends to promote (e.g. take young people in Banville out of social exclusion or combat delinquency).

Educational aims

While the social aims aim to bring changes in the social environment, the educational objectives aim at promoting changes in the individual people or target group concerned. In

other words, what will the young people learn, how will they be empowered and what for (e.g. learn about the risks of drugs or HIV...).

Suggestions for training

The following questions have been used for individual and group work at several course with a strong project management dimension

- What is your project for?
- What changes does the project pursue in the social/political environment (country, region, community, target group, organisation) concerned by the project?
- How does it intend to respond to the global objectives of the youth programme or organisation that it is part of?
- What would it seek to achieve if it were 100% successful?

The aims should be condensed and expressed in one or very few sentences that contain the essence of the project and can be read almost independently from the rest of the project.

Defining aims



In Ban Uppa!...: The Aims for Matto and Dali



We are now in the final stage of our project research. We have consulted, we have checked, and we have discussed with each other. The impression that we have is that young people in Banville are indeed de-motivated and some tend to fall easily into the trap of delinquency and violence, probably because the future seems grim to them. The presence of drugs makes the whole problem much bigger. Besides a very acute health problem, it stigmatises the whole neighbourhood and contributes to the rise in delinquency. And it has also brought about conflict in the families.

We think that they should focus on raising young people's self-esteem, offering them healthier alternatives and being clear about drugs. This is what we think that we can do best.

*When making our presentation to the board of Ban Uppa!, we defined the aims of our project as **To provide young people from Banville with healthy alternatives for their leisure time and to prevent drug addiction in the neighbourhood by raising their self-esteem their social participation and mental mobility.***

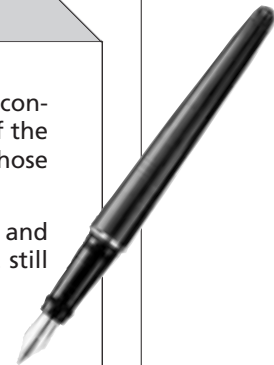


Putting it down in the application form

- Some forms will ask you for the aims, but most commonly they ask about the objectives and then it is the writer's duty to make sure that the aims are presented as an umbrella to the objectives. In other cases, the question may come from the description of the organisation's priorities.



- But most often, the aims should be written as the logical step or consequence after the presentation of the context/needs analysis of the project. The aims represent a priority in that sea of needs; in those short sentences it is important that it all becomes clear
- The struggle will always come between how much to be specific and how far to remain general. The aims are global objectives, but still they should identify:
 - The target group addressed;
 - The issue to be dealt with or the changes proposed;
 - The area concerned by the project (e.g. a city, a district, the whole country...);
 - Some indication about the methodology or/and about the values transmitted.
- The aims do not need to mention the dates, nor the how – nor even the activities (except in rare situations). That will be dealt with in other parts.



3.2.4 The concrete objectives What?

Law of project management No.1

"One advantage of fuzzy project objectives is that they avoid the embarrassment of estimating the corresponding costs."

A project is defined in the first place by the time (projects have a beginning and an end) and by the objectives: by what is set to be achieved or done through the project in that time frame.

Defining the objectives is crucial to making the project realistic and achievable. By reading the project's objectives one should have a fairly clear idea of what will be concretely done or achieved by the project.

The objectives are a translation into practice of the project's aims. While the aims are general and far reaching, the objectives are concrete and if possible precise. Objectives should be defined so that they are:

- **Concrete.** What exactly are you going to try to achieve? How many people will be involved or concerned? How many activities? What specific issues are going to be addressed? What competencies will people acquire? What will be changed after the project as a result of it? What will be produced?

- **Multiple.** One project must and can be broken down into several objectives. This has *several* advantages: it allows easier planning and control of each objective and of all the potential that the project has to offer. Furthermore, during the evaluations, it is easier to evaluate the results if the objectives are broken down. It helps to think in terms of what will be achieved as direct results and indirect results; of educational and social objectives; of objectives for the institutions and for the participants; etc.

- **Assessable.** The more concrete the projects are, the easier it is to evaluate them. If the objective was to reach 500 people, I can have an estimate of how many people have been reached, and to which extent I succeeded or not. If I just wanted 'to reach as many people as possible', the evaluation will be much harder and vague, because (hopefully) I will always manage to reach someone. At least some objectives should be defined so that they can be measurable.

- **Timed.** The objectives may be distributed in time: short-term, medium-term and long-term, depending on the project. But in any case all objectives must be set against an expected time for achievement.

Concrete objectives





- **Realistic.** The potential for motivation and empowerment that the project may bring along will not be realised if the objectives are not achievable. Setting too high objectives may impress on paper but most of the time your “bluff” is called and, in any case, it will show up in the evaluation. It is preferable to set lower, concrete and achievable objectives, where the achievement is noticeable and where you take the risk of achieving more than stated.
- **Flexible.** The objectives and the whole project plan are an exercise in preparing and foreseeing several activities towards a common aim. As the project implementation starts, regular evaluations and check-ups are needed, formally or informally. As a result, some adjustments may be needed, including possible revising or updating of some objectives (especially when some depend on the success of previous ones). Flexible objectives does not mean that they can change all the time, but that for the sake of realism and efficiency some changes are introduced, consciously. If the whole point of project planning is helping us stay in charge of the project, then it is better to adopt conscious changes – being able to weigh up possible alternatives – than being forced to adopt them, without choice or reflection about the impact on the rest of the project.
- **Recognisable in the activities.** Objectives are different from the activities. They represent what one wants to reach, achieve or realise with the project. They are different from the activities in the sense that the activities are the way to reach the objective(s). All activities should be aiming to reach one or more objectives. All objectives should be directly or indirectly identifiable in one or more activities. Be aware of activities for which you find no correspondence in the objectives and vice-versa!

Objectives are not an end in themselves; the project is the end goal. Between the arguments among those favouring objectives (results) and those favouring process (quality of human and social relations) we would stress the fact that the improvement or development in the quality of human relations – including social relations and attitudes to learning, for example – can and should themselves be translated into objectives. Objectives are not only things to be produced, they are first of all targets to be reached. Material and immaterial.

Are your objectives
SMART?

Specific
Measurable
Achievable
Realistic
Timed

DO:

- Negotiate/discuss your objectives with those concerned (target group, partners, colleagues).
- Get second opinions about the way they are formulated and defined.
- Ask yourself if they can ever be evaluated, how and when.
- Consider that if they are not clear for you they will not be to the others either.
- Write things down and use the objectives in your communication and presentations (it is not only a fund-raising exercise)

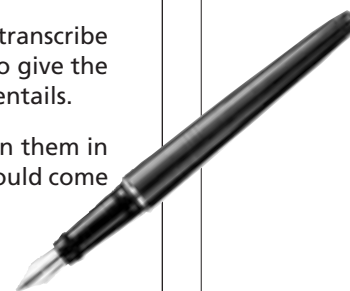
DON'T:

- Hesitate to review your objectives if you can justify it!
- Confuse the objectives with the activities.
- Define objectives that you do not plan to achieve.
- Define only ideal, un-measurable objectives.
- Become a slave of project formalism! A project should live, and ultimately die. So, you may and even must introduce changes (make sure you are aware of it!).



Putting it down in the application form

- Most forms would ask you simply what the objectives of the project are. Others will ask you what you expect to achieve and others, sometimes cumulatively, will ask you what results you expect as a result of the project.
- Once you have identified the objectives it should not be difficult to transcribe them into any application form. If they are SMART, they will suffice to give the reader/evaluator a clear picture of what you want to do and what it entails.
- The objectives should be simple and clear to understand. Don't drown them in paragraphs of literature. If there are explanations to be made they should come in the needs analysis or else they should be kept short.
- Avoid repetition.
- Don't expect the reader to know and guess what you want to do. Be clear. If you want to produce a book and teach people to read it, say so!
- If you have the feeling that forms are repetitive (e.g. asking aims, objectives, programme, results expected...), make sure that you fill them all in, even if you have the feeling of repeating yourself. If needed seek clarification from the institution.
- Make sure it makes sense with the analysis you made, with the organisation that carries the project and the aims; that it is coherent.
- Bear in mind that the people evaluating project applications are normally experienced in projects themselves. And therefore they would know that often what counts most as the real impression is the objectives. Their formulation often reflects everything else. So, do take your time to define them appropriately.



In Ban Uppa!...: **Matto and Dali wrote** **an application form!**

Here is an extract: Aims and objectives of your project

General aim:

To provide young people from Banville with healthy alternatives for their leisure time and to prevent drug addiction in the neighbourhood by raising their self-esteem and social participation.

Concrete objectives

- *To initiate a public campaign about the risk of drugs among young people;*
- *To provide and organise cultural youth activities for the week-ends in Banville;*

- *To have a team doing detached street work two evenings a week between May and October.*
- *To create and train a group of 8 young people to act as peer educators and leaders in their schools.*
- *To reduce by one third the number of delinquency acts and criminal activities in the space of one year.*
- *To generate synergies and partnerships between the police and school departments and the youth workers of Ban Uppa! in as far as prevention policies are concerned.*
- *To support young people in developing meaningful activities raising their image in the neighbourhood.*
- *To establish close contacts with similar youth groups in at least two other European countries with a view to developing youth exchanges.*

Concrete objectives





Suggestions for training

So, concretely, what exactly are you going to try to achieve with your project...

- To respond to the needs identified?
- To stay within the aims?
- To educate your target group?
- To make the project realistic?
- What are the core objectives?
- Can you identify objectives in the long, medium and short-term?

- How/when do you think you can evaluate them?
- Which objectives can be changed? Which ones should not?
- Can you relate your objectives to different (alternative) activities?
- How and when will you be able to check if the objectives have been reached?
- *Is it clear, by reading your aims and objectives... That there is a coherence between aims and objectives?*

3.2.5 Strategy and methodology How?

Yes, but... **how** are we going to do that?

The methodology is the social, educational or organisational process through which the objectives will be pursued in a coherent manner; the way in which the different activities will build up on each other to reach the objectives.

Methodology and working methods are often confused and confusing, but it is important to try to keep the distinction. The methodology has more to do with a global approach and concept; the working methods are usually specific to an activity, they are more the *modus operandi* to do certain things or pursue concrete objectives or steps. The methodology determines the type of activities to be organised and their sequence. The working methods usually refer to one of the many ways of doing things in an activity.

The methodology is often not visible, even though it can be made explicit. If my objective is to win over drug dealers, I have several possible methodologies, such as: get them all arrested; get the customers away from them; get all the customers arrested or get drugs legalised, for example. The methodology is usually determined by:

- The means available (instead of a TV campaign, we can only afford a poster campaign);

- The experience and expertise of the organisation and carriers (we focus on what we are good at: organising holiday camps and small group activities, for example);
- The philosophy and values of the organisation and the project (for example, we favour a direct personal approach that values the individual person rather than large scale events);
- The calendar and the time available;
- The type of public and social environment we address (from small local group to an anonymous national audience);
- Our own approaches to young people, education and projects.

The methodology is important because it guides the planning and organisation of the project. The same methodology allows for various alternatives in terms of activities, but it gives a first indication of how the objectives will be pursued.

It is also important that the strategy or methodology may be explained and understood by other people, especially your partners and participants. People need to understand the process that you invite them to go through in order to benefit from it, contribute to it or change it if needed. Confusion about the methodology will usually result in flaws in the programme and in difficulties in presenting or weighing up alternatives.

The most important elements to take into account when we talk about methodology are:

- *Coherence.* The different components of our programme have to make sense as a whole,

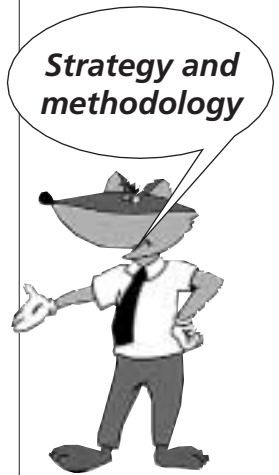




and to respect the framework provided by the aims and objectives. They also have to be coherent in their timing (for example, first information, then training).

- *Consistency.* Despite the flexibility that makes the project a “living” entity, what we do has to be consistent with what we stand for or what we state as being our values. For example, my project of running a campaign against tax evasion will be in serious trouble if people find out that we are evading taxes ourselves... In the educational field – even if non-formal education – consistency between speech and practice are extremely important.

- *Effectiveness.* Whatever you decide to undertake in the form of concrete activities must strive for effectiveness. Not only to make the best out of usually scarce resources, but also to actually get the best out of the potential generated by the project. The methodology should secure for example that synergies are pursued, that results are available at the best moment, that the evaluations are made in a way and at a time where the results can still be used, etc.



In Ban Uppa!...: Matto and Dali...

DO:

- Consider alternatives to the plan and process of the activities proposed.
- Try to anticipate side effects or reactions to the sequence of events.
- Think if your participants or target group understand the process you propose them.
- Think about the approaches and values that should be visible in the way the project is planned and organised.

- *So, how are we going to go about this?...*
- *Well, we have to:*
- *Organise activities for their spare time, like sports or a youth café...maybe camping out one week-end...*
- *We have to ask the young people what they want, but first we must show them that we are ready to offer something... to give a good example.*
- *We also have to address the issue of drugs in a very clear manner...*
- *But if we want to raise their self-esteem and social participation... we need to involve them and support them. Maybe they can actually do the work on drugs themselves. We can form a group...*
- *But this means that we need to train and support them!*
- *I think I have got it:*
- *We can organise some social activities like the camping and we open the youth café. This will get us to know more young people and to identify those that are most interested in working with us.*
- *We can also organise informal discussions about Banville and violence. Just to get a feeling of what kind of solutions young people envisage.*
- *We can organise some leadership courses for those that are most interested in working with us – some kind of peer group education stuff... in those course they should design what activities they want to carry out.*

DON'T:

- Just put activities together hoping that they will build on each other by accident.
- Get confused if it seems too complicated. But make sure that your plan makes sense and that you can explain it.
- Confuse methodology and methods. Some people use the terms alternatively, but that should not be the case if you know what is meant by them.



- *We can have a group preparing a campaign about drugs... for the schools and for the families...*
- *And we can then start organising a programme of activities for the summer holidays. I don't know what they may be interested in, but probably a youth exchange is a good idea for some. The sports festival interested quite a few.*
- *This is good because it brings in the media and for once there may be positive reports about these youngsters*
- *We must look for ways to support the peer group leaders, both financial and motivational. Need to see what Ban Uppa can do!*
- *We must contact the city about twin cities abroad. This could be a good start to establishing contacts with similar projects and, possibly, start enquiring about the feasibility of youth exchanges.*
- *Yes, that can be important in motivating the peers! I am sure that they would really like to travel! All young people do!...*
- *So, first we get them interested. Then we consult them. We train the peer leaders. We do the campaign. By then we should have enough contacts and gained their confidence to engage on the youth exchange and on the sports festival. We get them in the media. We involve them in Ban Uppa.*
- *This may be a great project! We need to foresee some kind of youth party or festival towards the end. It would be good to have their opinion on our work.*
- *Sorry, Dali. This is not our project. This is their project!*

3.2.6 Planning an activity

**What?
When?
Where?
Through what?**

All that has been mentioned above in the project must now be practically put together in a plan, with a calendar, assignment of activities to place, etc.

The plan of activities is the part that is the most visible to the public at large. It is also what we will think of the most when we think of what the project consists of. The activities are the means through which we will try to get results for our project.

Of course each single activity may have its specific function and value. But what gives it a special relevance is that it is part of a project. Because it is a project, the activities need to be thought out and planned in relation to each other. Similarly, the results of the previous ones will influence the subsequent ones. The activities are the ways to carry out the project, to pursue the objectives, there are always different and alternative activities imaginable for each objective (whose choice may be fundamentally determined by the methodology).

3.2.6.1 Planning and timing

Law of project management No.2

"A carelessly planned project will take three times longer to complete than expected. A carefully planned project will take twice as long"

The most important and delicate issue in the planning of the activities is time. Of course the financial, material and human resources are equally determining, but the most common problem of the project planner and manager is time. Because the activities are usually connected in some way, a delay in one may cause delays in all of them or may hinder the synergies between them.

When drawing up your plan of activities, consider:

- A starting date and a closing date for the project (a project has a beginning and an end).
- That preparatory activities are also part of the project, and therefore part of the calendar of activities. You must at least put them in your schedule.
- Checking that each objective defined is defined and can be effectively pursued in some activity. Check also if each activity corresponds to an objective.



- Interaction between activities. How are the results of one activity going to be used in the following? Which activities depend on others?
- What does each activity need as preparation? That may have to be taken up separately as an activity of its own.
- Does the plan and calendar correspond to the reality around you? Does it take into account institutional schedules (e.g. school holidays)? Does it fit with imposed deadlines (for applying, for finishing reports...)?
- Is it manageable? Is it feasible?
- Are you taking into account any previous evaluation of similar projects or activities to know what may work better?
- What is the margin left for contingencies? Which alternatives have you considered? What will happen if an activity is cancelled?

Time plans and calendars

You can use a calendar for planning your project. It should have as many months as those

in your actual project. You can also put the different activities into perspective by writing the different activities and under each month what needs to be done for each of them.

There is often a myriad of small tasks and jobs to do beforehand, which are usually not taken into account (e.g. applying for funds, contacting partners, checking the interest of young people, informing the media about it, booking places, etc.)

Similarly, even after everything has been closed, there are many tasks remaining: doing the accounts, thanking people, writing reports, doing the evaluation, producing the documentation, planning the follow-up etc.

In a project's plan of activities you should imagine a succession of parabolic curves (activities) that partly overlap. This represents better the tasks-in-time dimension of a project. Failure to realise that usually leads to cancelled activities, postponed projects or... never ending projects.

DO:

- Check what may already be planned in the community for the same period.
- Consider what public and private institutions may be eager to fund or support.
- Do not put all the activities together in one calendar or plan and check if it is realistic.
- Consider time for planning, preparation, implementation and evaluation! And for writing the reports, too!
- Think of time for regular evaluations and check-points.
- Do a complete work timetable for yourself, even if the public will need to see the activities timetable only.
- A check list of objectives vs. activities. You may need to review one or the other

DON'T:

- Make your project dependent on one single activity.
- Overestimate time! Most likely you will miss it!
- Put too many activities in one single period!
- Overestimate your capacities. You also need energy and periods to recover!
- Stay forever at the level of planning! You also need to start organising and implementing.
- Forget the perfect plan does not exist.

Plan of activities





Suggestions for training

1. What are the different parts of your project?
2. What is actually going to happen?
 - When are you going to do what?
 - With whom are you going to do it (colleagues, partners, participants)?
 - What is your role in each of the activities?
 - Who do you need to help/support/assist you?
 - How are they going to be prepared?
3. How does it fit into a coherent plan? (What is the role of each activity?)
 - What are you going to start with?
 - What are you going to finish with?
 - Which activities are the core of your project?
 - Which activities are secondary?
4. Are all your objectives covered by the activities?
5. How flexible is your plan? How clear is it?
6. How realistic is it? Where are you going to get the support for it? What do you need as support (resources)? What are you going to do to get that support?
7. Do you seriously believe in your plan?



Putting it down in the application form



- Most forms have a specific question about the activities or the programme. In any case, most often (and most unfortunately!) you probably need to make an application for each activity. But whether it is the programme of activities of a whole project or the programme of one activity, you should provide sufficient indication and information about when, where, for whom, with whom... at least the parts that are visible. And you should also include some preparation and evaluation activities unless you know that is pointless or if it may harm your chances for support (e.g. because those activities would be outside the time scope of the project).

- Most important: make sure that the information is correct and compatible with the budget (e.g., if you mention that you will hire a video professional to film the show, make sure that the show is part of the programme and that the fee for the video operator is shown in the budget). Anything less usually shows poor preparation.



In Ban Uppa!...:

Way up!

A New project of Ban Uppa!
by Dali and Matto

*Draft Plan
of activities
(Comments welcome!)*

- Feb-March:** _____ *Contacting sponsors and funding institutions, foreign partners and contacts Preparation of week-end out*
- April:** _____ *Finalising the project and writing applications
Camping out in the mountains during Easter holidays
Preparation meeting with the youth exchange leaders.
Setting up of the "Youth exchange task force"*
- May:** _____ *Opening of the Up Café in the evenings from Thursday to Sunday. Informal activities and discussions with young people*
- June:** _____ *Preparation of leadership course for peer-group leaders*
- July:** _____ *Sports festival*
- August:** _____ *Youth exchange (hosting the youth exchange with the twin cities)*
- September:** _____ *Leadership course
Reviewing the project in function of the results achieved*
- October-December:** _____ *Campaign about drugs. In the school classes. With families in the cultural centre. Evaluation meeting of the youth exchange*
- December:** _____ *Of course we'll have also a New Year's party!...*
- January-February:** _____ *A lot more to come... wait and see!...
... But the project finishes in July, when we finish our internship! Kindly send us you comments and suggestions!*

Dali & Matto

3.3 Implementing the Project

With what? With whom? When? Where? How?

The project is more than a simple idea that aspires to become true. The project is an idea that has been transformed and made feasible by a careful planning process and that will be implemented.

After the planning, it is time to start working on it. Truly speaking these two phases often overlap, because some planning is already implementation.

But if we take the project as being what is described in the plan of activities, then it is clear that some day those activities will have to be prepared and run.

We will address only two aspects of the implementation because they seem to us those most



**Implementation
managing
resources...**



pertinent and relevant to address in a general way (each project has of course its specific aspects and needs regarding its implementation):

- the management of the resources involved in the project
- the monitoring/evaluation of the project implementation.

3.3.1 Managing resources

Knowing what we intend to do, when and where, will help us determine what we need (and check what we have) in order to start preparing and putting into practice the programme. The resources can be financial (money to run the campaign or to go on holiday), material or technical (a room to meet), human (staff or volunteers to actually run the programme) or time-based (time to carry out effectively all the stages of the project).

Evaluating the resources available will allow the project leaders to identify what additional resources they need (and look for sources for funding or support), which staff (and volunteers) are needed and what kind of training they must get.

But it can also determine the need to establish partnerships with other institutions (the schools, other youth projects, etc). Identification of the resources is naturally made easier once the programme of action has been concretely defined.

The resources might, in this respect, determine changes in the programme which may not be dramatic if the overall methodology and objectives are respected. In the drugs project, a TV campaign is too expensive, we do not have the necessary expertise to run it, so we'll do it in the schools and youth centres.

In reality, the resources are considered already during the first planning stages. The obligation of realism in the project's objectives forces those in charge to at least mentally take into account the scale of their own resources and of those available in principle (i.e. those that can be applied for).

3.3.1.1 Time management

(see also *Organisational Management T-Kit, chapter 2.3.3*)

Law of project management No.3

"No major project is ever completed in time, within budget and with the same people that started it. Yours will not be the first."

"O let not time deceive you,
you can not conquer time"
(W.H. Auden)

"Rien ne sert de courir;
il faut partir à point"
(J.de La Fontaine, the hare and the turtle)

Time is a key resource – and the best way to get the most out of your time is to manage it!

Some realistic thoughts of time

- time cannot be saved
- time cannot be exchanged
- time cannot be bought
- time cannot be sold
- **time can only be used**

Some hints in controlling our time more effectively

To manage our time and our lives more effectively we should:

- act, rather than react,
- avoid floundering in every direction or doing nothing,
- plan our activities,
- vary our activities through our time table
- find a balance between work and pleasure,
- find a balance between professional, family and personal activities,
- plan space in our daily time schedules for reading, dreaming, playing, laughing, thinking, being sociable, being alone, being happy,.....



Organising and planning our day

Some hints:

- list your aims, set priorities
- make use of planners (weekly, monthly, yearly)
- make use of a diary or personal organiser
- make a daily plan
- make a TO DO LIST, prioritise and act on the priorities
- when doing paperwork handle each piece of paper only once!
- at different times during the day we should ask ourselves; "What's the best use of my time – right now?"
- Learn to say NO
- Keep your desk clear – get rid of all the objects/files not connected with the task in hand
- Difficulties first – tackle the most difficult jobs first not last
- What is the point? Why are you having a certain meeting or discussion, ask yourself this question and try to stick to the point
- Delegate where possible

Manage your time and don't let time manage you!

And remember: the golden rule of managing time is: **"Effort not made is opportunity lost"**

A guide to setting priorities

For many people setting priorities is a complex task which they try to avoid at all costs. Unfortunately, instead of trying to identify that which needs to be done and doing it, they compound the problem by refusing to come to terms with what can be a straight forward task if approached in a systematic way.

When setting priorities we have to take account the complexity of balancing:

- that which is urgent with that which is important
- the interrelationship between all the things that are waiting to be done
- the amount of time needed to carry out and finish the task.

The following chart can help to make decisions especially when urgency and importance are the primary considerations.

This chart shows how different types of tasks, assignments, meetings, commitments etc can be handled, depending on their urgency and importance.

High Urgency/Low Importance	High Urgency/High Importance
Do it yourself if spare time is available. Otherwise, delegate, get someone else to do it!	These items should undoubtedly be handled by you
Low Urgency/Low Importance	Low Urgency/High Importance
These items can be postponed, ignored, avoided completely, referred to someone else.	These items can be handled by you or at least delegated to someone else so that work can begin on building the foundation for solving the problem or meeting the opportunity



Managing time



You know you're too stressed if...

- Relatives that have been dead for years come visit you and suggest that you should get some rest
- You say the same sentence over and over again, not realising that you have said it before
- The sun is too loud
- Trees begin chasing you
- You can see individual air molecules vibrating
- You can hear mimes
- You believe that if you think hard enough, you can fly
- Things become very clear
- You say the same sentence over and over again, not realising that you have said it before
- You can skip without a rope
- Your heart beat in 7/8 time
- You and reality file for divorce
- It appears to you that people speak to you in binary code
- You have great revelations concerning: Life, the Universe and everything else, but can't quite find the words for them before the white glow disappears, leaving you more confused than before
- You can travel without moving
- Antacid tablets become your sole source of nutrition
- You have an irresistible urge to bite the noses of people you are talking to
- You say the same sentence over and over again, not realising that you have said it before

Plan your time effectively:

To make the best use of available time is a challenge for everyone and one of the few ways of improving efficiency. Try to make better use of your available time. Everyone could do this for themselves on a regular basis with planning activities on an agenda.

The method is based on working with forms.

But remember:

- * Do not over plan your time, allocate only 80%
- * You need self-discipline to stick to your own plan
- * Keep in mind the 80/20 ratio. 80% of available time is often spent doing 20% of the necessary work



3.3.1.2 Financial resources

Every project must have a budget. A budget is a calculated estimation of the value or price of the project and is always composed of the expenses – the costs of the project – and the income – the resources brought into the project to cover the expenses. Budgets must be balanced. They can not be negative (where would the money come from, then?). They can not be positive (the projects we are talking about are non-profit-making).

Depending on the scale of the project, a global budget may prove difficult to establish at the beginning, and often in medium and long-term projects, revised budgets are regularly produced. Nevertheless, even with difficulty, a budget is important because it provides an idea about the realism and dimension of the project. Without a budget it is impossible to control the project, and it is impossible to know if it is feasible. If you don't know how much it costs you don't know how much you need. Quite simple.

In addition to this global budget, you will most likely need to make a specific budget for each of the activities, or at least for the most important (e.g. the youth exchange, the poster campaign, etc.). This is so for two main reasons:

- Often the sums involved (e.g. in an international seminar) are so large that they require specific accounting and funding.



- Rarely is it possible to fund the project as a whole. Few sponsors buy that. Even those who do in principle, often have such a list of exclusions (i.e. things that they don't fund). It is often easier to find sponsors for one activity than for the whole – (*"We support sports activities, but as for travel, we never finance travel..."*).

- Protect life and live longer. Save stress and headaches. Have proper bookkeeping! You are accountable for the money involved, if not legally, at least morally.
- Be truthful. Some people are aware of the reality of things.
- Be brave! Your project is good, it deserves the money, but you still have to work hard for it! It will pay in the end!



- Make sure that the commitments of your organisation are real commitments and put those “up front” to start the fundraising.
- Ask for advice and opinions. Funders may have a particular interest in your project. They’ll become more committed if they are given the impression that their opinion counts.
- Try to spread the staff costs and other overhead costs throughout the budget of all the activities (unless you apply for everything!). Otherwise you may find yourself in deficit as everyone will want to contribute to the results of your work but not to pay your work!
- Bear in mind that you have to account for all the sums you receive.
- No matter how painful, the financial report is still part of the project. Yes, it is also your responsibility!
- Don’t accept no for an answer. Try somewhere else. Try other activities. Keep contact with the sponsor you approached.

**Managing money...
and fundraising!**

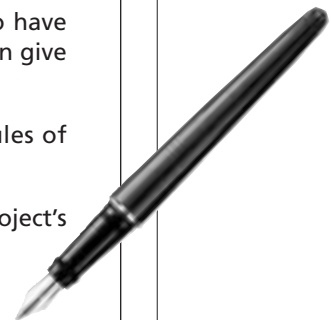


Putting it down in the application form

Every application must be accompanied by a budget, in which is usually contained what you ask for from your sponsor or funding institution.

Remember to:

- Keep your budget balanced (expenses are exactly the same as the income);
- Check how much the sponsor can sponsor (some funding institutions do have limits by project or receiving organisation). Asking for more than they can give reveals bad financial planning.
- Get information about the funders’ criteria for selection, priorities, rules of calculation, etc. Follow them.
- Tell yourself that the purpose is not to get the money but to achieve the project’s objectives.
- Diversify sources. Maybe they can be complementary.
- Show how much the organisation, volunteers and other sponsors are contributing with.
- Follow the rules about how to fill in the application form, even if they seem silly to you. Not following them is the shortest way to be rejected.
- Present a realistic budget! People usually know what things cost! Too low prices indicates lack of seriousness or knowledge. Too high prices usually indicate risk of bad management.
- Count all costs and contributions, including contributions in kind. If needed, check if the sponsor has limits or regulations on how to count voluntary contributions or in-kind income.





DO:

- Keep the contacts with the sponsor, even if you did not get funding.
- Ask for directions if you intend or need to use the money for other activities than those asked for.
- Say thank you to sponsors.
- Invite them to be involved in the project (somehow).
- Value each contribution (not only 'big money'!).
- Introduce changes if they make sense and secure the feasibility of the rest.

DON'T:

- Be discouraged by a no.
- Do it if you don't have the money.
- Assume you have a natural right to funding!
- Expect the funders to know the importance of your project if you don't tell them.
- Underestimate the value of a contribution, no matter how small!
- Do it all by yourself. Accountants, treasurers and experts can also be of help.

3.3.1.3 Fundraising

It is often difficult to raise the finance necessary to carry out a project. Sadly, there is no formula whereby the necessary funds can be collected in a few days, and yet money remains the key concern in bringing a project to fruition. Many are the projects which have been impossible to carry out for want of funds.

Fundraising is an activity in its own right and must not be seen as merely incidental to the project. It demands a very professional approach. This is because the project will face competition; it must be effective, convincing and innovative and offer funding organisations something in return.

Seeking and raising finance can be an absorbing business. However, if it is poorly organised and planned it can also be a frustrating and disappointing experience. The advice of professional fundraisers employed by major organisations is to draw up a long-term fundraising strategy, systematically gathering information on backers likely to be sympathetic to your organisation's activities and goals, informing potentially interested foundations and companies about the

organisation and, lastly, targeting applications according to the project to be financed.

There are various sources of funding (grants, sponsorship, humanitarian aid, individual donations and contributions to expenditure) and various ways of supporting a project (besides money, other resources such as equipment, premises, staff, transport can be made available). It is up to you to look into the different sources of funding and to choose those which best reflect the needs of your project.

Some general principles of fundraising

- It is a part of PR work and is concerned with putting across the image of a project and an organisation.
- While fundraising must form part of the organisation's overall strategy, it must also be adapted to each project's specific needs.

**Managing money...
and fundraising!**





- It is conducted by a single person working in liaison with the entire project team and by agreement with the directors of the organisation.
- It must be planned, budgeted for and calculated within a set timespan. During the project it must be regularly re-evaluated in order to ascertain that all the necessary conditions are being met.

Before beginning fundraising, check:

- that you know the project – and the organisation – inside out;
- that you believe in the project and are prepared to argue its case;
- to what extent you are prepared / authorised to adapt certain aspects of the project;
- that you have a list of everything needed to carry out the project and the resources made available by the organisation;
- that you have the support and agreement of the other partners in the project and the members of your organisation; seeking individual donations or applying to particular foundations sometimes requires a policy decision.

NB: Major projects will probably benefit from being divided into “sub-projects”, with funds being sought for each separately.

a – Finding sources of finance

The first step in fundraising is to make a list of funding opportunities, noting the variety of potential sources and types of resource.

Grants

These are available through programmes funded from:

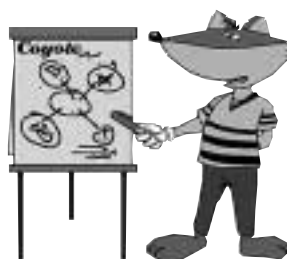
- public funds, which are funds made available by the State to assist with the development of

certain areas of civil society. They are administered through programmes by governmental bodies (local or regional authorities, national ministries or international organisations);

- private funds, which are maintained by firms or individuals wishing to “invest” in the development of civil society and administered by foundations (see also Sponsorship).

Programmes have goals which allow a framework to be set for the allocation of grants by specifying types of project (by objectives), application and selection procedures, maximum grant levels, the percentage of total cost and so on.

Whether administered by governmental institutions or by foundations, there are programmes offering project finance in various sectors (by programme goals) and at different levels (local, regional, national and international).



Try to identify all programmes likely to be compatible with your project and the work of your organisation: Before sending an application, make a systematic list of programmes which might provide funding. Consider the various topics addressed by your project (the social sector, youth, health, environment, social exclusion, human rights, etc), the level of activity (local, regional, national or international) and whether programmes are run by ministries, local authorities, foundations or other bodies.

Once you have drawn up a list of possible sources, you must select those programmes whose aims and objectives reflect the aims and objectives of your project. Choose programmes operating in the same geographical area as your project (there is no point in applying for a grant under a European programme if your project has no European dimension). To do this, make out an information sheet (which should be as comprehensive as possible) for each potential source of funding.

**Managing money...
and fundraising!**





Information on kinds of funding:

- Name and address of the organisation;
- Contact responsible for dealing with funding applications;
- Kinds of project funded: how are priorities determined, by whom and for how long?
- Procedure for making an application: is there a form? If so, how can it be obtained? Is there a deadline for applications? When is it best to apply?
- What is the selection procedure for applicants? Who decides how much to allocate? Are grants determined by a committee? What is the maximum amount/percentage of total project cost awarded per project?
- Should any further documentation be included with the application?

Do not be afraid to contact the funding organisation concerned to ask for this information.

There is no point in sending out applications at random: make sure to target your appeal. Your project must meet grant allocation criteria and be of interest to the potential donor.

In order to obtain information on programmes and/or foundations, you could approach local and regional authority or youth information centres. Lists exist with details of the various opportunities available through foundations. The Internet too is a source of information on foundations. Lastly, ask around to find out how other projects have received funding.

Once you have made an initial selection, you can send off an application, taking care of course to comply with the procedure required by the funding organisation (see below: Making an application).

Sponsorship

This is financial support given directly to a project by a company, a bank or other body.

At present, most finance for youth projects is assisted by grants from programmes or foundations (especially in the international youth sector). The contribution of firms is often minimal or even non-existent. This is probably due to a mutual lack of understanding (firms are

not very familiar with youth work and project organisers do not always seek funding in the private sector) or to ideological resistance.

However, firms would appear to be growing more interested in and open to participation in project funding for reasons of publicity (by funding a project a firm gives a positive and "generous" image of itself and becomes associated with the image of the project) or tax (donations attract exemptions). It is interesting to note that large companies make a part of their annual budget available for funding projects. While some of this money is paid directly to foundations, some may be used to support projects financially.

A recent study shows that project support comes mainly from the finance, energy, electronics (including new technologies), tobacco and alcohol sectors.

However, besides these major sectors, small local companies may also provide invaluable support. Remember that support does not necessarily come in the form of money – a firm may sometimes prefer to provide help in kind (equipment, transport, staff, etc).

When you approach a firm, remember that you are becoming a player on the market and that your "product" (the project) must be competitive. You are "selling" an image (community action, social change, youth work, social progress, etc). For the firm, donation is a vehicle for self-publicity and a way of putting across a new image of "generosity" and "social conscience". It is associating its image with that of your project.

What do backers expect?

- An assurance that the project will be carried out successfully;
- Sound management of funds and their use as specified in the project description;
- Good publicity about the project ... and the use of their name in all public displays;
- A project that is clear and well structured;
- Reliable accounting;
- A "professional", reliable and well-informed team;
- Previous success and/or prospects of growth;
- Support from the community in which you will be carrying out the project.

**Managing money...
and fundraising!**





No list is available of firms which fund projects. Therefore:

- find out about companies which have already provided funding, why they have done so and what kind of projects have been chosen;
- be creative and make contact with companies which have never previously been approached;
- work at being persuasive and selling your "product".

Individual donations

In order to gather the necessary resources for your project, you could appeal for individual donations. Fundraising from individuals may be done in different ways:

- collections (of money or equipment);
- raffles;
- local jumble sales and events;
- fundraising campaigns.

Collecting donations from individuals gets people interested in your project, which consequently becomes more widely known. It is also a way of involving people with the project. This can prove useful in the case of local projects.

The problem with collecting individual donations is that potential donors are dispersed and it is difficult to target the appeal.

In the case of national or international projects a major information campaign is usually necessary. Make sure that the cost of such a campaign will not exceed the anticipated response.

Having listed the various possible sources, you will next have to apply for funding. At this first

stage of fundraising, remember to consult your project partners and those responsible for making decisions in your organisation and check that you have their support.

b – Making an application

Once you have established a list of possible sources of finance, you must make contact with them in order to explain your project, your organisation and what support you are seeking.

Presenting your project

Prepare a presentation pack in which your project is fully, clearly and concisely described, each project stage is outlined and the project is shown to be realistic and to have every chance of success.

In drawing up your application, check whether an application form exists (most programmes, and many foundations, provide a form). Where a form exists, it must be used, and the application procedure must be strictly adhered to.

Your application must explain in full what the project consists of, in what context it is to be carried out, the size of the budget and how much funding is being requested.

People reading it must be able to check its credibility and assess its chances of success. The clearer and more detailed the project, the more realistic it is likely to appear.



***Managing money...
and fundraising!***





Putting it down in the application form

Application

0 – Project title, location, duration and target group

1 – Reason for the project (needs analysis)

- What needs does the project meet? What statistics do you have in support of the needs analysis? Why is it important to meet these needs?
- Do other members of the community share your view of the situation?
- How do you intend to proceed?

(see also chapter 3 – Needs analysis)

2 – What do you hope to achieve through the project? (aims and objectives)

- What are the anticipated results?
- How will the project affect those around you?
- How will it affect the community?
- How do the project goals reflect those of your organisation?

NB: Project aims must be sufficiently clear and specific and capable of being assessed.

(see also chapter 3 – Aims and objectives)

3 – How do you intend to achieve your aims? (methods)

- What form will the project take? Describe its structure and activities. Why these activities? Does the activities programme appear practicable?
- Will there be a full-time project co-ordinator? Who is participating in the project, and how?

(see also chapter 3 – Methods)

4 – What resources are necessary? (finance, materials, premises)

- Is the budget appropriate for the programme indicated? Are all costs accounted for (travel, premises, materials, staff costs, etc)? Is the budget sufficiently detailed?
- How will these costs be covered?

5 – Who will co-ordinate the project?

- Identity of the co-ordinator (name, address, telephone number, fax and e-mail).
- What is his/her role in the project? Can he/she take decisions? How strong are his/her links with other organisation members and decision-making bodies?
- Are participants involved in running and co-ordinating the project? If so, how?

6 – When will the project be implemented?

- What are the project start and finish dates? Give details of project stages and deadlines.
- Which activities have already begun?
- At what stage will staff be taken on?

**Managing money...
and fundraising!**





7 – How will the project be evaluated?

- How and according to what criteria will the project be evaluated?
- Is any follow-up planned?

(see chapter 3 – Evaluation)

8 – Budget

Be aware that funding organisations will treat the budget as the most important part of your application.

You must include the following information:

Expenditure

- List all expenses connected with the project.
- Estimate the cost of all outgoings (in the currency specified on the form). Your estimate must be realistic (show how you have arrived at the final sum).
- Expenditure must correspond to the anticipated programme of activities as described earlier.
- Estimate the rental cost of any material loaned by the private sector and include it under expenditure (and receipts).
- Calculate your total expenditure.

Receipts

- Include all sources of funds necessary for the project (your organisation's own resources, participants' contributions, grants, materials and services donated or loaned and amounts requested from backers).
- Estimate the rental cost of material loaned or donated by sponsors.
- The total amount requested must be made clear (and must not exceed the maximum usually granted).
- Calculate total receipts. This figure must equal total expenditure (otherwise you will be indicating that you do not have all the necessary resources – and that the project will therefore be impossible to carry out).

NB: Be aware that the budget is one of the first things that funding organisations will look at. Therefore:

- your budget must inspire confidence and show your project to be both realistic and trustworthy;
- it must match your project description;
- although provisional, it must be as close to final figures as possible;
- draw up a fair and realistic budget (check your calculations and ask someone unconnected with the project to do the same);
- round up/down your figures (no decimal points);
- do calculations in the currency specified;
- diversify your sources of funding (do not approach a single source for all your needs);
- indicate whether the amounts included under receipts have already been allocated (confirmed) or whether confirmation is still pending.

**Managing money...
and fundraising!**





Managing money... and fundraising!



Some advice on making an application

- The application must be clear, expressed in terms which are easy to understand and legible (type or print it, and avoid using a small typeface simply in order to fit more information on the form!)
- It must be accompanied by a covering letter explaining why the application is being made and indicating the project title, how much is being requested and any further information (newspaper articles, statutes of the organisation, etc). However, all information on the project must be included in the application itself or on the appropriate form;
- Have someone unconnected with the project re-read the application to check that it is clear what you are asking for.

Make contact with the funding organisation

- Do not be shy of making contact with those responsible for running funding programmes in order to drum up support. The more information they have, the better equipped they will be to argue your case.
- Do not hesitate to publicise your organisation (especially to foundations).
- Do not hesitate to enquire by telephone how your application is proceeding, whether all selection criteria have been met and when a decision will be taken.
- Finally, invite the funding organisation to inspect your project at first-hand.

Briefly

To be avoided:
<ul style="list-style-type: none"> – Do not systematically send an identical project presentation to a large number of foundations, institutions or companies. – Where there is a person responsible for dealing with applications, do not write direct to the programme/foundation director. – Do not send a copy of your application. – Do not request unreasonable amounts. – Do not send your application after the closing date. – Do not assume that the funding organisation is familiar with the circumstances in which your project will be run or the needs which it is designed to meet. – Do not request funding for operational costs or the purchase of material for your organisation. – Do not beg.
Practical advice
<ul style="list-style-type: none"> – Target and select institutions/foundations/companies which are likely to provide funding for your project or organisation because their aims are similar. – Make sure your projects are believable (unrealistic applications could damage your organisation's chances in the future). – Do not forget to include your organisation's full address and the name of the contact person. – Believe in your project. – Adapt your application to the priorities of the funding organisation. – Use personal contacts. – If you give the names of any experts consulted in connection with the project, remember to inform the people concerned. – Draw up a detailed, realistic budget which is balanced and accurate. – Make your project presentation clear and concise. – Avoid abbreviations. – Keep records of all action taken. An activity report will be requested (so keep newspaper articles, records of input by participants, etc), as will final accounts (keep all invoices). – Try to develop a long-term partnership with backers, especially those whose aims are similar to those of your organisation. – Do not forget to thank backers for their support.



Sponsorship

An application for funding through sponsorship will not be significantly different. People controlling company funds need the same

information about your project as other foundations and institutions. However, you will need to adopt a more “commercial” approach.

Practical advice

- Put yourself in the company’s shoes: why should put money into your project rather than invest on the stock market? Why your project and not another? What advantages can they obtain from identification with your project? Consider these crucial questions when making your application.
- Think of your project from the company’s point of view.
- Use all contacts which you have with the company.
- Think of different kinds of support which the company could give you. Rather than give money, it would pay the company better to loan you a vehicle, equipment or even a member of staff for a couple of weeks.
- Even gifts in kind should be given an estimated value and included in the budget.
- Do not deviate from the principle that you will receive the funding that you require, and think of alternative sources.
- Consider carefully whose signature it would be strategically best to put on the application covering letter (yours/the chairman of your organisation, etc).
- Stress the benefit which funding your project will bring to the company (especially in terms of publicity).

During the project

Publicise the project – and don’t forget to mention where the money came from!

As mentioned above, financing a project is a means for funding organisations to achieve publicity. Accordingly, during the project all public activities must draw attention to the source of funding in one way or another (use of the logo, stickers, or simply the names of the backers).

In some cases funding organisations have precise requirements regarding the publicity they want from your project. Check therefore what expectations they have and that these correspond to those of your project or organisation. But you must remain in charge – do not allow backers to dictate your priorities!

Remember to invite your backers to certain stages of the project – especially the final stage.

Think about your report: during implementation of the project, remember to keep everything which can be used as a record of the project and for preparing the report:

- for the activity report, keep newspaper articles, posters, videos, participants’ reports, photos, etc;
- for the financial report, keep all invoices.

If for some reason you need to alter the running of the project in such a way as to significantly affect project activities, it is vital to inform the backers. Remember that they will request a final activity and financial report and that they will check whether the report matches the initial project description for which they contributed their money.

After completion: project report

Backers will request a report in two parts – one part on the running of the project and the other a financial report. Although this is not an integral part of fundraising for your project, it is part of your long-term fundraising strategy. The activity report must be concise but the expenditure report must be detailed and comprehensive. It must be possible to justify all outgoings.

The report will reflect your organisation’s seriousness in bringing the project to a successful conclusion. Your accounts will be indispensable to the backers, so make them clear and complete, and remember to attach copies of invoices for all expenditure.

Check with your backers whether any money left over after the project’s completion can be reallocated to follow-up. Otherwise, offer to pay it back.

**Managing money...
and fundraising!**





**Managing money...
and fundraising!**



The report plays a part in generally publicising your organisation among funding organisations.

Maintaining good relations with backers will stand you in good stead when it comes to future fundraising.

3.3.1.4 Material and technical resources

In many ways, material resources and financial resources are one and the same. If you have the money, you can rent or buy equipment, products and expertise. All of these have an economic value that must be stated.

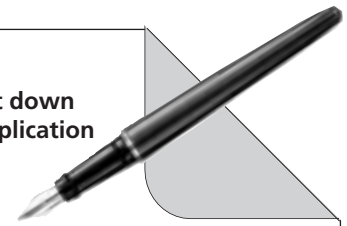
The material resources include things as different as meeting rooms, copy machines or computers, vehicles for transportation, or food and refreshments. What is interesting, especially if you work at national or local level, is to find partnerships and cooperation with other similar organisations. Some type of equipment tends to be under-used or used very irregularly (e.g., a recording studio, video equipment, sports facilities). In some cases it should be possible to explore what you can use free of charge or at 'friendly' prices. This may be also a good opportunity to establish useful alliances with other organisations and institutions. These are represented in the budget as an income.

The purchase of technical equipment is made difficult by some programmes and sponsors, afraid that their money will end up in the structure and not in the activities. Apart from the hypocrisy of such policies (including those that don't accept buying but accept leasing), the fact remains that it usually gives a bad image if part of the project / activity's budget is too large in comparison with the other parts. Should that be the case (and in some cases it can be justifiable), make sure that you have really exhausted all possibilities for hiring, borrowing and leasing. If not for anything else, simply because a project may never be repeated again, and some equipment may just be left to rot afterwards.

Technical expertise is also a resource. Just like material equipment, always check for possibilities to use volunteers or people who might be eager to share their knowledge with other

people. But you as a project manager may also need to develop your technical competencies in some areas (or the young people, for that matter). Make sure that the effort that the organisation or project puts on one person is justified – in which cases it is justifiable – namely by the probability of repetition of future actions.

Putting it down in the application form



- Make sure that contributions in kind and loans of material can be properly accounted for in the budget and in the financial report.
- Don't give the impression that the whole project is about buying the latest state-of-the-art computer with incorporated micro-oven and a 3D video system.
- Consider (budgeting the costs of) leasing instead of buying.
- Ask volunteers/technical experts how much their services are valued.
- Remember that "there are no free lunches". Somebody has to pay for it at the end of the day. That is income. And it is an expense if you have to pay the lunch

3.3.1.5 Managing people

Success raises admiration. Success also stirs jealousy. Managing people (often called "human resource management") in project management is, in first place, to manage the team in charge of the project (see next chapter, for that). In addition to that, managing people is very much being able to get the best out of people and the best in people for the benefit of other people (and of themselves, of course). Among many other people, the following are likely to influence the implementation and outcome of your project:

- Your colleagues
- Volunteers or activists in your organisation
- The young people in your project.



Recommendations for managing...

Colleagues (see Teamwork section for more)

- Respect their concerns and try to overcome them. Involve them in as far as they want to be involved, but do not overload them with responsibility that they did not ask for.
- Use their experience and see which synergies can be created between their projects and your project. Look for allies in them, not for rivals.
- Give them responsibilities if they want to accept them. Involve them as resources, if they want. Consult them if they are affected by changes that the project creates.
- Accept that colleagues may not be as enthusiastic as yourself about your project. And consider for a moment the validity of their objections or reservations.

Volunteers

- Give them responsibility and consult with them on matters that they are knowledgeable about. Don't seek their opinion or commitment on matters in which they are not competent – you may be forcing their responsibility.
- Involve them early in the process, usually in proportion to the commitment you expect from them.
- Be clear about your expectations and receptive to their concerns (and expectations).
- Value their work and thank them. Always.
- Investigate ways through which they may benefit from the project (e.g. further training, qualifications for the curriculum, professional experience, etc.).
- Accept that a volunteer may want to be rewarded (even if not financially). Consider support systems for them.
- Volunteering has also a political and social value, beyond the financial side. Make sure you acknowledge it. Especially if it is compatible with or part of your own project.
- Consider the costs of training and preparing volunteers in your project preparations.

The young people

Most of the time the young people will be the object and the subject of your project. Maybe you don't think of them as your partners or colleagues. But the fact is that the young people are also a resource for your project, possibly the most important of all, for without young people... it is difficult to make a youth project.

Young people may be a resource if and provided that:

- They are seen and taken as partners and not simply as consumers or participants in a wonderful project of which I am the irreplaceable director (!);
- Their opinions are effectively taken into account – and acknowledged as such – for the planning and management of the project;
- They are seen as an asset and not as a problem;
- Their experiences are valued and validated. It is hard to believe, but young people may know more about young people than adults.
- The project is steered by them – even if managed by you and your colleagues.
- The project is made for them and with them. Not about them or on them. Check this part carefully. Ask yourself: what do the young people get from it? Is it good enough? Would I be satisfied if I were them? How many stereotypes (mine and society's) am I conveying through my project? What role do they have in the project? How can they influence it? What can they learn through the way that the project is being implemented?

3.3.1.6 Teamwork

Good teamwork is as stimulating as black coffee, and just as hard to sleep afterwards
(adaptation of a saying by Ann Lindberg)

Teamwork is important in developing a project. It stops the project from being too closely identified with one person, it brings in different skills to the project and can strengthen it. But a project must make progress, it has deadlines to reach and work to be done. The team at the centre of the project needs to be able to juggle many different activities. Teams need to be able to make decisions on organisational and financial issues and at the same time to create a feeling of energy and excitement around the project. In other words, teams have to work effectively. Working together with different people, with different ideas and personalities, different backgrounds and cultures, different skills, sometimes even speaking different languages,... it all sounds nice, but often it is hard work.

**Managing people...
and team work**





Managing people... and team work



The first part of this paragraph will focus on teamwork as such.

It includes:

- problems about cooperation
- a model for effective team work
- a model of team development
- six points that can help the development of an effective team
- a framework for decision making in teams
- a project team and the outside world

Team work is hard but exciting and it is even harder and more exciting when working in a multicultural team.

It is clear that effective team work does not just happen. The development of good team work needs to be encouraged.

The second part of this chapter on team work will focus on the specificity of multicultural teams.

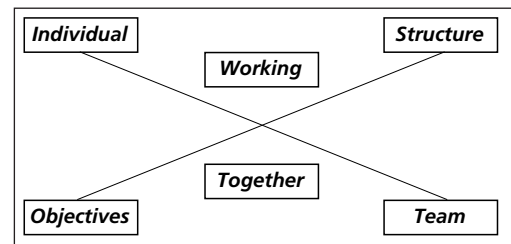
It includes:

- why multicultural team are valuable
- specifics and pitfalls
- suggestions to help work in multicultural teams

A team, a team, my kingdom for a team !

Co-operation – the magic word: the 4 poles of co-operation

One of the key elements in team work is efficient co-operation. Co-operation however is easy to talk about but very difficult to do. Most of the problems to do with co-operation have to do with relational aspects (together-problems) and task aspects (work problems).



Source: Drs. A.P.R. van Veen from Frank Oomkes, *Training als beroep. Deel 3, Oefeningen in interculturele vaardigheid*, Amsterdam: Boom 1994)

Together problems	Tasks problems
<p>Problems at individual level These problems have to do with the three basic social needs: the need to feel involved in the team, to have influence on the teamwork, and affection. Their importance for individuals depends on the time the team has to co-operate and how profound the co-operation is. If the teamwork is very important for the team members they will try to fulfil more of this basic needs. These needs influence the team. E.g. Individuals who want their need for influence to be met, will compete with others. People who do not feel involved will cry for attention,...</p> <p><i>To be aware that team members have these needs and the openness to discuss these topics can reduce the tension between individuals and the team.</i></p> <p>Problems at team level The fact that a team is not able to create a certain team cohesion, can be the result of too great a heterogeneity, a lack of contact between team members, opposite ideas on objectives, a too task-orientated leadership, etc...</p> <p><i>An open and honest discussion can help to resolve these problems on team level.</i></p>	<p>Objectives Problems or conflicts appear when the objectives of the team are not clear or well defined. Clear objectives make it possible to measure and evaluate the progress of the team work. <i>If the objectives are too vague or not clear anymore, stop the work and re-discuss the objectives.</i> <i>Co-operation gets stronger if team members have to work together to reach the objective.</i></p> <p>Structure To reach the objectives, a team needs a certain task structure. This is about the rules, methods, strategies, division of tasks and power,... For a team to work effectively, this structure has to be accepted by all team members. <i>Again this needs discussion and open communication.</i></p>



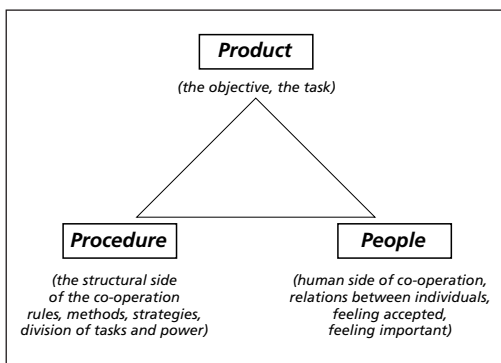
For a team to be successful and efficient these four poles have to be in balance. Not easy in a team with different people with different needs, expectations, capacities, social skills and sometimes with a different background and culture. It helps to be aware of these differences and to discuss them. It takes time but in the long term it will help the team more forwards.

A model for effective teamwork

The product-procedure-people triangle – the 3'Ps'

“The project must make progress, it has deadlines to reach and work to be done. The people steering the project need to become an effective team.....” (Lawrie, 1996)

The 3'Ps' triangle symbolises the fact that for a team to become effective, there has to be a balance between the product, the procedure and the people in the team.



The triangle symbolises that in an efficient team there has to be a balance between these three poles:

- Too much attention to procedures, too strict rules will kill the creativity and the spontaneity of the people. People will feel less good and this will have an effect on the product (result)
- Too much attention to the people side, too much talking about how we feel, how we like or dislike each other will take the focus away from the result, a project team is not a therapeutic growth group ;
- Too much focus on the product (result) will hinder the team in finding good working

procedures and will have an effect on the people side (there is less time to listen to each others ideas, to evaluate the work and the process)

Many teams are strongly focused on the product (result). They don't take the time to get to know each other, to think about procedures on how to work together, to evaluate how people feel in the team mostly because a lack of time. “We only have two days for this pre-meeting...”

At the first sight it looks of course more efficient to put all the attention on the task, the product; if you don't have to take the time to listen to different ideas you have more time to execute the task. But in the longer term listening to each other, taking time for each other will be much more efficient. For example, the real cause of a problem can become clear or really listening to each other can help to motivate that person (listening = giving attention = recognise the person, you are important for this team = motivation to work better)

A dynamic balance between product – procedure – people will help a team function much better in the longer term.

The 3'Ps': a method to reflect on your teamwork

This model can help you to work together efficient, but it can also be used as a method to evaluate your teamwork.

Ask all the team members to give a score from 1 to 5 on the three elements of the model. Discuss afterwards the different scores and ask people why they gave this score. What can be changed to have a higher score?

A team development model

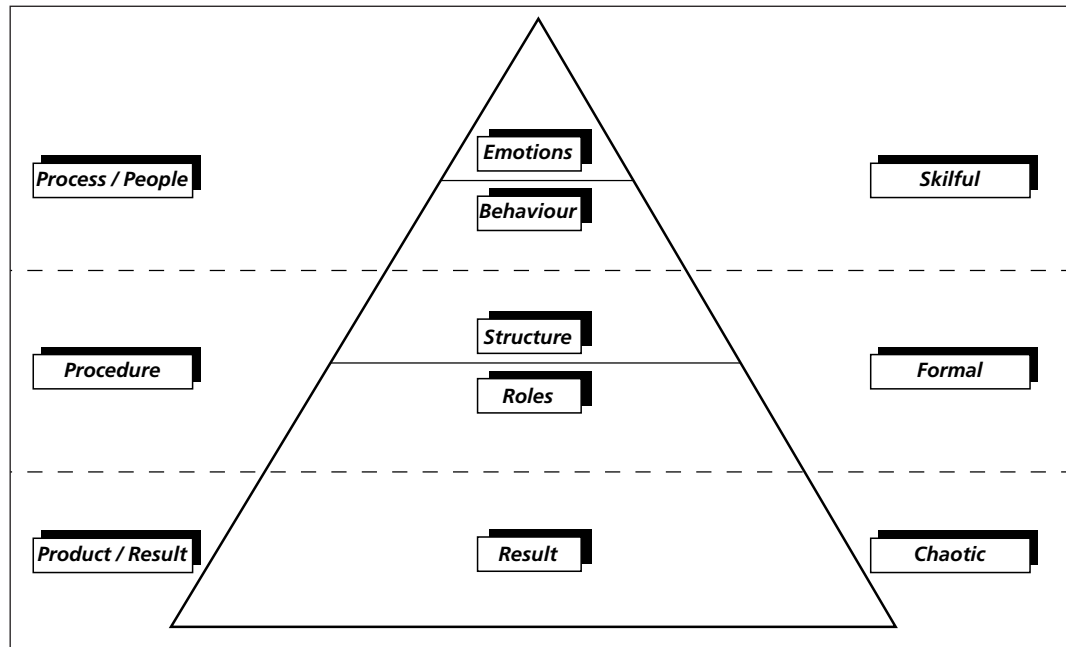
Like all groups, teams develop while working together. It takes time and effort to become an effective team. The orientation, the awareness of the team members and the state of the team are in a continuous process. To be effective, groups have to grow through this process. For a team it is important to know that the team has to go through this process, to be aware of it and to know where you are in the process.

Managing people...
and team work





This model shows the process through which every team has to go.



Managing people... and team work



In the beginning most teams are almost exclusively focused on the task, the result or the goal. Everyone wants to have their input with their ideas and very soon co-operation becomes very chaotic. Team members are willing to let this chaos exist for a while but soon there will be a need to bring order. The team will need to bring more structure to the co-operation process, to look for role clarity: 'Who will try to co-ordinate the meetings? Who will be the time manager? The orientation of the team will be much more towards procedures to bring structure to the chaos: How do we channel all these ideas, inputs, etc?'. Co-operation becomes much more formal, people only speak when given permission from the co-ordinator, decision making procedures are strictly followed, etc. Once the team members have the feeling that they are able to work flexibly with these procedures, the team can proceed to the next phase: to give feedback on each other's behaviour and to talk about emotions and feelings. The co-ordinator can step back. People are not listening anymore because they have to, but because they trust and respect each other's ideas, capacities, strengths and weaknesses. The focus of the team is now much more orientated on the people in the team.

The fact that feedback on behaviour and talking about emotions is situated on the top of the pyramid doesn't mean that this has to be the ultimate goal of every team. Many teams, however, are not able to get to this phase.

Again this doesn't mean that the other elements of the pyramid are not important but teams who can give feedback to each other and are able to discuss emotions and feelings are, in the longer term, much more effective.

Effective team work does not just happen.

The development of good team work needs to be encouraged. The following points are key elements for high performance teams.

A few rules can help

In youth work, some people are allergic to strict rules and want to work flexibly and informally, it is good to have some clear rules. Without some rules things fall apart and become chaotic. At the start of the teamwork it is important to think about some commonly agreed rules on decision making, responsibilities, communication and time. Of course, if necessary rules can be changed according to the needs of the group.

A framework for decisions

In project teams many decisions have to be made. The following "DECIDE" framework may make it easier to approach problems or difficult situations. (it is taken from pages 36 and 37 in Sandy Adirondak *Just about managing, effective managing for voluntary organisations and community groups*, 3rd ed., 1998, ISBN 1-872582-17-6 © Sandy Adirondack and London Voluntary Service Council).



A framework for decisions: "DECIDE"

D: DEFINE

- the problem or situation and stick to the definition. Don't keep compounding it or making it more complicated.
- clearly who must be involved in the process and in what way
- a time limit or deadline, at least for a tentative decision
- what information is needed to solve the problem, and who will get it. Information includes opinions as well as facts
- Make a clear note of everything that has been defined and ensure all relevant people receive a copy.

E: EXPLORE

Collect the information without judging anyone's view of the problem or suggested solutions

C: CLARIFY

Make sure everyone involved in making the decision has and understands the necessary information.

I: IDEAS

Think of all the possible solutions: silly as well as serious. Use creative problem-solving techniques such as brainstorming, small group discussion instead of simply discussion in the whole group. Make the different ideas visual.

D: DECISION

- Accept that no solution or decision will be able to satisfy everyone; any decision will be imperfect and have limitations. Be prepared to compromise!
- Evaluate the suggestions in a clear, calm way!
- Make a decision, by voting if that is your way or if it is necessary, or preferably by coming to an agreement that everyone is willing to accept.
- Check that everyone directly involved in the decision making is willing to see the decision implemented even if they disagree with it. If some are not, decide whether to go ahead anyway (and risk sabotage) or repeat the whole exercise.
- Clarify who will ensure the decision is carried out or the solution put in practice, when and how it should happen and when it will be reviewed.

E: EVALUATE

- Assess whether the problem has been completely solved or if other aspects now need to be considered.

Working with multicultural groups requires a multicultural team

When talking about multicultural teams the focus should be on how these teams can best work together, how to deal with cultural differences, how to share beliefs, behaviour, values and assumptions to create a coat of many colours.

In fact it is much easier to talk or to write on multicultural teams than to work with or in these teams. There are many challenges for multicultural teams to become effective. It is not easy to deal with differences, to discuss different values, backgrounds, to identify other beliefs, assumptions and behaviours.

Multicultural teams: potential for greater diversity

Given the greater complexity and the changes in society and thus also in youth work, it seems obvious that bringing together people with different cultural backgrounds will enhance the quality of the project.

Given the greater complexity and the increasing focus on intercultural aspects in youth work projects, these cultural differences provide a bigger range of perspectives and options. *Cultural differences can also contribute to new ways of looking at old problems, creating the opportunity for greater creativity and innovation* (Schneider and Barsoux, 1997).

Multicultural groups can also help to minimise the risk of uniformity and pressures for conformity that can occur in groups where there are too many like-minded individuals (Janis, 1972).

Research made on team performance by Meredith Belbin (Belbin, 1981) indicates that teams composed of members with different profiles were more effective than teams made up of members with a similar profile.

Recent research has further demonstrated that, once settled multicultural teams performed better than monocultural ones in identifying problem perspectives and generating alternatives.

The problem is 'how to get settled' or how to arrive at common ground. Diverse groups have to confront differences in attitudes, values, behaviours, background, expectations and even language.

**Managing people...
and team work**





**Managing people...
and team work**



- **Teams welcome and use diversity**
Team work is not about all being the same. People frequently join or are recruited to a project because they like, identify or fit with the other people. This is inevitable, but done to excess it create an inward looking 'clique' feel to the project. **Good teams hold a common commitment to the project's vision and values, but are made up of people with different skills, backgrounds and experience. Good team work is not about everyone thinking and operating the same all of the time.**

- **Teams need to know and exploit each member's skills**

A useful team development tool is to inform each other about your skills, experience and contacts. Don't be too humble! This can be an enormous help, it can bring to light resources that were unknown and identify particular gaps that the project will need to fill.

- **The size of the team is important**

Research on effective teamwork suggests that with more than ten to fifteen people a group finds it hard to operate as team. It is much more difficult to communicate, to share responsibilities, to make decisions, to feel accepted, etc. It is harder to get agreement about how to work.

- **Commitment and involvement**

All team members understand the goals and are committed to achieving them. Everyone feels a high degree of involvement in formulating tasks and accomplishing them.

- **A climate of comfort and trust is necessary**

The team creates a climate where people are comfortable and informal. There is genuine trust so people are able to take risks. Members are sensitive to the needs of others.

- **Conflict management**

Conflict and disagreement are considered natural and dealt with. The emphasis is on problem resolution, not personalities.

Specifics and pitfalls for multicultural teams

Different expectations on how the team should function

In order for teams to be effective, they need to find solutions to problems of internal integration. This means developing strategies for managing the team's primary task, to manage a project, as well as its process, meaning how to work together.

This is all the more difficult when team members have different cultural assumptions about how the team should function.

For teams to create effective solutions in an international context, there has to be an appreciation of the impact of culture on the efficiency of these teams.

"For multicultural teams to deliver on the promise of better performance through diversity, there is a need to develop culturally appropriate strategies to manage the task as well as the process." (Schneider and Barsoux, 1997)

Multicultural teams must be willing to identify and negotiate differences in expectations regarding the task strategies and the process of interaction. The aim is not to neutralise differences but to build on them. If differences are not recognised they cannot be valued or utilised and can become a handicap when we pretend that they don't exist.

"The promise of multicultural teams lies in using the differences, not just living with them" (Schneider and Barsoux, 1997)

The failure to address these cultural differences and to agree on the task and the process can sabotage any group effort. Many newly formed teams jump immediately into a discussion. These teams don't devote enough time to thinking about the interactive process: what patterns or style of communication is needed, how relations are built, how decisions will be made, which background do people have,....*in neglecting to deal with these differences, teams are storing up problems for later on.*

Putting cultural differences on the table

Cultural differences are expressed in different expectations about the purpose of the team and how the team is supposed to operate. Some of these expectations are related to the result, what are the objectives, do we need clear objectives, do we have to spend time discussing them. Other expectations are related to the



procedures; how the task is structured, roles or who does what and when and how decisions will be made. Expectations are also related to the people (process) side of the team work – team building, language, participation, ways of managing conflicts, how do we feel in the team. **These expectations have to be negotiated before the team can jump into the task.** This does not mean that a team has to find answers for all these questions, but that some of these different expectations are spoken, that team members know them from each other and that team members are aware that they have different expectations.

The purpose of this ongoing discussion is to develop a shared strategy on how the team will work together. It provides the opportunity to name the cultural differences and to allow them to be discussed, rather than ignored, in the hope that they will go away. *“By putting cultural differences on the table rather than pushing them under the table, the potential problems can be anticipated and addressed and the potential opportunities can be brought to light.”* (Schneider and Barsoux, 1997).

Important for a multicultural team is:

- creating a common objective
- setting specific goals on how to work together
- establishing task and process strategies
- evaluating and providing feedback on the way the team performs



those, however, that risk identifying their differences to create more intricate and colourful patterns of interaction.... The promise of multicultural teams lies in using differences, not just living with them” (Schneider and Barsoux, 1997).

It is obvious that a starting team can not fulfil from the beginning all these requirements, but it is important that from the beginning a team tries to create an open and respectful atmosphere where differences can be discussed. Here are some suggestions to help work with cross – cultural issues in teams:

Create a sense of purpose: before jumping into the task, take time to discuss some elementary issues on different levels:

- **Task result:** What are our objectives? Do we agree on these objectives? How clear do the objectives have to be?
- **Procedures:** Do we need clear procedures to organise our team work? Which procedures do we need? Should a co-ordinator be assigned? How will work be divided? What can be done together? apart? How do we make decisions? How should time be managed? Do we need an agenda? Who does what? Who is in charge of what?
- **Process (people):** How can we ensure participation of all members? How can we ensure that everybody feels good in the team? Is this an important item for the team? How do we deal with conflicts? How do we organise continuous evaluation?

Suggestions to help work in multicultural teams

“Discussing cultural differences, however, is a high risk activity for the team since all sorts of value-laden preferences and prejudices are exposed. This requires a high level of sensitivity, trust and real commitment to integration. The differences have to be identified, discussed and channeled, rather than accommodated, absorbed or ignored.

Sometimes this means that if these differences are truly integrated, everyone ends up feeling somewhat uncomfortable, as they have had to give up some of their taken for granted assumptions. High performing multicultural teams are

Take time to get to know each other, especially in multicultural teams it is essential to take time to get to know each other better before jumping into the task. To get to know each other better does not mean a formal round on name, work, hobbies. Try to find out from each other more about background, ideas on how different people see team work, how they see the project, what are their previous experiences in working in teams, in projects. This doesn't have to be very formal, it can be done by games, co-operation activities, by having a drink together. To build up a team takes time, the informal time sometimes is more valuable than the formal working time.

Managing people... and team work





**Managing people...
and team work**



Accept differences: Working effectively in a team doesn't mean that we always have to agree. Discussions are healthy and help the team to move forwards. What is important is that efforts are made to motivate people to contribute to the team work. Given differences in how people perceive team work, their language ability, how language is used, efforts to elicit participation needs specific attention. Making sure that all members are heard, that their views are properly considered requires sensitivity and courage. However this is needed to identify and confront underlying differences and prejudices which could exclude certain team members. Thus some restraint of dominant team members and encouragement of quieter members may well be needed.

Sometimes cultural differences are interpreted as 'personality problems': a team member may be considered difficult or sabotaging group efforts (perhaps by remaining silent or by forcefully arguing their point of view) when that person is merely responding to a different set of cultural norms. The person is then treated as deviant and ignored and is pressured to conform. By conforming they lose their potential contribution. Furthermore in blaming the individual, one fails to blame the situation, where the dominance of one teamwork culture over the others, or the nature of the conversation, may discourage participation of some team members.

Meaningful participation does not mean that everyone has to speak, the same amount. A person may speak occasionally and yet regularly come up with a crucial input. Meaningful participation means that everyone has helped to move the team forward in their own way. Multicultural teams should not fall into the trap of trying to force contributions. (Schneider and Barsoux, 1997).

- In fact the team can define, before starting and also during the work, the meaning of 'meaningful participation' and how to ensure it happens.
- meetings can be structured in such a way that there are more opportunities for people to speak:
 - persons working in smaller groups and bringing the results together
 - persons listening to each persons' ideas before jumping into a discussion
 - persons giving time to each person to write down some of their ideas
 - persons hanging two posters pro/contra: everybody can write his ideas on both posters, the discussion can be done afterwards

- persons trying to explore the underlying meaning of behaviour. Why is somebody silent all the time? Why does somebody always disagree ?

Language issues

The way in which teams 'talk' creates thoughts and feelings, enhancing or inhibiting relationships, problem-solving and learning. 'Team talk' also reveals how issues of identity, interdependence, power, social distance, conflict and negotiation are managed. Thus being able to decide on the language and communication is extremely important to negotiate strategies for working together.

The choice of language in multicultural teams has a lot of consequences for the team members. Those who don't speak the language used in the team that well are somehow handicapped. It is much more difficult to intervene, to follow the discussions, to influence the work.

Important for a multicultural team is:

- Some suggestions for dealing with language issues :
- before starting, check the language abilities of the team members
- speak slowly
- don't be afraid to ask for clarification at any point
- make things visible by using a flip chart, drawings etc.
- if you are not able, or too frustrated to make a point in the chosen language, you can always revert to your native language, if someone can translate
- be aware that you have a lot of power if you are a native speaker or if you speak the language very well
- respect the slowness of non-native speakers

Continuous evaluation

To ensure effectiveness, teams have to evaluate their progress continuously, both in terms of task and process. It is necessary to provide opportunities to reflect and learn as a team. This requires time to evaluate how the team and its members are doing, to discuss the dynamics and resolve potential conflicts. While not easy to do in any culture, some cultures are more prepared to give and receive feedback than others. This makes the process of evaluating the team performance a potential cultural minefield. It's necessary therefore to agree upon ways of giving feedback and discussing the group's interaction.



Conclusion

Successful multicultural teams are those which have found ways of integrating the contribution of their members and have learned to find solutions that add value *due* to the diversity, not in spite of it. They also have learned to have fun, to experience the discovery of cultural differences as opportunities for surprise, learning and shared laughter. (Schneider and Barsoux, 1997).

3.3.1.7 Ongoing monitoring and evaluation

Law of project management No.4

"When things are going well, something will go wrong. When things can't get any worse, they will. When things appear to be going better, you have overlooked something ...

Murphy was an optimist!"

The project plan is an estimation. It is like a route that you trace in a map to go from point A to point C, not forgetting to pass by stop B. Once you start the journey, you may have to make changes, extra stops, take alternative roads. However, your destination is the same. Project management is very similar. With your objectives in mind you will have to steer your project past obstacles, shortages, ambitions, offers, changes etc.

The importance of project planning is to allow you to understand what you may need to change and why. It is to allow you to be in charge. But the plan is not a scripture to be followed line by line.

How to steer the project through changes is very much the role of monitoring and evaluation. We tend to do these things instinctively: we make financial estimations, payments, changes, adaptations and evaluations in no time, usually without calling it that. The project as a tool allows you to do it in a conscious and reflected manner. That's all.

During the implementation you may – and probably you should – think of using two important tools for the management of the implementation: monitoring and evaluation.

Monitoring

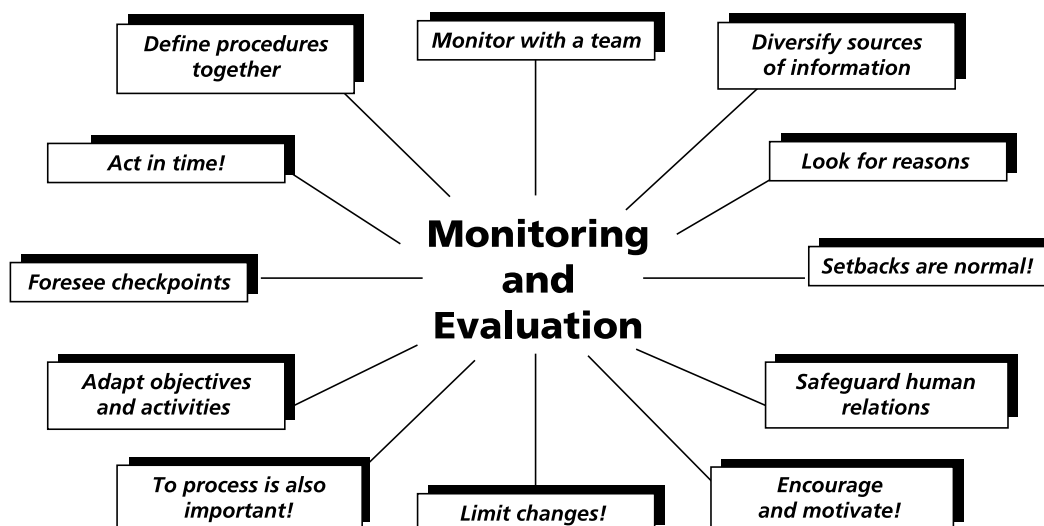
Law of project management No.5

"Project teams detest progress reporting because it so vividly manifests the lack of progress."

To monitor means to 'check, record, track or control something on a regular basis'⁵. Applied to project management, monitoring means to keep track of the progress of the project, of the implementation of the plan, of the management of the resources, of checking whether what is being done is within the framework of the aims and objectives.

Monitoring is done throughout the project, when it is still possible to introduce changes, change course and adapt better to reality.

⁵ American Heritage Dictionary



Evaluating, monitoring, finishing





**Evaluating,
monitoring,
finishing**



Evaluation means (1) 'to determine or fix the value of something' or (2) 'to determine the significance, worth, or condition of – usually by careful appraisal and study'⁶. In project management, evaluation means also to take note of what is happening and why it is happening. It is not looking only at results but also at the process leading to those results.

At this stage we are interested in regular or intermediate evaluations. Final evaluation will be the subject of our next chapter.

To use the full potential of monitoring and evaluation you should consider:

Checkpoints in your project plan. Monitoring also needs to be planned. Foresee moments when you will review the progress accomplished and how it scores against your targets. You can do this on a regular basis (e.g. every month), but you can also have monitoring points after each major activity (to take on board the impact of the activities).

Have a monitoring team. You should not monitor the project alone, namely because you will not be able to have a perspective from outside or above. Of course you must involve your team in the monitoring, but consider involving other people from the organisation not working directly on the project. In some cases, it may be wise to involve people having nothing to do with the management of the project: sponsors, users, experts.

Keep track of results. The best way to secure a regular and useful evaluation is to take time to take note and record what you achieve. It means also writing your objectives down for each activity. It means asking people's opinion about what has been achieved.

Diversify sources of information. Just as it is useful to involve external people in the monitoring of the project, it is also useful to associate other people with providing information and opinions about the course of the project. To start with, the users and young people themselves. But also each activity's public and partners should participate in the evaluation (this does not need huge paper work). Not only do

you secure a probably more objective basis of information, you also involve and motivate people to stay committed to the project.

Involve colleagues in defining objectives and procedures. Each activity may have its own specific objectives, and you may set specific procedures (for recruitment, information, financial management, etc.), in order to evaluate them; they should be clear or understood by everyone.

Adapt objectives and activities. If the plan does not correspond to the reality, change the plan, don't expect reality to change by itself. Often this is a matter of reorganising the time schedule or changing activities. But in some cases you may have to review objectives, too.

Change only what needs to be changed. Do not hesitate to adjust and change what needs to be changed. But don't rush to change everything just because some things are working differently from expected. Too much change at once may be de-motivating and spread confusion.

Law of project management No.6

"No system is ever completely debugged. Attempts to debug a system inevitably introduce new bugs that are even harder to find."

Look for reasons and patterns. Try to find out what may have produced the changes. What is bad planning altogether? Was it inadequacy of means, of approaches or...? Finding out these will help you in focussing the areas of change and improvement.

Setbacks are normal. Especially if the project is a starter in a given area or domain of work, it is normal that time is needed for things to start functioning. Do check whether the changes are to be done in the procedures, methods, organisation or in the project as a whole!

Appreciate and motivate. Monitoring and evaluation are not only about what is going wrong. It is also about taking note of progress. And acknowledging it. This way you can keep your colleagues and partners motivated and receptive to changes or adjustments.

⁶ Webster English Dictionary



Human relations are also results! Looking at the process of work and management of the project you can learn about management and other colleagues may also learn. In many ways, the process of running the project is itself a project. It is not only the results that count, it is also the relationships with people and how they evolve. The project is a tool, it does not often deserve that you sacrifice everything for it. Help people learn from it.

Act in time. Make sure that the evaluations and monitoring steps are done in appropriate time spans so that they can be useful. They should serve to improve and adapt and not only to take note of what has happened.

Law of project management No.7

"If project content is allowed to change freely, the rate of change will exceed the rate of progress"

DO:

- Allow time for results to show.
- Adopt an honest approach to reality.
- Also value results that were not foreseen.
- Take into account the financial management of the project.
- Value young people's opinion and contribution to the evaluation.
- Seek allies in your monitoring team for improving things.

DON'T:

- Be afraid of resistance
- Postpone inevitable decisions
- Act as if you were the only owner of the project.
- Let others dictate what you ought to do.
- Underestimate the risk for financial problems.
- Let yourself fall into pessimism!

Writing it down in the application form

Some sponsors and institutions will want to know who is the team in charge of the project, what their qualifications are (sometimes curricula vitae have to be provided), how the project will be evaluated and when.

Especially for larger sums, the sponsors will want to monitor the evolution of the project, hence demanding interim reports before releasing further payments.

For all these reasons, do take the management of the project and its monitoring seriously! Remember that often the intention of the sponsors is not so much to control your project as to make sure that their money will be used for the best purposes and to be sure that those purposes will be reached.

Even if not asked, and you feel that it is important, provide details about any ways of monitoring the project.



If possible, invite the sponsor to join the monitoring team, or show yourself ready to discuss the project progress with them.

**Evaluating,
monitoring,
finishing**





Back to Ban Uppa!

To: Robert P, Markka Z., Rosita L (Ban Uppa!); John A. (Banville city council youth department); Fabbio K. (school events coordinator); Mario P. and Raïsa X. (group leaders).

Dear friends,

Please find enclosed the agenda for our next meeting on Saturday afternoon. You may know that we have encountered problems in organising the sports festival. We need to decide whether to cancel or postpone it. On the positive side, the activities have picked up very well since the youth exchange became feasible. The young people are now very active in preparing it. There is some jealousy from other young people (of course those that did not find it interesting at the beginning), but we may use this as a factor for developing other activities with them. We need to recruit a project assistant to deal with the finances and help in the secretariat. Interesting as it may seem, we have received a phone call and a letter from the police office inviting us for a meeting to study ways in which 'we can cooperate, for each other's sake'. This is getting really interesting!

Many things to decide and discuss. We are busy preparing brief reports and trying to finish the provisional accounts.

Anyway, have a nice day. Please don't show up late. We may have Lunch together, if no-one objects.

See you!

Dali and Matto.

Agenda

Feed-back from the youth exchanges and perspectives for the return trip.

Preparation of the campaign on drugs.

Follow-up of the leadership training.

Support measures for volunteers.

Budget reports and analysis.

Feed-back from the press.

Alternatives to the sports festival.

Cooperation with the police.

Recruitment of project assistant.

Any other business.

Evaluating,
monitoring,
finishing





3.4 Evaluating the project

Towards the end of the plan of activities the project is becoming complete. But before formally "closing it"⁷, a final evaluation is necessary. The evaluation marks the end of the project by defining the time frame under consideration. Remember: a project must have a beginning and an end.

Truly speaking, however, the end of the project usually carries with it a new project or even just the continuation of the previous as such. The evaluation should in fact consider the follow-up of the project.

The final evaluation can be described as the process of collecting information and establishing criteria leading to:

- An assessment of what has been achieved;
- An explanation of how it happened;
- A better planning of future projects.

Evaluation is different from justifying the way money was spent, from public relations policies, from funding strategies and from finding excuses for one's own weaknesses. However, evaluation is very often confused or limited to one or several of those points, because evaluation is also related to them.

Evaluation is a powerful tool for planning and especially, for improving our abilities, our projects and our activities. It should also be understood as a fundamental tool in processes aimed at social change, because the main strength of evaluation is in preparing us to make things better than we have done previously. Generally, we should conduct evaluations because:

- We want to learn further and develop our own capacities and skills;
- We want to check what has been achieved as a result of our efforts and actions;
- We want to consolidate and validate a learning experience;
- We want to check how effective we are;

⁷ Formally, because in reality the activities generated by the project may still run; Still, the project must have an end.

- We want to see where we can improve;
- We want to commit people to their learning; or development process;

Evaluation is sometimes a difficult and frightening task when:

- We are forced to do it;
- We are afraid of the results it could produce;
- We don't know how to do it properly;
- We know that nothing will be done with the; results, that no change can occur.

The final evaluation of a project should include:

- The results achieved;
- The objectives reached;
- The financial management;
- The impact on the organisation;
- The process.

Evaluating results

We are now taking stock of what has been achieved through the project, directly and indirectly. We should evaluate the results achieved (at all levels), distinguishing those that have actually been planned from those that were not planned and happened anyway. Of course, an important factor will be to determine or assess to which extent the results happened as a consequence of the project (or should they have been achieved anyway?).

By results, we are talking about changes in the social reality that we intended to address in the first place, but also changes in people (social educational processes), in organisations and partnerships, in the community relations, etc.

Evaluating objectives

The natural implication of a final evaluation will be to confront the results with the original objectives, provided that these were concrete and assessable. The more concrete the objectives were the easier it will be to evaluate them. More than achieved / not-achieved the evaluation will look at what extent they have been met. Many educational objectives are by definition difficult to evaluate, because they are hard to quantify, to measure and even to

**Evaluating,
monitoring,
finishing**





assess. Hence the importance of defining at least some measurable objectives at the time of elaborating the project. When presenting the evaluation you will have then some figures, some quantitative aspects, to back up your qualitative evaluation.

Evaluating financial management

The evaluation of the financial management is important in any project, not least because usually you will need to provide a financial report to your sponsors, organisation, etc. More than just finding out the extent of the deficit (if there was one), the report is also good to check whether there are now new sources of funding for the organisation, where did most money go, etc. And it is of course useful to check how some money or resources could have been used differently.

Evaluating the impact on the organisation

It is interesting to evaluate the impact on the organisation for projects which represent a significant innovation. The impact on the organisation may come through new experience and expertise, new members, new partnerships, accrued reputation, additional resources, ability to reach new people, etc.

Evaluating the process

Then results are not only tangible aspects. They may also be learning results, experience acquired in a certain field or area. In order to take note of them and to understand them it is necessary that the process that people went through in the planning and management of the project is evaluated. What would have been done differently? What could be learned about project planning and management? What could people learn through the process of running the project?

3.4.1 Preparing and conducting an evaluation

The success of the evaluation, in any of its forms, depends of three fundamental conditions:

Time

Every project must have a starting and an end point to allow for an evaluation. This does not

imply that the project has to be stopped, but that “stop and look back” points have to be established. This applies as much to final evaluations as it does to intermediate evaluations. Inadequate time management will lead to the impossibility of introducing changes in the project at the relevant moments or to a loss of control of the evaluation process and purpose. Time is also important to take into account so that the evaluation is prepared in time to get hold of important information or data.

A good definition of objectives

Defining concrete objectives (and being able to differentiate them from the general aims) is one of the most crucial steps in defining a project and in implementing evaluation. Lack of clarity about the objectives always implies a loss of control of the project in its educational and practical dimension as the end result will be the confusion between the results achieved and the objectives intended. The objectives can (and should) be changed, namely as a result of intermediate evaluations. They should, however, always be as clear as possible, be written down and made explicit to all those involved in the project.

A good planning of the evaluation

Evaluating is easy but it can be made easier and more effective if planned from the beginning. Planning may not mean actually preparing it, but at least being aware that evaluations will be needed and that information for it needs to be secured. Indeed, some of this information might only be possible to get at the beginning of the project (if I am carrying out a project on literacy, it is useful/necessary to know at the beginning of the project the literacy levels of the target group).

The conclusions of the evaluation should be used to decide on the follow-up or continuation of the project, by looking again into the social conditions and what needs to be done further. To finish with our example, the drugs awareness project has been very successful (drug use by youngsters has been cut down by half) but now we realise that the need exists to provide young people with opportunities to spend their leisure time differently, that the peer-group leaders need assistance for their projects, or that action needs being continued in a particular district of the town.

*Evaluating,
monitoring,
finishing*





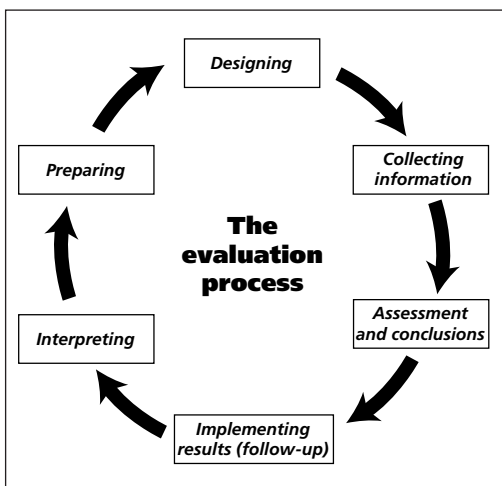
3.4.2 Evaluation and project planning

In the process of planning and running a project, one of the main functions of the evaluation is to allow us to see the relevance and adequacy of the project and of the activities to the social needs that determined the objectives of the project.

The natural implication of a final evaluation will be to confront the results with the original objectives but *also* with the reasons that motivated the project (social, institutional, personal) in order to draw the relevant conclusions (the social reality has changed, the problems persist and the project needs to be extended, my motivation increased, etc.). It is the result of this analysis that should determine the follow-up of the project (its nature, form, extent, etc.).

3.4.3 Planning an evaluation

Planning an evaluation can be done like planning a project: determining the objectives, working methods, action plan, etc. The following graphic⁸ illustrates some of the steps of an evaluation process. Evaluations are not always planned or conducted this way (and need not to be) but implicitly these elements are and should always be present.



Preparing

Preparing the evaluation is first of all setting its aims and purpose: why is the evaluation necessary? Who needs it? Who should be involved in doing it?

⁸ Inspired from Warren Feek, *Working effectively*, 1988

Designing

Once we are clear what the purpose of the evaluation is, we need to define its objectives, namely what is going to be evaluated (the use of resources, the educational methods, the results, the impact, etc.). These objectives will determine the indicators or criteria (qualitative, quantitative) and the time when evaluation should start.

Collecting the information

The indicators and criteria being established, the next process is actually getting the information (data) needed (how many people participated, what did they learn, what did they do afterwards, etc.). The criteria and the objectives will determine the way of collecting the information (written records, interviews, during the project or after, etc.).

Interpreting the information

What does the data and information that we possess mean? The interpretation, like the stages that follow reflect the most difficult challenge in evaluation: objectivity. Reality can always be interpreted in different ways and people can also influence the evaluation by their own interests and concerns. An awareness of the need to be objective is nevertheless essential.

Interpretation can be made easier (and showing the path to the conclusions) if the information can be compared with other experiences of the same nature.

Assessing and conclusions

The assessment is actually the process of drawing the relevant conclusions out of the information acquired. It is looking for the reasons for what happened, highlighting the results and putting them into perspective with the original aims and objectives of the project.

Implementing results

All the information and the conclusions drawn from it are, in a way, meaningless if nothing is done with them. The function of evaluation towards social change is lost if there is no desire to change, to admit the results of an evaluation, etc. The sources of resistance to change are many (institutional, personal, political, etc.). They can be limited by the objectivity of the evaluation as well as dependent on who has been involved in carrying it out.





Evaluating, monitoring, finishing



DO:

- Involve different people in the evaluation, and take them seriously
- Look at results of similar projects. Are there any trends or things that can be compared?
- Recall the original needs analysis, aims and objectives.
- Remember that there is no such thing as an 'objective' evaluation. But you may limit the level of subjectivity (by diversifying sources and methods).
- Run through the results and impact of the project with the young people. This way you will help them understand the change in them.
- Think about the evaluation while planning and running the project (not only towards the end!)
- Show possible discrepancies or differences of opinion in matters where there is no clear conclusion or data.
- Expect to be misunderstood!

DON'T:

- Get stuck in the negativity of some evaluations. Do bear in mind that many people still believe that evaluating is stating what did not work or what went wrong. Honesty does not mean not highlighting the positive aspects (especially to sponsors)
- Use the evaluation as a way to sort out conflicts (although it can be a starting point...).
- Feel attacked if some things did not go exactly as you planned or felt. Respect the other people's evaluation.
- Keep the results for yourself!
- Focus on what can not be changed; focus on areas where change is possible.
- Run an evaluation without planning it first.

Suggestions for training

The following evaluation grid was designed for the Long Term Training course "Participation and Citizenship". It has been used to prepare participants for the evaluation of their projects.



Evaluation: self-reflection grid

This list of questions is meant to help you review different aspects of your project planning, management and evaluation. They are not complete and you do not have to answer them in writing. They are meant to help you understand and recall what happened with/during your project and why, in order to be better prepared to explain the rest of the group and to evaluate it with them. Feel free to take all the notes that you want, and to add other elements, too.

My project evaluation so far...

1. In relation to the project plan

The social analysis

- Was it pertinent?
- Was it adequate?
- What was new?
- Was it shared by others?
- Is it still valid now?
- What has changed since?

Notes:



The project and my organisation

- Did the organisation embrace it? *Notes:*
- Did it fit within its programme of activities?
- Which obstacles did I find?
- Were colleagues involved? Where and how?
- What resistances did I meet? Why? How were they overcome?
- Who were my allies? What could they get out of the project?

My motivations

- Have they been fulfilled? *Notes:*
- Have I found new ones?
- What have I gained?
- Would I do it again?...

The social and educational objectives

- Were they clear and coherent? *Notes:*
- Did they correspond to my partners and my target group/s?
- What has changed?
- Which other people have engaged on the project?
- What have they learned?

The concretes objectives

- Were they concrete? *Notes:*
- Did they change, and why?
- What was actually achieved through the project that would not have been done otherwise?

The timetable of my project

- Could I keep to it? *Notes:*
- Was it realistic?
- If it changed, what consequences (positive/negative) did this have?

The programme of activities

- Was it realistic? *Notes:*
- Was the response / participation the way I had imagined?
- Who supported me?
- Was it participative?
- Where did I find allies?

***Evaluating,
monitoring,
finishing***





**Evaluating,
monitoring,
finishing**



2. Talking of some management skills...

The financial side of the project...

- Was it a problem? *Notes:*
- Who paid for it?
- Was the money used in the best possible way?
- How much did/does the project cost?
- Did I use all the possible contacts and support that I had foreseen?

Team management

- Who else did I involve in the project management? Who else got involved? *Notes:*
- Did they have clear roles?
- Did I check their motivations and expectations?
- How were they supported?
- How were they selected or trained?
- How were they rewarded?

Other resources...

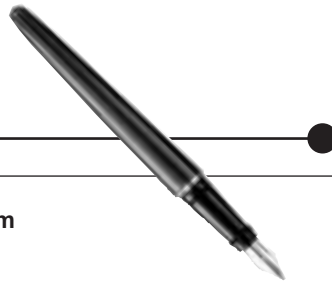
- Which other resources, other than money, could I generate for my project? *Notes:*
- Which skills have I gained from the project?
- Did I manage to involve the community and other organisations around me?
- Could anybody else contribute to the project?

3. Evaluation

- Which evaluations have I conducted during the project? *Notes:*
- Who was involved or took part in them?
- What conclusions were drawn from that? Who drew them?
- What changes were implemented as a result in the project?
- Did I evaluate the project with my colleagues? With my organisation leaders? With the participants? With my partners?

4. More...

-
-
-
-



Putting it down in the application form

Not all institutions will ask you in the application how the project will be evaluated (but sometimes they will ask you to describe it afterwards in the final report). Nevertheless, a growing number of organisations and institutions have become aware of the importance of appropriate and thorough evaluations. Especially for projects of a certain dimension (in time or money) not only will you be asked about monitoring and interim evaluations you will also be asked to describe how you plan to evaluate the project, who will do it, etc.

Often they will ask also what steps have you foresee for the evaluation before the start of the project. This is a concrete example of how much project evaluators may know about evaluation. If you come across one such form for the first time, don't be put off! In many ways they save you time, because they press you to do something that you should do anyway. So, think about it and write it down! Got stuck? – Call a friend or one of your trainers or advisors. Don't give up. There are also sometimes silly questions about evaluation, especially transferring into the field of non-formal education. But don't worry about them. If you are confident you can justify why the question does not make sense.

- Among the things not to forget in the application, is who will be involved in evaluations and when, as well as what will be evaluated. Sometimes who conducts the evaluation does matter.
- Do note that many sponsors and institutions accept that you budget the costs of evaluation (meetings, studies, etc.). So, money is not an excuse.
- Since the approach to the evaluation is an expression of the approaches to the project and to its values, some forms may ask you directly "how will young people be involved in the preparation, running and evaluation of the project". Don't be afraid to answer.

Evaluating, monitoring, finishing



Back to Ban Uppa!



Way Up!

Project Evaluation Report

<i>Table of contents</i>	<i>Page</i>
1. Purpose of this evaluation	5
2. Methodology followed in the evaluation	10
3. Recalling the origin of the project	14
4. The aims and objectives of the project	16
5. Evaluation by activity	18
6. The teams	
7. The participants	
8. Echoes from other sources	
9. Overall results achieved	32
– Regarding delinquency and participation	
– Awareness raising on drugs	
– Alternatives for healthier life-styles	
– Youth-lead projects	
– Partnerships with twin cities	
– Visibility of the project	
– A new attitude towards Europe	
– Synergies between institutions	
10. The impact on Ban Uppa!	42
11. Management and implementation	44
12. Finances and support	48
13. Media coverage and impact	52
14. Conclusions and further changes required	56
15. Proposals for follow-up.	60
16. Acknowledgements and thanks	65



3.4.4 Finishing and Reporting

Law of project management No.8
"Projects progress quickly until they become 90% complete and then they remain 90% complete forever."

Indeed, when the rhythm of work starts to decrease and the level of administrative and paper work increases, it seems as if there is a law that prevents us from finishing and actually closing. And yet, in many instances the results of the project may be hindered if it is not properly finished. Before closing the project, the results of the evaluation need to be consolidated, written down or recorded in some manner. Often there

are also financial reports to finish. And in many cases there are also other types of reports and documentation to be secured.

Of course these must be considered in the planning of the project. One of the most common problems in the planning is the fact that rarely time (and resources) are foreseen for finishing up. The result is an unpleasant accumulation of work that no one wants to feel responsible for.

So, when you plan the project consider allowing time and people to:

- Close the accounts and prepare financial reports;
- Write and send reports to donors and sponsors;
- Thank the partners, sponsors and participants;
- Write the documentation of the project.

Putting it down in the application form

- Follow-up enquiries and informing people of how the follow-up will be pursued.
- Every institution that supports a project financially wants a report. It is only fair that be informed of how their money was used and spent, what it generated as results, etc. Some institutions provide rather strict report forms – more or less complex and detailed. Others will just provide a list of questions to be answered to.
- Whatever your case may be, before accepting a grant, make sure:
 - That you know what kind of reports and documentation you are committing yourself to provide (if possible read it before);
 - The deadline for submitting it
 - The form (and sometimes the language).
- In the case of financial reports, proceed similarly. Make sure that your accounts match and are correct. Often you need to provide copies of vouchers or bills for the main expenditure. But even if you don't you still need to keep the financial documents and proofs of expenditure for a period that can go from 5 to 10 years. So, be prepared for a visit by the sponsor's auditors.

- Respect the deadlines for reports.
- Say thank you and acknowledge the support provided in money but also voluntary work and contributions in kind.



DO:

- Consult the young people – and your partners – about the changes you propose in the follow-up.
- Consider different alternatives when drafting your conclusions and proposals for follow-up.
- Try to secure continuity in processes initiated by the same people.
- Stay realistic but not fatalist.
- Dare!

DON'T:

- Be discouraged by initial reactions.
- Stay stuck in your proposals. Be ready to listen and to improve.
- Bet everything on a single horse! (Keep different alternatives).
- Ignore the alliances you have created.
- Expect everyone to be as enthusiastic as yourself!
- Give the impression that you are doing it for your personal benefit.

Suggestions for training

Anticipating possible follow-up is usually a sign of good planning when you submit the application for the original project. Sponsors like to know if the actions they will be supporting can be sustained afterwards or whether the project is one-off event or effort. The extent to which you can anticipate and prepare follow-up depends of course on the duration of the project, in the first place.

Use the interim or progress reports to prepare your sponsors for the possible follow-up. Involve them in the evaluation so that they can also give their opinion and at the same time feel the reality of the project a bit better.

Even if at the moment of applying you do not know yet what the follow-up could consist of, you can at least provide a good picture of the changes that the project will bring, and how that may influence the follow-up. Avoid giving the impression that you will think about that only later. Sponsors are usually not eager to fund one-off activities or even projects. They like to know that it can be pursued after (even if without their support). They like to make a difference... and to be visible in their effort.

**Evaluating,
monitoring,
finishing**





**Evaluating,
monitoring,
finishing**



Follow-up and reports

The evaluation represents the closing of the circle of the project, and in many ways it represents its end. The evaluation must lead to conclusions, as we saw earlier. The conclusions must address the different stages, dimensions, objectives and aims of the project. They must especially take into account and refer to the changes brought about or the impact had in the community and in the young people.

- Were there any changes created by the project?
- Are there new trends in the situation?
- Are there new problems, now?
- What needs further development and consolidation?

- Which changes are needed in the way of planning, managing and evaluating the (new) project?

In many ways, it is a new project that starts to be planned and is grafted onto the one just being closed.

The follow-up needs to be seriously addressed at the end of the project, even if those who started it are not able to continue. In some ways it is also their own responsibility to make sure that the expectations generated and the social dynamics brought about by the project are not abandoned. In some situations this could have a very negative effect on the community, besides tarnishing whatever good results may have been achieved.



Back to Ban Uppa!

Way up!

12. Proposals for follow-up

In view of what is explained above and of the excellent results so far, Way up! needs to be continued and deepened. Its continuity should be guaranteed by a close cooperation and interaction between Ban Uppa!, the city and civil society. These institutions should consider:

- *Keeping the youth café open after school hours as it has proven to keep young people away from bad influence and gives them a place to play and socialise.*
- *Developing a youth exchange programme with the three cities twin of ours in Uzbekistan, Malta and Finland.*

Evaluation report

- *Integrating the youth and sports festival in the festivities of the city, of which it could become the main feature.*
- *Passing a motion creating the Banville Advisory youth council*
- *Securing funding for the post of Way Up! project coordinator for another two years.*
- *Provide meeting facilities and educational assistance to the peer-group leaders.*
- *Extend the peer-group training programme to the other secondary schools in Banville.*
- *Research ways to introduce vocational training and apprenticeship into schools system.*



4. What makes a project European

The first answer that comes to mind is that those who want to think from a European standpoint no longer only see things from a national point of view. This implies an obligation to approach matters from a broad perspective, or at least lean in this direction, and above all to refuse to submit to dogmatic and narrow thinking.

According to Article 128 of the Maastricht Treaty, *"the Community shall contribute to the flowering of the cultures of the Member States, while respecting their national and regional diversity and at the same time bringing the common cultural heritage to the fore"*. The establishment of co-operation, leading to better communication, highlights the importance of cultural enrichment based on diversity and exchanges of experience. Initially, this could mean identifying our shared cultural heritage, and then fostering and strengthening among all Europeans the idea that they share common values.

Our altered perceptions and values are clear signs of the cultural changes that we are currently experiencing; they affect the ethnocentric image of so-called developed societies and are slowly but surely leading them towards a more polycentric vision – the discovery of diversity and otherness – which possibly indicates the search for another identity – perhaps a European one.

As in the case of society, Europe has to consider itself both unified and multi-faceted. Encouraging the incorporation of the European dimension means putting forward certain values, a certain idea of society, a certain concept of human beings. It means showing respect for individuals and for human rights. It also means helping to integrate young people into a multicultural world.

European programmes all aim to make young people aware of their shared cultural heritage and their common responsibilities as Europeans. In other words, to offer them the knowledge, skills and attitudes they will need to deal with the major challenges of European society and prepare them for greater mobility and daily life in a border-free Europe.

In the context of **European Voluntary Service**, this amounts to:

1. Offering young people a new type of experience of intercultural learning;
2. Contributing to the development of local authorities;
3. Encouraging active citizenship among young people..., it also means that volunteers' own culture and their allegiance to particular countries must give added value to a project's activities.

Example taken from the EVS user guide: Two volunteers, one from France and the other from Belgium, visited the small Swedish town of Lidköping to undertake their voluntary service in a youth centre offering many activities, including training workshops. The centre also tries to find places where local groups can put on plays and where young people can produce videos. The two volunteers took part in some of these activities but also carried out their own project, which was to design, in conjunction with a local junior secondary school, an exhibition on combating racism, entitled "I had a dream". They later plan to mount this exhibition in their home towns, and to create a CD-ROM and an Internet page.

In the case of **Youth for Europe**, it means:

1. Extending the field of learning, experimentation and innovation to the European scale;
2. Enabling young people to see the European Union as an integral part of their historical, social, cultural and political environment.

Turning to the **Youth Initiative Project**, it means that:

1. Youth projects can focus on subjects that concern those involved, directly benefit their peers and influence their immediate environment. The programme will encourage them, either directly via the particular subject matter, or through their forming part of a network, to see their projects in a European context.

**European
dimension**





**European
dimension**



2. The European dimension is particularly important in the case of locally or regionally based youth initiatives.
3. Projects must be transferable or adaptable to young people living in similar environments in other participating countries.

In the case of the **European Youth Foundation**, it means:

1. Encouraging active citizenship among young people in Europe, promoting youth

- participation in the building of Europe and the development of youth work as an important element of civil society,
2. Encouraging youth co-operation in Europe and stimulating mutual aid in the developing countries for cultural, educational and social purposes,
3. Providing support to develop activities promoting peace, intercultural learning and mutual aid in a spirit of respect for human rights and fundamental freedoms.

Example: A project which uses dance and music to bring together young people from different social backgrounds and produce a mix of cultures. The aim is to produce a dance show which will be performed in a variety of locations. The production is based on the links between African and contemporary dance.

The project is entirely initiated, designed and implemented by the young people themselves. It originated in a meeting between young musicians and dancers, and in a shared commitment to give fresh impetus to local cultural life by creating links between Montpellier and Marseille. Each young person in the group will have a specific task, such as communication, publicity, choreography, costume design, creating sets, financial management and so on, for which they will be responsible. Professionals from the dance field will oversee the operation to offer an outside view. A certain number of contacts have been established with local authority bodies and festivals, such as *Art fantaisie*, the Eus festival and *les jeudis de Perpignan*, where the production can be presented.

Seventy young people will take part in regular dance workshops and in the production itself. There will be a photographic exhibition of the production by three young photographers and the sets will be produced by students from the Perpignan school of fine arts.

But where is the European dimension in what is a "traditional" project?

The takings from the performances will be donated to a humanitarian organisation working in the countries of eastern Europe. The dance troupe already work in collaboration with a theatre and dance association in Girona in Spain. A Spanish choreographer will be involved in the project, as well as students from Barcelona University, particularly in the video production. A member of the group took part in a study visit to Finland on the subject of dance, music and production with young people. A number of Finnish organisations have since proposed exchanges. The group of young people has also had contact with a Slovakian organisation working in the same field. A network may also be established at some time in the future.

At the seminar for national agencies in Vienna in April 1999, it was established that given the context and objectives of the European youth programmes, strategies and training activities needed to be developed in a broader framework.

The objectives should therefore be directly linked to the work of the organisers, having regard to the development and use of European youth programmes.

The aim of the training strategy is to incorporate a European dimension into local or national

contexts. This means integrating European programmes into participants' daily activities, thus strengthening the development of youth projects.

The general principles of the European dimension are to:

- enable young people to see the European Union as an integral part of their historical, social, cultural and political environment;
- develop awareness of the dangers associated with exclusion, including racism and xenophobia, through educational measures for and involving young people;



- encourage autonomy, creativity and a spirit of enterprise among young people, particularly in the social, civic, cultural and environmental contexts.

How far is it possible to measure the European added value in a European project? Is it the result simply of adding partners or does it entail the development of a joint project?

The answers are not simple. Account may have to be taken of the young people' characteristics, such as their social and cultural origins, the partner countries and the topics covered, as many factors that influence youth participation in European construction. The aim of

all European youth programmes is to facilitate contacts and as such the **active involvement and participation** of young Europeans will be a fundamental aspect of projects' European dimension. However, what about activities where there is no obligation to undertake exchanges or automatic physical mobility?

On the principle that if you can do the more difficult things you can manage the easier ones, if it is possible to produce the outline of a definition of the European dimension for such projects, it should be possible to apply it to other projects.

The following table attempts to assess the European dimension of projects according to eight key criteria:

European dimension

Criteria	Questions	Examples of opinions following project assessment
European citizenship	What has been done to foster young people' sense of their European citizenship?	<i>The project focuses on education for local, regional, national and European citizenship, particularly through the establishment of an Internet site to inform other European countries of the project's creation so that they can develop it in their own towns and cities and communicate with other young Europeans. There should eventually be an exchange with young Germans.</i>
Partnerships	Does the project have the potential to establish partnerships with or networks of similar activities in various European countries?	<i>The collaboration with Italy should be strengthened by an exchange of young people, leading to the establishment of a youth council in the municipalities of Grugliasco and Collegno. An Internet-based network could be set up with Germany, Finland and the Netherlands, which have already undertaken experiments in this field.</i>
Transferability	Is the project's approach applicable to similar contexts in other countries?	<i>The objective of the project "workshops and fashion parades in a rural setting" is to enable young people from immigrant backgrounds experiencing labour market difficulties to become practically involved in garment making workshops (management, organisation and the design of clothes) and meet local, regional, national and international fashion industry specialists – designers, hairdressers, make-up artists, photographers and models – at an international fashion fair. The project will provide impetus to the locality concerned, with the involvement of traders, elected representatives and other interested young people. The project, which involves young people from immigrant backgrounds in a rural setting, could be transposed to other European Union countries.</i>

European dimension





**European
dimension**



Criteria	Questions	Examples of opinions following project assessment
European theme	Does the project's European theme reflect topics of current European interest, such as the Euro, Europe and employment or the European elections?	<i>The central theme of the theatrical production is Europe: from mythology to the Euro, drawing on historical figures, the testimony of men and women talking about their work today in Europe, wars and acronyms such as GATT, CAP, OPEC, PESC and Schengen. The young people hope, at some stage, to put on their show in Romania, to compare their vision with another European country.</i>
Intercultural learning	What has been done to provide space for mutual understanding and co-operation?	<i>This is a project on the situation of young Roma women in society in Europe run by a network of Roma young people. It is planned to share experiences and different realities of the situation of young Roma women in Europe, confront men and women's opinions on the role of women in roma and non-roma communities, to realise that traditions differ from country to country and to help women become active in the development of different projects in order to open the Roma communities to the majority society.</i>
Problem of common concern	Does the project concern a problem shared by most European countries, such as combating exclusion, drug abuse and alcoholism or crime?	<i>The creation of the Internet site will be a means of disseminating information on the history of gypsy communities in France and communicating with other communities in France and Europe. Visits to three cities in Catalonia will be necessary to collect material for the CD-ROM.</i>
Project mobility	Is the project itinerant and does it cover various European countries?	<i>This is an itinerant project covering seven European countries, the purpose being to exchange experience and information on theatrical practices in Europe.</i>
Links with other European activities or programmes.	Do links exist or could they be established with other European activities or programmes?	<i>For three years, the association has been organising, in co-operation with the Franco-German Youth Office, exchanges with Berlin. Recently, it organised a Youth for Europe multilateral exchange with the countries of the east. The project is modelled on existing centres in Berlin and Cologne, with which it is planned to collaborate. Links have been established with other European associations with similar objectives in Berlin, Cologne, Bologna and Amsterdam.</i>
Involvement of young Europeans	Is there active participation by young people in different European countries?	<i>Hip-hop is currently the in-music for all young Europeans. It is planned to organise a meeting with European rappers, who might take part in the workshops. However, the relationship between the partners and European networks is still not clear</i>



In 1953, Mary McCarthy said that Europe was the uncompleted negative of which America was the test. Things now appear in a more positive light. The path is long and difficult, but what makes Europe distinctive is the fact that it is under permanent construction, both figuratively and in reality.

In "*Labeille et l'architecte*" (1978), François Mitterrand said that Europe did not need anyone in order to be nothing, but it should be borne in mind that this was before he was

elected president of France and one might simply add "yes, but everyone needs Europe to exist". Naturally, the levels of necessity and the areas of involvement are very varied, but on the day when all Europeans, irrespective of the continent's geographical dimensions, accept and recognise the twelve stars of the flag, not as the number of member countries but as the symbol of harmony and perfection, we will have crossed the threshold that separates a geographical dimension to a real European one.



Appendix 1: Glossary of terms

Depending on the professional area or environment in which the project is managed, the terminology may change. Here are some of the terms used in this publication. Most of them are defined in more detail in chapter 3.

- **Emergence, genesis of the project:** the initial idea, generally in response to the identification of a specific problem or need. This idea is the starting point for the design and drawing up of the project.
- **Implementation:** this is the “doing” part of the project, involving all the practical aspects: material and technical arrangements, organising human and financial resources, preparing the persons who will be conducting the project, ensuring the right material conditions for the smooth running of activities and so on.
- **Assessment:** final phase of the project. The assessment makes it possible to measure its impact on the environment, what has been achieved and how, and to plan any follow-up. The results of the assessment are generally documented and contribute to the project report.
- **Intermediate assessment:** a certain number of intermediate assessments are carried out to make sure that the project continues to reflect its environment, its target group and the objectives set. Intermediate assessments help to keep projects in line with reality and as such form part of the monitoring process.
- **Consolidation:** final project activities, publicising and exploiting the results, recognising and securing recognition for the value of the project, thanking the partners and celebrating.
- **Context:** social and geographical environment in which the project will take place. The context is one of the main parameters in drawing up the project.
- **Aims:** the final goal of the project. Aims are defined according to an analysis of needs or the identification of a set of problems in a particular environment.
- **Objectives:** these are a project’s goal or goals put into operational form. Projects always have several objectives which must be practical, measurable, limited in time, realistic and flexible. A distinction may be drawn between:
 - social/general objectives, which lead to social changes;
 - educational objectives, which have a didactic element and refer to changes in people;
 - measurable practical objectives, which are more intermediate activities to be undertaken.
 - Objectives are in turn broken down into activities.
- **Activities:** the different stages associated with a specific objective which help to achieve the aim.
- **Action plan:** plan of the various activities that make up the project, with a precise indication of what those activities are, their location and timing and the resources involved. Such plans need to be modified to take account of the situation on the ground and the intermediate assessments.



-
- **Monitoring:** this takes place throughout the project's life and consists of checking whether the action plan still reflects reality and whether the planned activities, objectives and aims are still consistent with the needs, context, target group and available resources, with a view to modifying them where necessary.
 - **Partners:** the persons or institutions collaborating in the project. They may offer financial, material, technical or political support.
 - *Project members:* all those involved in carrying out the project.
 - *Project carrier:* the individual(s) or organisation initiating the project.
 - *Project manager:* person(s) responsible for managing the material and human resources involved in the project.
 - *Project sponsors:* individuals, institutions or companies financing the project.
 - **Resources:** all the available and necessary means for completing the project (equipment, finance, staffing and so on).

Appendix 2



Project Management T-Kit Evaluation form

We hope you have found this first version of the Project Management T-kit helpful and useful. This is the first time that such a publication has been produced within the Partnership Programme and we would welcome your feedback and suggestions for future editions. Your answers will also be used to analyse the impact of this publication. Thank you for completing this questionnaire, your comments will be read with great attention.

How far did this T-kit help you to find theoretical foundations and practical advice to run your project(s)?

From 0% to 100%

You are...
(You may tick more than one option)

- A project manager
 - Local level
 - National level
 - International level
 - Other

Did you use the T-kit help in structuring your project? Yes No

If yes...

In what context or situation?

Which parts helped you the most?

.....

Which parts did you find least useful?

.....

- A Trainer
 - Local level
 - National level
 - International level
 - Other

Did you use the T-kit for any of your training activities? Yes No

If yes...

In what context or situation?

With which age group(s)?

.....





Which ideas did you use or adapt?

Which ideas did you find least useful?

None of the above – Please specify

What do you think of the overall structure of the T-Kit?

What do you think about the layout of the T-Kit?

Where did you obtain your copy of this *Project Management T-kit*?

What recommendations or suggestions do you have for future editions?

Name:

Title:

Organisation/establishment (if applicable).....

Your address:

Phone number:

E-mail:

Please return this questionnaire by surface mail or e-mail to:

Project Management T-kit
Directorate of Youth & Sport – Council of Europe – F-67075 Strasbourg Cedex
E-mail: T-Kits@training-youth.net



Appendix 3 Bibliography



Project
Management
T-Kit

Managing Projects

- Adirondack, Sandy (1992)
Just about managing: effective management for voluntary organisations and community groups, London: London Voluntary Service Council
- Adams, Scott (1996)
Fugitive from the cubicle police, (A Dilbert book), Kansas City: Andrews and McMeel
- Alonso Oritz, Nieves (1996)
El trabajo social en los procesos de integración y de exclusión Actas del Congreso de Animación Socio-Cultural, Sevilla
- Angst, Doris et al. (eds.) (1995)
Domino: a manual to use peer group education as a means to fight racism, xenophobia, anti-semitism and intolerance, Strasbourg: Council of Europe Youth Directorate
- Bergeret, Jean-Marie and Meisch, Nico and Otten, Hendrik (eds.) (1995)
Projet communautaire d'elaboration de modules de formation pour animateurs, Luxembourg: Service national de la jeunesse
- Bloch, Arthur (1992)
La ley de Murphy, Madrid: Temas de Hoy
- Committee of Ministers (1998)
Resolution (98) 6 on the youth policy of the Council of Europe, Strasbourg: Council of Europe
- Daun, Åke and Ehn, Billy and Klein, Barbro (eds.) (1992)
To make the world safer for diversity: towards an understanding of multicultural societies, Tumba: Swedish Immigration Institute and Museum; Stockholm: Ethnology Institute
- European Commission (1998)
Vademecum of the Youth for Europe programme, DG XXII, Brussels: European Commission
- European Communities
'Common position (EC) no.22/1999 with a view to the adoption (...) the 'Youth' Community Action Programme', Official Journal of the European Communities, 22/07/1999
- Feek, Warren (1988)
Working effectively: a guide to evaluation techniques, London: Bedford Square Press
- Feld, Kristen et al. (1991)
Training courses resource file. Vol. 11, Project steering, Strasbourg: European Youth Centre
- Gomes, Rui (ed.) (1997)
Navigare necesse est, Luxembourg: Service National de la Jeunesse
- Gomes, Rui (1998)
Mudança d'Aires, Coimbra: Movimento Cristao para a Paz (YAP Portugal)
- Lauritzen, Peter (1998)
'Intercultural learning: one big bluff or a learning strategy for the future' *European Journal of Intercultural Studies* Vol.9 supplement
- Lawrie, Alain (1996)
The complete guide to creating and managing new projects: for charities and voluntary organisations, London: Directory of Social Change
- Phillips D.C. and Soltis, Jonas F. (1998)
Perspectives on learning, New York: Teachers College Press
- Siurala, Lasse (2000)
Discussion paper on the theoretical framework of 'non-formal learning', citizenship and 'participation', Strasbourg: Council of Europe Directorate of Youth and Sport
- Vassileff, Jean (1990)
La pédagogie de projet en formation de jeunes et adultes, 2^e éd., Lyon: Chronique Sociale

Managing People

- Belbin, R.M. (1981)
Management teams: why they succeed or fail, London: Heinemann
- Janis, I.L. (1972)
Victims of groupthink: a psychological study of foreign-policy decisions and fiascoes, Boston, MA: Houghton Mifflin



Oomkes, Frank (1994)
*Training als Beroep. Deel 3, Oefeningen in
interculturele vaardigheid*, Amsterdam:
Boom

Schneider, Susan C. and Barsoux, Jean-Louis
(1997)
Managing across cultures, London: Prentice
Hall

Snow, C.C. et al.
*Transnational teams – a learning resource
guide*, ICEDR, Report

Watson, W.E. and Kumar, K. and Michaelsen, L.K.
*'Cultural diversity's impact on interac-
tion process and performance: compar-
ing homogenous and diverse task group'*,
The Academy of Management Journal

Fundraising

Clarke, S. and Norton, M. (1997)
The complete fundraising handbook,
London: Directory of Social Change

Feek, W. (1988)
*Can you credit it: grant givers' views on
funding applications*, Leicester: National
Youth Bureau.

Smith, Mark (1981)
Organise!, Leicester: National Association
of Youth Clubs

Villemur, Anne (1996)
*Applying to a grant making trust: a guide
for fundraisers*, West Malling: Charities Aid
Foundation

Young People Now, July (1993)

INTERNET RESOURCES

For help with searching for funding and
for information on existing foundations
(March 1999). This list is not exhaustive!!

Charities Aid Foundation - <http://www.charitynet.org>
Information, resources, publications.
Includes an international section.

Deutsches Spendeninstitut - <http://www.dsk.de>
*Information in German and English on
German charities, hints for donors, links to
funding organisations in other countries
and to international sites.*

Eurodesk – <http://www.eurodesk.org/>
Information on European programmes

European Foundation Centre - <http://www.efc.be>
*Links to other funders' sites and many cor-
porate funders in Europe.*

The Foundation Center - <http://fdncenter.org>
*Based in the United States. Information on
charities and private foundations. Advice on
application writing and links to other sites.*
*Includes an online bookstore and possibili-
ty of submitting questions to a reference
librarian. Also gives information on fund-
ing outside the United States.*

Fund-raising.com – <http://www.fund-raising.com/>
*Concrete practical ideas and resources for
fund-raising.*

Funders Online - <http://www.fundersonline.org/>
*A project of the European Foundation Cen-
tre and other international partners pro-
viding access to a range of European fund-
ing and grantmaking resources. The
Funders Online Directory gives profiles of
foundations and lists corporate funders'
web sites. The Directory is searchable by
funder's areas of interest, indexed by sub-
ject focus, geographic focus, population
focus and types of support.*

Soros Foundation - <http://www.soros.org>
*Private foundation operating in many
European countries.*



The authors of the Project Management T-kit:

Bernard Abrignani (writing): Civil servant at the French Ministry of Youth and Sports and project officer at the National Institute for Youth and Community Education. Specialised in youth participation, community development, education, prevention of delinquency, intercultural learning and international youth work.

Anne Dussap (co-ordination, editing): tutor works at the Directorate of Youth and Sport – Council of Europe.
anne.dussap@coe.int

Rui Gomes (writing): freelance trainer and consultant at the time of the writing of the T-Kit, with wide experience in project-based European training courses and a particular interest in intercultural education, minority rights, Human Rights and evaluation. Since March 2000 Rui Gomes works at the European Youth Centre in Budapest, in charge of the Programme and Training. rui.gomes@eycb.hu

Dirk de Vilder (writing): freelance trainer and consultant at the time of the writing of the T-Kit. Specialised in experiential learning, multicultural teamwork, communication and leadership training and international project management. Now working for "Outward Bound" Belgium as a trainer and consultant for profit and non-profit sector. dirk.devilder@outwardbound.be

Peter Merry (editing, proof-reading): freelance trainer and consultant based in the Hague, specialising in intercultural learning, human ecology, theatre in education, conflict management, and group facilitation.

... and the following person has also contributed to the elaboration of this T-Kit:

Alain Roy: is Professor of teacher training at the Institute of Religious Training within the Faculty of Theology at the University Strasbourg. For a period of 10 years he worked at the Council of Europe as Secretary to European Steering Committee for Youth and as a freelance trainer of project management and development in Central and Eastern Europe. His voluntary activities included responsibility for the Young European Christians in the Alsace-Lorraine region.





The T-Kit series – year 2000 *(available in English and French)*

**T-Kit 1:
Organisational Management**

**T-Kit 2:
Methodology in Language Learning**

**T-Kit 3:
Intercultural Learning**

**T-Kit 4:
Project Management**

*Planned for the year 2001:
(provisional titles)*

**T-Kit 5:
How to Organise a Training Course**

**T-Kit 6:
Voluntary Service**

**T-Kit 7:
Citizenship Education**



PROJECT MANAGEMENT



IN 1998, THE COUNCIL OF EUROPE AND THE EUROPEAN COMMISSION DECIDED TO TAKE COMMON ACTION IN THE FIELD OF EUROPEAN YOUTH WORKER TRAINING, AND THEREFORE INITIATED A PARTNERSHIP AGREEMENT. THE AIM OF THE AGREEMENT, WHICH IS LAID DOWN IN SEVERAL COVENANTS, IS “TO PROMOTE ACTIVE EUROPEAN CITIZENSHIP AND CIVIL SOCIETY BY GIVING IMPETUS TO THE TRAINING OF YOUTH LEADERS AND YOUTH WORKERS WORKING WITHIN A EUROPEAN DIMENSION”.

THE CO-OPERATION BETWEEN THE TWO INSTITUTIONS COVERS A WIDE SPECTRUM OF ACTIVITIES AND PUBLICATIONS, AS WELL AS DEVELOPING TOOLS FOR FURTHER NETWORKING.

THREE MAIN COMPONENTS GOVERN THE PARTNERSHIP: A TRAINING OFFER (LONG TERM TRAINING FOR TRAINERS AND TRAINING ON EUROPEAN CITIZENSHIP), PUBLICATIONS (BOTH PAPER AND ELECTRONIC VERSIONS OF TRAINING MATERIALS AND MAGAZINE) AND NETWORKING TOOLS (TRAINERS POOL AND EXCHANGE POSSIBILITIES). THE ULTIMATE GOAL IS TO RAISE STANDARDS IN YOUTH WORKER TRAINING AT A EUROPEAN LEVEL AND DEFINE QUALITY CRITERIA FOR SUCH TRAINING.



2000

