A PROJECT/PROGRAMME INITIATION AND PLANNING EXPERIENCE WITHIN AN NGO

CASE STUDY: THE YOUTH CHARTER

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CHAPTER ONE

1. INTRODUCTION

This section aims to briefly give a breakdown of what each chapters of this thesis would be discussing.

Chapter One would be giving an introduction of the thesis which would include statement of purpose, aims and objectives of this thesis, a brief history of the case study (The Youth Charter) and what the Youth Charter is all about, by way of its achievements till date

Chapter Two aims to explain in details my roles and responsibilities at the Youth Charter by way of how I fit into the organisational setting. Also, the project and programmes the organisation is currently working on and my role in its development. Finally, how these roles and responsibilities assigned have developed me personally and professionally.

Chapter Three will provide the relevant literature review with regards the project management life cycle with emphasis on the project initiation and planning stages highlighting various related topics such as project scope, business case amongst others.

Chapter Four will aim to provide a conclusion and recommendation highlighting what I have learnt so far and how the skills developed during the placement at the Youth Charter would help in the achievement and accomplishment of my future career.

Chapter Five provides a list of references used in the development of this thesis which includes articles, journals, and books, amongst others.

1.1. STATEMENT OF PURPOSE

This thesis aims to provide an explanation of the vital experience acquired within a Non-Governmental Organization (NGO) and also aims to describe practical project management with major focus on the initiation and planning phases. This will be explained using relevant literature as well as the real-life processes associated with these phases.

1.2. PROJECT AIMS AND OBJECTIVES

1. To study and scrutinize the project initiation and planning process of project management in comparison to real life project management using a case study of the Youth Charter.

2. To identify and examine any issues arising from real-life and literary views of project management at the project initiation and planning phases.

1.3. A BRIEF HISTORY OF THE YOUTH CHARTER

The Youth Charter was founded in 1993 by Geoff Thompson following the shooting of a 14year old school boy Benji Stanley in Moss side, Manchester. The tragedy was highlighted by the then Manchester 2000 Olympic bid of which Geoff Thompson was an ambassador. Upon noticing that social exclusion and marginalization of young people have become major issues in societies today, he decided to use sport as a social vehicle of change. The legacy of that effort 20 years on is the role of sports and culture and how they bid in hosting the legacy of major games can improve the quality of life and life chances of many young people are reduced as a result of crime, drugs, unemployment and lack of education, and thereby embarked on the mission to bring about a change in the lives of these young people.

The Youth charter is a UK registered charity and UN accredited NGO that over the last 20 years has vigorously campaigned and supported young people social inclusion and community cohesion

through sports and cultural activities globally. The Youth Charter takes positive steps to fight the risk of people or communities being excluded from the mainstream society for reasons such as unemployment, low income, poor living, family conflict or involvement in anti-social activities like drugs and crime, and also bringing about a sense of common belonging using sport as the vehicle to achieve this.

1.4. AIMS AND MISSIONS OF THE YOUTH CHARTER

The Youth charter's primary aim is to provide hope and equip global citizens through its efforts to the young people and equip them with rights and responsibilities to compete in life irrespective of their racial, religion, lifestyle or social and human circumstances. The Youth Charter helps those young people "who have nothing to do, nowhere to go and no one to show them". This is done by developing and putting into action social research, expertise, support programmes, projects and tools to nurture the young helpless people gain skills and maximize their potentials through sports and cultural activities.

1.5. THE YOUTH CHARTER DEVELOPMENT GOALS

The central development goals of the Youth Charter are:

- Education (vocational attainment & achievement)

- Health (attitudes, lifestyle & behaviour)

- Social Order (Good Citizenship, discipline & respect)

- Environment (Safer & cohesive communities)

- Employment & Enterprise (providing a sustainable economy)
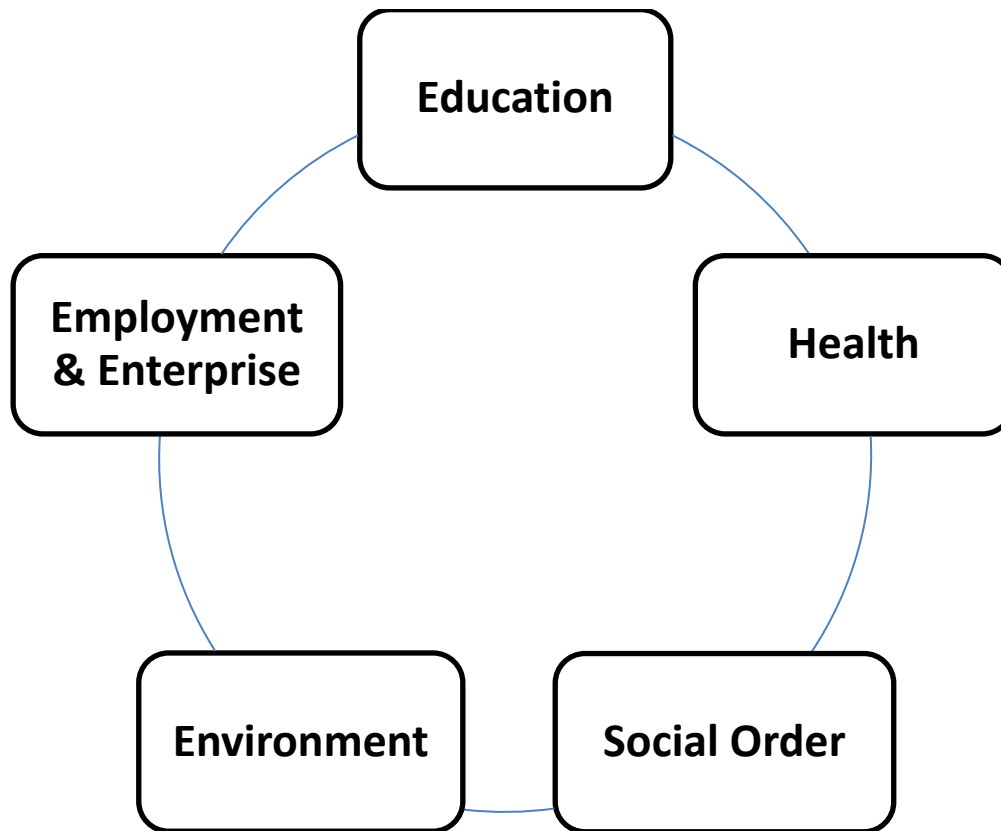
Figure 1: YC Development Goals

Good education brings about a healthy lifestyle, which brings about social order in the community thereby creating a safer environment for the young people to exist. Through organisation of programmes, project & cultural activities, employment opportunities are created for young people which would keep them occupied and away from anti-social activities.

1.6. ACHIEVEMENTS OF THE YOUTH CHARTER TILL DATE

One of the central pillars to the Youth Charter's work "Youthwise" was launched in London in 1997. The Programme was created especially for the social and human development of young people and in particular those socially and emotionally disaffected. The Youth Charter identifies, attracts and recruits the young people involved in drugs, crimes and other anti-social activities, they are then enrolled in sports and cultural based classes/modules which are delivered by sporting ambassadors, volunteers and social coaches. They are also coached about their goals, motivation,

dreams and aspirations by the social coaches. These sessions help to build up their social skills, confidence and team building skills. The youngsters return to their communities after the development sessions with their newly equipped skills, personalities well developed, support from a personal development toolkit and social coaches who are still available for encouragement. Therefore, it can be said that Youth Charter brings the most socially challenged youngsters back onto a positive path of development for themselves and the communities in which they live.

The Youth charter has used its extensive experience of delivering legacy, projects and programmes developed initially in Hulme and Moss side, Manchester and also as part of the youth culture and community strategy of the successful 2002 Commonwealth Games. Since that time the Youth Charters "Citizenship in Action" legacy initiative has been delivered in ten (10) UK cities and ten (10) Commonwealth countries bring about sport, social and human development for peace which now promotes the benefits of a healthy and physical lifestyle in communities.

1.6.1. SIGNIFICANT TIMELINE

YEAR(S)	EVENTS/ PROGRAMMES/PROJECTS UNDERTAKEN
1993	The Youth Charter launched at Rec Man Conference in Wembley, identified as part of Manchester's bid to host the Olympic Games to support the youth legacy of the bid. Developed the Agora Space, a real example of multi-agency working. Opened by Susan Hampshire OBE.
1994	The Youth Charter leads the "Spirit of Hulme and Moss Side tour Group" to Los Angeles.
1995	The Youth Charter identified as the Youth cultural strategy of the commonwealth Games Bid and identified as part of the exit strategy for the Central Manchester Development Corporation.
1996	The Youth Charter registers as a UK charity. Formal opening of the Youth Charter HQ in Salford by His Grace the Duke of Westminster OBE TD DL Launch of YC South Africa on Youth Day Visited UN Criminal Tribunal at The Hague.
1997	Endorsed by Labour Party Sports Manifesto Launched Youthwise at Charity Fair Presentation to City of London- "Health High Streets, Healthy Back Streets".
1998	The Youth Charter launches 5yr report "Sport as a contributor to Social Regeneration"
1999	Nelson Mandela Farewell game with YCS Youth Ambassador Monique Gardener from FIFA's SOS village.
2000	Became a United Nations Non-Governmental Organisation The Youth Charter for Sports becomes the Youth Charter for Sport, Culture and the Arts.
2001	Launched the Rugbywise Toolkit with the Rugby Football Union
2002	Commonwealth Games The Youth Charter hosts "connecting Communities" event inviting 1000 young people to attend the Game. Citizenship-in-Action developed as social and cultural legacy of 2002 Commonwealth Games. Spirit of the Streets Tour South Africa.
2003	The Youth Charter celebrates 10th Anniversary with scroll signing in London and a 3 day "Connecting Communities" festival, Benji Stanley Memorial. Presents at UN conference in New York Launched Soccerwise with Manchester United FC and UNICEF

2004	A year review of programmes, structures and papers.
	The Youth Charter concluded Citizenship-in-Action consultation with participating communities and presents proposals at "Call to Action" event at Bridgewater Hall in Manchester.
2005	The Youth Charter presented their national and international programmes of work at the 2nd Magglingen Conference "Sport Moving to the Next Stage".
2006	The Youth Charter produced its United Nations Quadrennial Report.
	Youth Charter South Africa '12 Executive Summary Report is launched at the Youth and Wellness International Conference in Cape town.
	Launches Youth Charter '12 National Report at the House of Lords in London.
	2006 Olympic CIA, YC '12 Commonwealth Report.
2007	2007 Young Citizens Survey
2008	2008 Liverpool City of Culture YC End of Year Report
2010	2010 Ali Scholars UK Tour Legacy summit.
2011	2011 Youth Charter Legacy Manifesto
	Facebook campaign
	UK Riots.
2012	Legacy Debate
	Legacy tolerance, understanding and communication. Series of three presentations.

Table 1: The Youth Charter's Significant Timeline

<div align="center">**CHAPTER TWO**</div>

2. WORK PLACEMENT EXPERIENCE (DESCRIPTION AND EVALUATION)

This chapter aims to explain in details my roles and responsibilities at the Youth Charter by way of how I fit into the organisational setting. Also, the project and programmes the organisation is currently working on and how I help in its development. Finally, how these roles and responsibilities assigned have developed me personally and professionally.

2.1. ROLES AND RESPONSIBILITIES IN THE YOUTH CHARTER

I was given the responsibility to develop a specific area of the agency's future development which would form a major part of the project proposal for a project FAB (Float like A Butterfly). I was given a role to research and develop relevant information which would require both Project Management and Human Resources skills to be accomplished. This role was suitable for me as I have gained a Bachelor's degree in Human Resources Management and now undergoing a Master's degree in Project Management.

I was assigned a role to develop documents on a programme, "Social Coach Leadership Programme" which its delivery would ensure the successful implementation of the project the organisation is working on. My role required me to read and review various articles and documents on coaching, social coaching and all it entails, also what other organisations have delivered in the area of coaching so far and thereby come up with ways to improve up both the delivery and the programme itself.

I was also asked to develop human resource policy document for the social coaches that would ensure child safety, due diligence and best practices as child abuse is now endemic in countries today, mostly in Africa which is the major focus of the project delivery. To achieve this I needed to research and review documents, articles having to do with human resource policies and child

safety policy documents developed by other NGOs both locally and internationally as the programme is a global one.

2.2. A REAL LIFE PROJECT/PROGRAMME

PROJECT NAME: FLOAT LIKE A BUTTERFLY (FAB)

PROJECT THEME: "Cultural activities for women's empowerment"**.**

Looking at the case of the recent happenings in Nigeria abduction of about hundred (100) school girls involving gun men who are called "Bokoharam" (which means "Western education is forbidden" in the local Hausa language) and has been waging an armed campaign for an Islamic state in northern Nigeria, these are the kind of people the programme is been developed for. In that Bokoharam is male dominant group, hence we notice there are little or no females there. We need to ask ourselves important questions like;

"Were they educationally empowered?"

Most of the young terrorists are as a result of their own disaffection and are not educated, therefore making them more successive to recruitment because they have no hope.

If they were empowered, they would look at things a bit more laterally. The Float like A Butterfly (FAB) programme provides that with the help of the Social coaches and the Youthwise curriculum for life which would be delivered by them.

The project is a product of the ongoing partnership and teamwork of the Youth Charter and the Muhammad Ali Centre. The Float like a Butterfly (FAB) is project which is basically for the sole purpose of providing social engagement, cultural activity and empowerment to young women. The FAB project will be perfected through the Youthwise programme, a curriculum for life, in several societies in the past 20 years, to improve social and cultural development through sports, arts and cultural activity.

2.3. PROBLEM TO BE SOLVED (PROJECT AIMS & OBJECTIVES)

1. **Gender inequality & women empowerment:** According to the Youth Charter Games Legacy report 2012, gender equality in education through sport would empower women take greater control of their lives. They could achieve independence that would allow them to choose who, and when they marry and start a family. Women would be empowered to defend their legal human rights. Health and fitness programmes would help combat the pressures and expectations placed on women with regards to body image and expectations of men. FAB aims to tackle issues of gender inequality resulting in the African continent affecting young women. These are mental, physical and emotional abuse of women and young women in particular along with the social and cultural mistreatment of women in the society as a whole.

2. **To achieve an outcome/goal of a universal primary education:** this is the UN's MDG 2 which Float like A Butterfly (FAB) hopes to achieve by empowering young women to be social coaches from different communities with skills needed to deliver the African wise curriculum for life to the young people which would help gain numeracy and literacy benefits under the theme "read, write and count", this would complement the behavioural elements delivered by the FAB programme by way of global citizenship, humanities and PSHE (personal, social, health and educational development) in various communities in different parts of the world.

3. **To develop a global partnership for development**: FAB hopes to develop a global partnership for development which is the UN'S MDG 8, as the Youth Charter is working in close partnership with the Muhammad Ali Center. Both agencies are working in collaboration to produce a cultural framework that can see that the FAB project is delivered in a modular way and within a project implementation framework with the agreed outputs

and outcomes mapped, tracked and measured within the three phased scoping, implementation and sustainability elements.

2.4. PROJECT DESIGN & STRATEGY

Float like A Butterfly (FAB) will aim to equip, engage and empower 10,000 women as social coaches (1, 000 social coaches in each community). They will be trained to deliver within a cultural framework and 10 community campuses selected and identified from the 28 countries where DFID currently works. There will also be ongoing support through a digital inclusion provision of multimedia devices using mobile phones and pad technology to help map, track and measure the social, cultural overall impact.

FAB will aim to use the following programme activities to deliver the programme and they include; Martial Arts, Football, Volleyball, Netball, Hand Tennis, Traditional African games and Dance. The project will be delivered in 3 phases;

Engage the women identified in each area with the cultural activity offer, equip and train the women as social coaches. Motivate and deliver single gender based girl's activities with gender integrated activity once trust, confidence and respect is developed. Inspire and sustain the overall effort within the community campus, network or facilities within the selected area identified (Info graphic of community campus).

2.5. SOCIAL COACH LEADERSHIP PROGRAMME

The Social Coach Leadership programme is a finished programme that is been further developed to meet African Union's goal of infrastructure and skills as well as the European Union(EU), African Union (AU), World bank & United Nation(UN) visions on the basis of gender equality and women empowerment which is the third goal in the Millennium Development Goals (MDG). This programme would train, equip, and empower the 10000 women with the right skills, knowledge and understanding necessary to become social coaches to help young people in their various countries and communities who have been victims of social exclusion, community cohesion, crime, and anti-social activities, to become better people and also enable them maximize their potentials by delivering cultural activities, programmes and projects.

As a woman, Social coach leadership programme is becoming even more important because it is clear that teachers who have got their ears to the streets would know what is going on and a good social coach is firstly socially aware then is able to coach and lead into the specific environment where the children and young people are being engaged. Hence, child safety becomes very valuable bearing in mind the cases of child abuse in form of abduction, rape and so on in various parts of Africa.

In summary,

"Coaches should know how to teach and Teachers should know how to coach" because at the end of the day *"the village brings up the child".*

2.5.1. WHY A SOCIAL COACH LEADERSHIP PROGRAMME

- To help achieve the UN Millennium Development Goals No. two (2), three (3) and eight (8); achieving an outcome/goal of a universal primary education, addressing the issue gender inequality & women empowerment, developing a global partnership for development respectively.

- There are many sports included intervention globally.

- The language, youth culture, behaviour and lifestyle choice is 24/7 real time to click interactive and virtual in the social and emotional habit, character and behaviour forming. As a result, current teaching and coaching of children and young people need to be adapted to meet this challenge.

2.5.2 SOCIAL COACH LEADERSHIP PROGRAMME (SCLP) WORKS TILL DATE:

The social coach leadership programme was developed to provide national government bodies, sport and leisure professionals, the public, private and tertiary sector with tools, strategies and common sense approaches in engaging hard to reach young people in challenging communities.

Over the last 15 years, the SCLP that has been delivered are:-

- Southern African Social Coach Workshop 2007

- Social Coach Leadership Programme (Roehampton University) 2012

- Legacy in Action 2012

- FAB 2014

2.5.2.1. SOUTHERN AFRICAN SOCIAL COACH WORKSHOP 2007

Since the Youth Charter's launch in South Africa in 1996 as a result of the historic "Vision For Sport Conference" which heralded sport in the new South Africa. The agency has delivered projects and programmes that have contributed to the now established international awareness and effort as to the ongoing and important role of sport as a major vehicle of social and human development.

With the support of the Swiss Academy for Development, the Youth Charter embarked on a challenging undertaking in its wish to consult, reflect as well as meet the needs of the many youth and community projects and programmes it had witnessed. The consultation was wide ranging with Mozambique, South Africa, Zambia and Namibia playing a lead role in the delivery of the social coach workshop. The Youthwise Social Coach Workshop was the culmination of the Youth Charter's fourteen-year effort in Southern Africa.

The Southern African Social Coach Workshop aimed to develop a globalized approach to sport and social development with the localised ability for young people and communities to manage their own programme/projects. This was done with the use of games with an educational context, to engage, motivate and inspire young people to learn using the vehicle of sport and arts with a social dimension. The workshop focused on two areas:

- To actually promote sport through the youth, and
- The development of youth through sport.

This would pose great challenges, together with great rewards, the youth are our future, and therefore we must invest in them. The workshop was used to emphasise the importance of moving forwards using sport to make a difference to the youth in our countries, bringing youth and sport together.

2.5.2.2. SOCIAL COACH LEADERSHIP PROGRAMME (ROEHAMPTON UNIVERSITY, LONDON) 2012

Focusing on issues of social cohesion, community building, welfare and personal development, the programme built on the existing aspects of Student Life, drawing together the work of flat and programme reps, sports captains, College reps, Chaplaincy, society officials, RSU sabbaticals and other volunteers for the first time.

The programme trained and supported up to 30 students to become social coaches, to deliver cultural activity programmes and projects on campus and in the local community. The programme equipped students with the skills, knowledge and understanding necessary to carry out the existing on-campus roles and to instigate new initiatives which will impact positively on Student Life. The students were equipped to become "coaches who can teach and teachers who can coach".

The social coaches develop leadership skills through involvement in a range of projects and initiatives on and off campus. They develop citizenship skills and learn approaches to overcoming complex and difficult challenges with real life, real time interventions and approaches that identify cultural activity and its ability to make a social and human difference in the lives of young people and communities. The Youth Charter Social Coach Leadership Programme also provided students with transferable professional and personal life-skill benefits that made the most of their time at university and enhanced their employability potential.

2.5.2.3. LEGACY IN ACTION 2012.

Legacy-in-action is building up from Citizenship in action. Legacy in action builds on 12 years projects, programmes, development and experience of the 2002 commonwealth games, legacy initiative Citizenship in action. (Youth Charter 12' Commonwealth report)

Initiative delivered 10 legacies in the UK and commonwealth. The 2012 legacy in action initiative would aim to develop 10 projects in Europe and 10 communities in each of the other 4 continents with a specific emphasis on the African continent and a particular focus on social human development of young women through cultural activities (Youth Charter Games Legacy report, 2012).

2.6. STAKEHOLDERS

The Youth Charter has established an international network of partnership with a network recognized within a sub-regional nationwide setting for twenty (20) years. The already identified partners for the delivery of the FAB project include: UK Sport, Mohammed Ali Institute, Mohammed Ali Centre, US Embassy, Manchester Metropolitan University, Future Champions and Common purpose.

2.6.1. ROLES OF STAKEHOLDERS

STAKEHOLDERS	ROLES
Manchester Metropolitan University (MMU)	Providing academic and research impact assessment of the project.
UK Sports	International policy, funding and project programme delivery of FAB with existing national and international aspects.
Common purpose	Providing public & private sector leadership programme
The Muhammad Ali Institute	Providing academic research project and programme impact assessment, expertise with MMU
DFID	Providing funding opportunities and project delivery in relation to the FAB project.

2.6.2. COORDINATION OF STAKEHOLDERS

Furthermore, a project management tool known as Base Camp would be used in the Float like A Butterfly (FAB) project. Base Camp is a specifically designed project implementation platform that will coordinate and reflect the roles and responsibilities of the stakeholders as well as the outputs and outcomes of their collaborative efforts. This tool has been designed and used globally by the Youth Charter for twelve (12) years.

2.7. PROJECT TIMELINE

This project has an objective to deliver its complete approach over a 5 year timeline with a projected start date of March/April 2014. This will see the start of the scoping of the whole project with an agreed timeline leading up to and including the 2014 Commonwealth games in Glasgow. The programme will be delivered in August/ September 2014.

2.8. DESIRED OUTCOME

This project will help to unravel the potential of girls and women which is one of DFID's main objectives when undertaking programmes in any community. It will enhance women empowerment and DFID is responsible for taking significant action to achieve the Millennium Development Goals, 2015. As the project aims to deal with the abuse of women, it goes hand-in-hand with DFID's responsibility of preventing violence against girls and women in the developing world. This project will improve the lives of girls and women through education and a greater choice of family planning.

2.9. PROJECT ISSUES

The challenge facing the FAB project;

- delivering within a multicultural community. There is need for an integrated and organized project plan delivery module with clearly defined roles, responsibilities and respective

timelines set out and be delivered within an impact assessment model that can be administered remotely.

- Various activities such as football, basketball, martial arts, to mention a few, would be involved in the FAB project. Going to Nigeria for example to deliver the program, for some of the stakeholders it would be all about finding talent and making a living of it, as Nigeria is one of the cheapest continent for finding talents, rather than achieving the major goal which is PHSE (personal, social, health and educational) development of the young people.

2.10. PROJECT SUSTAINABILITY

2.10.1. CHILD SAFETY/PROTECTION POLICY

The sustainability of a well governed project management process is acknowledged clearly in the Float like A Butterfly (FAB) programme. This would mirror the HR child safety and protection phases reflected in the women that would be engaged, equipped and empowered with the social coaching tools initially, to deliver this offer. A holistic and integrated suggestion that supports the African Union's infrastructure and skills agenda, would be therefore be delivered through the digital inclusion and the current Pan African strengths in this area of community cohesion and development.

The mission of the Youth Charter is to enable young people be fit for life. The Youth Charter seeks to encourage and enable young people to promote the universal health, well-being and development of themselves, their families and their communities worldwide. We believe in young people's active participation and in respecting their freedom of expression and communication, as advocated in the United Nations Convention on the Rights of the Child.

A Child Protection Policy is an organisation's commitment to protect children from abuse, exploitation and organisational negligence. This is reflected in the way an organisation conducts its activities and the way staff behave. (British Council, 2011)

It is considered best practice for all organisations working with children to have a child protection policy in place.

The Programme FAB is to be delivered in mainly African countries and at the moment, anybody can work with an African child and are not due diligent, governed or quality assured. Since this is not right here in the United Kingdom, then it should not be right in other parts of the world. Hence, it is important for the policy to be put in place in the African continent also.

According to the various news on BBC in countries like South Africa, India and Nigeria to mention a few, we see examples of the North-South Africa, the Middle East, and so on, who have no child safety policy or in particular within cultural activities and NGOs in external agencies delivering within countries in Africa. As a result of this issues regarding rape, child abuse, abduction of children and young people become the headline of the BBC news each day. In South Africa, rape has been viewed to be a "normal routine", judging by the comment of a lady on the BBC news;

"Rape is in our culture. It's part of the whole patriarchal culture"

- Andy Kawa

(Businesswoman and activist)

A normal routine to an extent that according to a BBC news, in a South African national school-leavers' drama exam, students were asked to direct a rape scene. They were asked to describe how they would get an actor to maximise the horror of the rape of a baby, using a broomstick and loaf of bread as props.

According to NSPCC (2013), a "child protection" or "safeguarding" policy is a statement that makes it clear to staff, parents and children what the organisation or group thinks about safeguarding, and what it will do to keep children safe.

Having a child protection policy proves nothing, sincerely. However, in the FAB project it would be ensured that the children/young people, as well as the social coaches, the parents and teachers are aware so that in case of anything arising, everyone takes responsibility. The social coaches should know how to teach and the teachers should know how to coach, but at the end *"the village brings up the child."*

The Youth Charter supports the rights of children and is committed to their safety and well-being. The Youth Charter's Child Protection Policy sets out common values, principles, and beliefs and describes the steps that will be taken to meet our commitment to protect young people involved in FAB project and many other forth-coming projects.
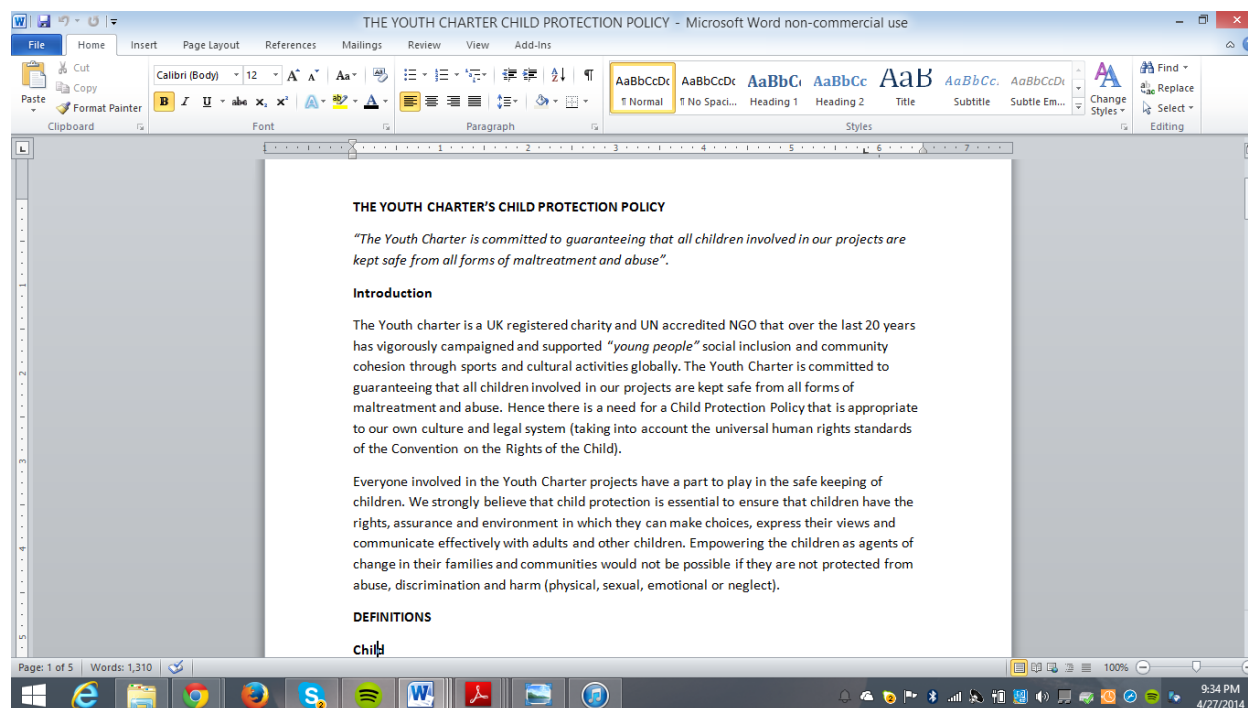

Figure 2: The Youth Charter's Child Protection Policy Document

2.11. PROJECT TEAM

As one of the project members in a group of 3, there have been responsibilities and obligations which I have been exposed to within the team and the organization as well. These responsibilities include maintaining proper relations among my team members and also trying to meet deadlines in order to ensure a good standard of work is produced.

The utmost challenge is the aspect of meeting deadlines, which may lead to problems in the future. However, to overcome this communication with the team and team leader to establish where we are with regards work progress and also to get inspiration and zeal to work more effectively and efficiently, by so doing, teamwork is improved.

For the FAB project, the team members were assigned different roles;

- I was assigned the child safety and governance aspect of the Social Coach Leadership program which is essential in the delivery of the FAB project as governing policies are necessary for the social coaches to be involved.

- The other member is concentrated on the existing Youthwise program and finding ways of adding value to it in order to enhance effectiveness when being delivered in the FAB project.

- Then, there was a team leader who oversaw the whole work and compiled the various parts and ensured harmonization of the project.

2.12. PERSONAL & PROFESSIONAL DEVELOPMENT

The overall project brief and proposals would need to be completed by the end of February, 2014. We are a project team of four (3) working on different aspects of the project. For effective and efficient project management there was need to put into practice key tools like planning, scheduling, quality control, team work and most importantly, time management as was explained in the classroom. To achieve these there was need for briefings from time to time, also one-on-one

sessions with the Executive Chair, Geoff Thompson, there was also need for constant communication of progress through emails, also the need for peer reviews to be sure we were still on track. For better understanding we also had a seminar with a project management expert who was invited by the Executive Chair, who further explained what project management is like in the real world.

For effective and efficient undertaking of the duties assigned to me, I used the "things-to-do" form I was given, which shows the date set to start the activity, description of the activity, the date targeted to complete the activity and indication of when the activity is finally done. These helped me in planning duties and keep track of what I have done, what I am currently working on and what needs to be done next. This helped in strategic planning, and also effective time management.

The project leader was given the responsibility to the use Microsoft project to plan/organize and set a timeline for various tasks to be done to ensure completion before the deadline. I had to meet up with the deadlines given to each task, which was very challenging, but still had to make it happen. Meeting deadlines is essential to successful project management. When deadlines are not met, the various tasks to be accomplished would be affected, or the project could fail. Hence, meeting deadlines need to be taken seriously and implemented. Important tasks like developing the project proposal, writing interim report, preparing power point presentation slides and work related dissertation, were all assigned target dates to be ready for submission. This improved my time management skills and shows how a project is being managed effectively and efficiently. Meeting deadlines was achieved by not solely relying on me, but also teamwork. The team briefings, peer reviews, one-on-one sessions, series of communication with the team members, really helped us to be right on track, also there was room for correction were we made errors, which saved us enough time which helped to meet up with deadlines.

Administrative duties which are inevitable in an organisational setting were also assigned me, challenging at first, but helped my personal and professional development as I aimed to improve with support my interpersonal and communication skills. This aspect of my development helps improve my confidence which in turn with the development of my project management skill set which in turn allow me apply knowledge, skills, tools, and techniques to project activities to meet project requirements.

Administrative tasks such as of data entry, typing and preparing letters to be posted and filing of various documents are given and are expected to be done carefully, effectively and efficiently to ensure that no error has been made. When typing and preparing letters to be posted, it is essential to keep in mind that communication is the key factor of the growth of the organisation, hence any errors made in letters sent out of the office could send a wrong message to the receiver and furthermore damage the image of the organisation. Therefore the need to proof read typed letters before sending it out to its receivers is very essential. This also shows concept of quality control.

Quality control is also seen in the act of filing in the organisation. There is need to ensure that documents are filed where they are meant to be, hence it is advised to always seek the attention of the supervisor to ensure you are on the right track.

Also I have learned a whole lot in how the agency maximizes limited time, energy and resources to maximum effect and impact as part of its everyday activity. An example of this agency culture is how A4 sheets are re-used in the office. We have a box for papers that could undergo recycling and also papers on which errors have been made are kept as scrap sheets. The papers are utilized well to avoid waste of resources and most importantly save cost. This shows proper utilization of resources which is an essential factor in project management.

In conclusion, working at the Youth Charter has developed me both personally and professionally, in that I have gained more clarity in my perception of life, most things that were never significant to me, seem to matter now, also increased confidence and interpersonal skills especially after working on the Social Coach Leadership Programme, child safety and all it entails, more importantly professional experience in managing a project with emphasis on the initiation phase and furthermore, human resources management, and so on.

CHAPTER THREE

3. INTRODUCTION

This chapter aims to provide the relevant literature review with regards the project management life cycle with emphasis on the project initiation and planning stages highlighting various related topics such as project scope, business case amongst others in comparison to real life experience gained in this area at the Youth Charter.

3.1. LITERATURE REVIEW

This chapter discusses the literature review undertaken on project management with more emphasis on the project initiation phase. According to Polit and Hungler (1997), a literature review "involves the systematic identification, location, scrutiny and summary of written material that contains information on a research problem". A literature review has to do with analysis of books, publications and articles relevant to the research extensively and systematically.

The purpose of the literature review in this study was to obtain information and a comparison of project management literature and project management in the real life, specifically project initiation phase using the Youth Charter FAB project as case study. The literature review will be discussed

with reference to project management keywords used in the project initiation phase, i.e. keywords used before the commencement of any project activity.

3.2. PROJECT MANAGEMENT

To explain Project Management let's start off by defining what a project is. Many authors and references have defined project in different ways emphasizing its different aspects. Summarizing those definitions given, this research defines a project as:

A temporary endeavor (that has definite beginning and end time) undertaken following specific cycle of Initiation, Definition, Planning, Execution and Close to create a unique product, service, or result through novel organization and coordination of human, material and financial resources. [(Project Management Institute (PMI), 2004). (Muriithi & Crawford, 2003)]

According to the European Commission's Project cycle management guidelines, "a project is a series of activities aimed at bringing about clearly specified objectives within a defined time-period and with a defined budget." In NGOs, the terms "Project" and "program" are used interchangeably, there are differences.

According to the IFRC Project/Programme planning guidance manual, (2010) a programme is a set of coordinated projects implemented to meet specific objectives within defined time, cost and performance parameters. A programme will have a range of strategies working towards defined outcomes. A programme can include a collection of inter-related projects and activities. It may be a mixture of development, relief, advocacy, networking and capacity building (Giffen, 2009).

Example: A health and care programme consisting of an immunization project and a community-based first aid project or a disaster management programme consisting of a community based capacity building project, and a school- based awareness raising project.

A project is a set of coordinated activities implemented to meet specific objectives within defined time, cost and performance parameters. Projects are aimed at achieving a common goal from a programme [(IFRC, 2010), (Giffen, 2009)]

Example: A community based first aid project to expand the reach of first aid in a region or a disaster risk reduction project to increase awareness of disaster preparedness and response measures. These projects consist of various activities like organizing a community meeting (scheduling time, finding a location), developing communication materials, and training volunteers in certain techniques.

Nonetheless, a program is only as good as its constituent parts, and a project is only successful if it contributes to dynamic growth and progress. The figure below shows differences between project and program with regards specific project management factors or activities.

	PROJECT	PROGRAM
Objectives	Outputs – tangible; relatively easy to describe, define and measure; tending towards objective.	Outcomes – often intangible; difficult to quantify; benefits often based on changes to organizational culture and behaviors; introducing new capabilities into the organization; tending towards subjective.
Scope	Strictly limited; tightly defined; not likely to be subject to material change during the life of the project.	Not tightly defined or bounded; likely to change during the life cycle of the program.
Duration	Relatively short term; typically three to six months.	Relatively long term typically eighteen months to three years.
Risk profile	Project risk is relatively easy to identify and manage. The project failure would result in relatively limited impact on the organization relative to program risk.	Program risk is more complex and potentially the impact on the organization if a risk materializes will be greater relative to project risk. Programme failure could result in material financial, reputational or operational loss.
Nature of the problem	Clearly defined.	Ill-defined; often disagreement between key stakeholders on the nature and definition of the problem.
Nature of the solution	A relatively limited number of potential solutions.	A significant number of potential solutions with often with disagreement between stakeholders as to the preferred solution.
Stakeholders	A relatively limited number of stakeholders.	A significant number of diverse stakeholders; probable disagreement between them as to the definition of the problem & the preferred solution.
Relationship to environment	Environment within which the project takes place is understood and relatively stable.	Environment is dynamic; and programme objectives need to be managed in the context of the changing environment within which the organization operates.
Resources	Resources to deliver the project can be reasonably estimated in advance.	Resources are constrained and limited; there is competition for resources between projects.

Figure 3: Differences between Program and Project

However, in this paper both terms will be used because the characteristics of well designed, well managed and effective programs and projects are generally the same. With reference to the definition of project and program and their differences already mentioned, Float like a Butterfly (FAB) can be viewed more as a program than a project because it comprises of a set of coordinated projects which are the Youthwise project and the Social Coach Leadership Programme, which would help in the achievement of our goals and objectives. Furthermore, FAB possesses more of the characteristics of a program as described in the table above.

Similar to the case for project, many and different definitions were given for project management.

Soderlund .J. (2004) adds that project management is perceived to be an instrument or technique for solving multifaceted organizational difficulties. PMI (2000) explains that project management is accomplished with the usage of procedures such as: initiating, planning, executing, controlling and closing. It further describes that the project team manages the work of the projects which usually encompasses competing demands for scope, time, cost, risk and quality, stakeholders with divergent needs and expectations and requirements identified.

Walker .A, (1984) concludes that project management is crucial to the result of the project as it is the "integration, monitoring and control of contributors to the project and their output, and the evaluation and selection of alternatives in pursuit of the client's satisfaction" concludes.

Project management in the setting of NGOs can be defined as a method of leading a team of proficient people in planning and executing chains of connected activities that need to be accomplished within a particular duration with a limited budget.

This explanation shows that there is correlation between project management in NGOs and as defined by Walker .A, (1984), PMI (2000) & Soderlund .J, (2004).

The project management life is mapped out often in different stages called Project management life cycle (PMBOK Guide, 2004).

3.3. PROJECT MANAGEMENT LIFE CYCLE

Jason Westland (2007) explains that project management life cycle outlines the stages that link the start of the project to its close.

Projects follow a probable outline or life cycle. A project management life cycle comprises of stages during which deliverables are created and end with approval of the deliverables. The easiest way to visualize this is that a project must start somehow. Hence, the initiating stage which begins with the origin of an idea for a project and closes in a decision to execute the project (or at slightest a choice to strategize it in details and then make the decision whether to carry out the project. In the immense middle time on projects there is a blend of planning and executing of project activities. The most premeditated method would have all the planning concluded before commencing execution of any project. The final phase in a project management life cycle, closing, initiates when the project's stakeholders officially accept the project deliverables and ends when all the records are closed, documentation is done, resources are reallocated, etc.

The basic picture of project management life cycle can be seen in figure 2 and the details explained below:

Exhibit 2 – Basic Project Life Cycle Model
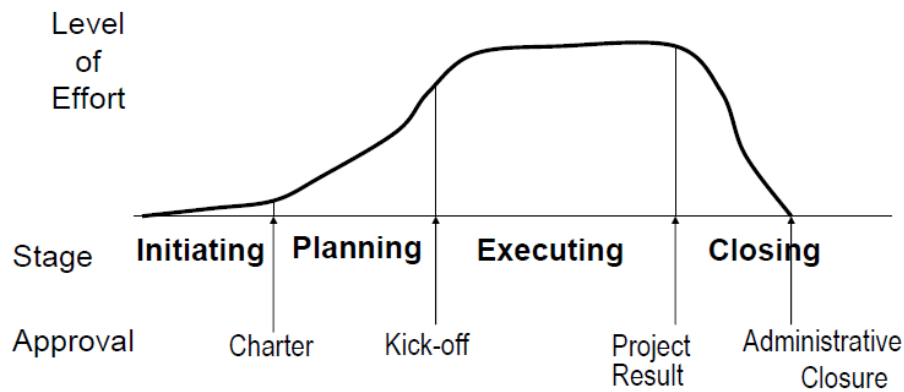
(Adapted from Kloppenborg, T. J. Contemporary Project Management, 2009: 8)

Figure 4: A Basic Project Life Cycle

Do projects follow a universal life cycle method? Many organizations, industries and companies have their own differences on project management life cycle models.

Project management research has begun to deliver some viewpoint that there is a diversity of ways that projects may take form. Although all projects may instigate with the initiation stage, the beginning of projects along their life cycle may not precisely and flawlessly map on to the planning and execution stage as was originally anticipated. The project life cycle process may then differ along the considered and evolving scale (Mintzberg & Waters, 1985).

Referring back to the FAB project, this work would focus mainly on the initiation and planning phase of the project life cycle.

The initiation phase is the first stage in a basic project. In this stage, a business problem or prospect is well-defined and a business case which offers several solution choices is well-defined. A feasibility study is then carried out to examine the probability of each solution option addressing the problem; a final solution is then recommended and put forward. As soon as the recommended

solution is agreed upon and approved, a project is instigated to deliver the approved solution. A term of reference is then completed, which shapes the objectives, scope and structure of the original project and a project manager is selected. The project manager begins to take on a project team and starts a project office environment. Approval is then required to move into the comprehensive planning stage.

3.4. PROJECT MANAGEMENT LIFE CYCLE IN NGOS (THE YOUTH CHARTER)

3.4.1. DRAFTING A PROJECT PROPOSAL

Funding agencies and grant donors require an application form that states essential information they need and their reporting necessities. Nevertheless, the majority of funders will want the project proposal to comprise:

- Brief Project Description: this should include the Project Title, the NGOs involved, summary of what the project entails, project duration.

- Need Statement: this includes project need and the problem you aim to address.

- Project description in details: this includes the project plan with tactics, strategies and techniques for monitoring and evaluation of the project.

- Budget Details: this includes the financial plan to cover projected costs.

- Organization information: this includes the organizations history, performance and qualifications till date.

STAGE 1: PREPARATION

CONCEPT
Explore community needs
Survey competition
Identify funders

DEFINITION
Identify & Define problem
Develop project purpose,
(goals & objectives)

STAGE 2: PLANNING

PROJECT DESIGNING
Develop:
Strategy, activities, timetable, budget
Risk management

STAGE 3: EXECUTION

IMPLEMENTATION
Do all planned work
Monitor progress
Corrective action
(if needed)

CONCLUSION
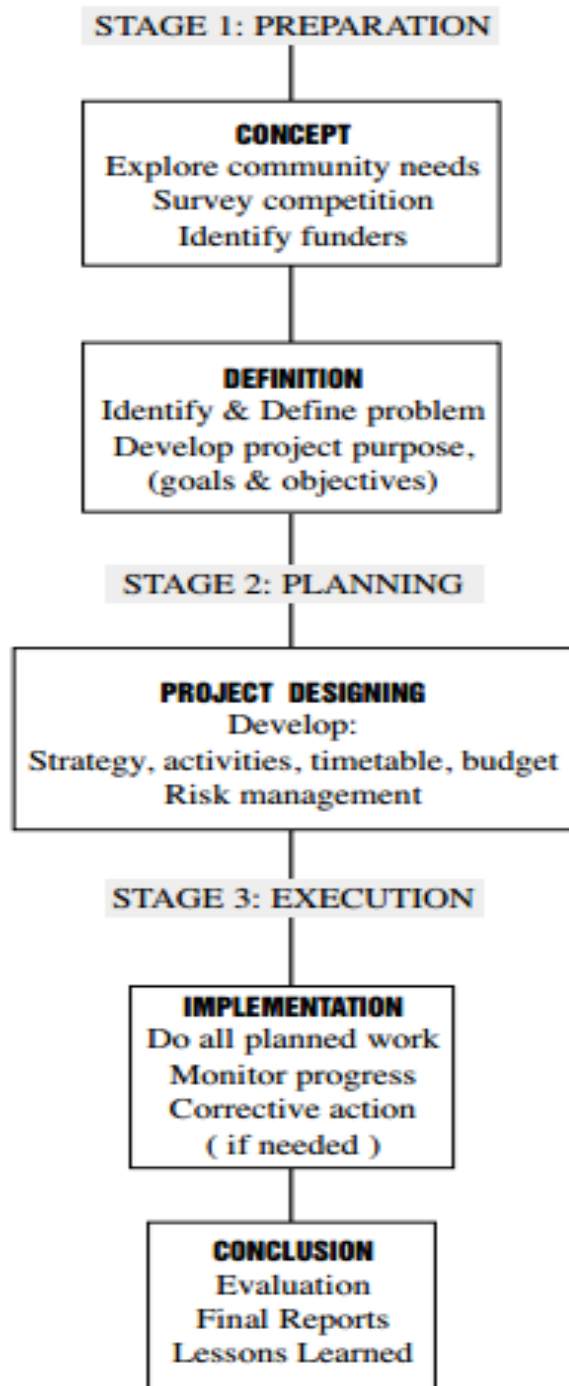Evaluation
Final Reports
Lessons Learned

Figure 5: Project Life Cycle in NGOs (The Youth Charter)

Phase 1: Preparation Phase

Every single project arises as a concept, or an idea, the origination of the design of a plan of what the project will realize and why. This is known as the preparation phase.

➢ **Information collection and Need Analysis:**

The first step is collecting information regarding the needs and problems of the communities. Coming from conflicted regions one will discover needs that should be addressed: people to be helped, gaps in services to be occupied, ecological disasters to be reduced, social issues to be solved. Data/Information collecting answers numerous questions such as:

- Is there any other NGO(s) functioning in your community and what kind?

- What is their emphasis/focus?

- Is anyone already working on an issue the organization aims to tackle?

- And is your NGOs work is interacting with/influencing others?

The project will not be observed in segregation but as part of a set of programs and projects many NGOs have submitted for approval. There is need to convince donors that the project is essential, innovative/unique, and effective for addressing the community's issues and needs, and is not a duplicate of some other NGOs work.

Another major area for analysis is the 'potential funders/donors'. The data collected will be of ample importance and will answer questions like:

- Which donor funds what kind of projects?

- What the average size of funds they could offer?

Specific criteria as requested by the donor are considered when designing the project. Resources (Time, money and effort) could be saved by avoiding submission of projects to donor that is not interested in the line of your work.

➢ **Identification of Problem and Solutions:**

Next, problems to be addressed must be identified. Achieving this requires answers to questions such as:

- What is the nature of the problem?

- What is the gravity of the problem?

- What and who is associated to that problem?

- What are the probable solutions to the problem?

- Is the problem within the scope of undertakings of the NGO?

➢ **Goals and Objectives of the Project:**

Once identification of the problem and possible solutions is accomplished, the purpose of the project should then be considered. The Project purpose consists of the project goals and objectives. The goals must be realizable as the project will be implemented in the real world. The donors must acknowledge the work will affect the disaffected lives positively. Remember that the donors also have visions. They do not give financial support just because they consider it their responsibility or obligation. They partake in these efforts because they want to create a difference in the world also. Also, the set goals help in the measurement of progress. Objectives are the tangible steps taken to realize these goals.

The basic idea has developed, information related to the needs of the community has been collected, analysis as regards competitors and potential funders has been carried out, the problem/issues to be solved has been acknowledged, and numerous probable solutions have been considered and the purpose of the project has been established. All these information is reflected on the project initiation document (PID) which stands as an agreement between the project manager and the donors.

3.5. PROJECT INITIATION DOCUMENT (PID)

The Project Initiation Document defines the scope of the project, the resources needed to complete the project and the project approach. It will outline how the project will be controlled to ensure it is delivered on time, on budget and to the agreed quality standards (NHS PID).

According to UNDP (2009), the PID addresses the following fundamental aspects of the project:

- What is the project aiming to achieve

- Why is it important to achieve the stated objectives

- What outputs and deliverables will be produced

- Who will be involved in managing the project and what are their roles and responsibilities

- How and when the arrangements discussed in the PID will be put into effect

- How and what needs to be communicated

When approved by the Project Board, this document will provide the baseline for the project. The ongoing viability of the project will be monitored against this and it will be referred to whenever a major decision is taken. This document will also be used at the completion of the project to measure whether it was managed successfully and delivered acceptable results.

Figure 6: The Youth Charter's Project Initiation Document (PID)

3.5. PROJECT INITIATION ACTIVITIES

3.5.1. PROJECT SCOPE

Project scope definition is the process whereby a project is defined and prepared for execution. It helps to decide on whether or not to proceed with the project.

A project scope deals with the required work to create the project deliverables. For instance, a project to create a new barn would focus only on the required work to complete the barn with the specific attributes, features, and characteristics called for by the project plan. The scope of the project is specific to the work required to complete the project objectives. (PMP, 2008)

The purpose of project definition is to provide adequate information that is needed to identify the work to be performed in order to avoid major changes that may negatively affect project performance (Gibson et al., 2006). This information is needed before making the decision whether or not to proceed with the project execution (Kahkonen, 1999).

Incomplete project definition occurs when the input of one or more stakeholder is intentionally or unintentionally omitted (Sharma & Lutchman, 2006); while at the same time inputs from others dominate. Failure to consider and clarify stakeholders' expectations and concerns at early stage in the project can result in extraordinary risks being ignored and may lead to difficulties in running the project, and hence poor performance (Atkinson et al., 2006).Therefore, project scope definition is critical for enhancing satisfaction of stakeholders as well as successful implementation of construction project (Heywood & Smith, 2006)

In my placement, project scope was one of the major concerns of the FAB project. This gave an indepth knowlegde of issues that may arise before a project is initiated or even implemented. In the FAB project, the title given was initially 'Citizenship in Action International Women Development Programme through Cultural Activity' (CIAWDPCA), was later changed after deliberations amongst the Youth Charter and a major partner, Muhammed Ali Insitute. This changes can be seen briefly in Figure 5 and 6 below:

Project Title: CITIZENSHIP IN ACTION INTERNATIONAL WOMEN DEVELOPMENT PROGRAMME THROUGH CULTURAL ACTIVITY (CIAWDPCA)

What problem is this initiative expected to help solve?

CIAWDPCA aims to tackle issues of gender inequality resulting in the African continent affecting young women. These are mental, physical and emotional abuse of women and young women in particular along with the social and cultural mistreatment of women in the society as a whole.

PROJECT AIMS

CIAWDPCA will aim to equip, engage and empower 10,000 women as social coaches (1, 000 social coaches in each community). They will be trained to deliver within a cultural framework and 10 community campuses selected and identified from the 28 countries where DFID currently works. There will also be on going support through a digital inclusion provision of multimedia devices using mobile phones and pad technology to help map, track and measure the social, cultural overall impact.

PROJECT DELIVERY

CIAWDPCA will aim to use the following programme activities to deliver the programme and they include; Martial Arts, Football, Volleyball, Netball, Hand Tennis, Traditional African games and Dance. The project will be delivered in 3 phases; Engage the women identified in each area with the cultural activity offer, equip and train the women as social coaches. Motivate and deliver single gender based girl's activities with gender integrated activity once trust, confidence and respect is developed. Inspire and sustain the overall effort within the community campus, network or facilities within the selected area identified (Info graphic of community campus).

TIMELINES

The project will aim to deliver its overall approach over a 5 year timeline with a proposed start date of March/April 2014. This will see the beginning of the scoping of the overall project with an agreed timeline leading up to and including the 2014 Commonwealth games in Glasgow. The programme will be delivered in August/ September 2014.

PROJECT PARTNERS

The YC has developed a 20 yr global network of partnership with a network established within a sub-regional national context. Partners that have already been identified for the delivery of this project include: UK Sport, Mohammed Ali Institute, Mohammed Ali Centre, US Embassy, Manchester Metropolitan University, Future Champions and Common purpose.

BUDGET

The overall funding streams would need to reflect the existing and future budget considerations and as a result would see

Figure 7: A document showing initial name (CIAWDPCA)

Project Title: FLOAT LIKE A BUTTERFLY (FAB)

This programme was produced by the Mohammed Ali Centre in collaboration with the Youth Charter.

What problem is this initiative expected to help solve?

FAB aims to tackle issues of gender inequality resulting in the African continent affecting young women. These are mental, physical and emotional abuse of women and young women in particular along with the social and cultural mistreatment of women in the society as a whole.

PROJECT AIMS

FAB will aim to equip, engage and empower 10,000 women as social coaches (1, 000 social coaches in each community). They will be trained to deliver within a cultural framework and 10 community campuses selected and identified from the 28 countries where DFID currently works. There will also be on going support through a digital inclusion provision of multimedia devices using mobile phones and pad technology to help map, track and measure the social, cultural overall impact.

PROJECT DELIVERY

FAB will aim to use the following programme activities to deliver the programme and they include; Martial Arts, Football, Volleyball, Netball, Hand Tennis, Traditional African games and Dance. The project will be delivered in 3 phases; **Engage** the women identified in each area with the cultural activity offer. **Equip** and train the women as social coaches. **Motivate** and deliver single gender based girl's activities with gender integrated activity once trust, confidence and respect is developed. **Inspire and sustain** the overall effort within the community campus, network or facilities within the selected area identified (Info graphic of community campus).

Figure 8: A document showing the revised name (FAB)

3.5.2. RISKS AND ISSUES

These two terms refer to quite different things but often are confused, says Robert Gan, PMP, director of consulting services for Rogan Strategic Management in Malaysia.

"A risk is an uncertain event or condition that, if it occurs, has a positive or negative effect on a projects objective; while an issue is a point or matter in question or in dispute, or a point or matter that is not settled and is under discussion or over which there are opposing views or disagreements."

"A risk is a contingent event, which may or may not happen and has impact on the project in terms of delay, additional costs or quality being lower or not quite to spec," Mr Gan says. Issues however are project problems that have occurred and, if left unresolved, can become a project risk. Risk exists on all projects. The role of the project management team is to understand the kinds and levels of risks on the project and then to develop and implement plans to mitigate these risks (PMI, 2006).

1. Identify and classify the risk
2. Analyze the risk
3. Respond to the risk
4. Monitor the risk (control)
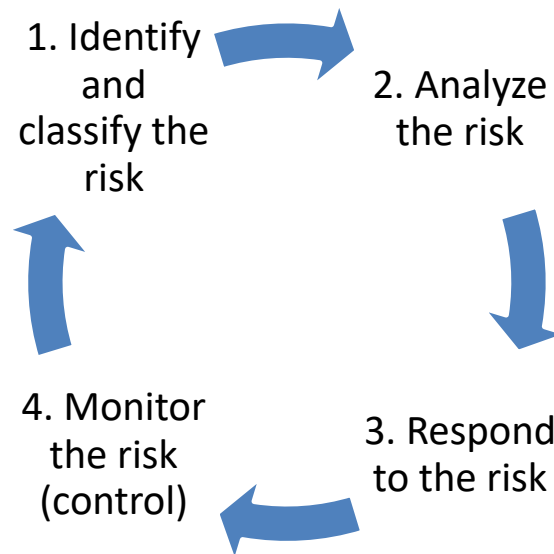
Figure 9: Project Risk Management

In NGOs such as the Youth Charter, an Expression of Interest form, which is made available on the Youth Charter's website, is filled using the information about the Float like a Butterfly project. This form is used by the Youth Charter to assess the risks of any proposed project.

Project Duration *

[   ]

Budget *

How much will your project cost? Have you secured any of it yet?

[   ]

Project Aim *

What difference will your project make? A carefully worded aim ensures everyone is focused on the
end result. For example:

"To provide a sports facility for 11-19 year olds to divert them from anti-social behaviour"

[   ]

Project Objective *

Up to five measurable targets that together deliver your project. To continue our example from
above:

➡ Raise funding from a variety of sources

➡ Clear waste ground and build new sports facility

➡ Buy sports equipment

➡ Recruit and train sports coaches

Figure 10: The Youth Charter's Expression of Interest Form (Risk Assessment)

3.5.3. COMMUNICATION

Project managers spend the bulk of their time communicating. Half of communicating is listening. (PMP, 2008)Therefore they must be good communicators, promoting clear unambiguous exchange of information. It is the responsibility of the project manager to keep a number of people well informed. It is important that your project team know what is expected of them: what they have to do, when they have to do it, and what budget and time constraints and quality specification they are working towards. If project team does not know what their tasks are or how to accomplish them,

then the entire project will grind to a halt. If you do not know what the project team is doing, then you will be unable to monitor progress of the project. When it comes to project communications management know this: it's all about whom needs what and when.

Interpersonal Skills	
Communication	Influence
Leadership	Motivation
Negotiation	Problem solving

Figure 11: Interpersonal skills required of a project manager

In my placement, good communication was the most important of all the factors influencing project initiation. Communication is the basic ingredient in initiating a project. Producing reports, project initiation document, and all document means nothing if you cannot engage and convince the stakeholders involved in the project. The project manager needs to communicate with the project team so they can deliver effectively and efficiently; the project manager needs to communicate to the partners to make them believe and acknowledge their effort and time is not being wasted; the project manager needs to communicate in order to generate funds, let those funding the project know what exactly they are funding, why they are doing it, what they stand to gain from funding the project, and so on.

In conclusion, communication is the basis for project initiation and most importantly, the success of the project's implementation. It is clear that project success depends greatly on effective project communication. I have personally found that 90% of my project management time is spent in some form of communication. It may be within the project team or with the stakeholders, or may be working on resolving the issue of the day, or working on the overall project plan, solving interpersonal issues within the team or communicating the latest roadblock to the stakeholders.

Communication is the project manager's sword as he or she guides the project team through the jungle overcoming the various issues and roadblocks with an eye on the finish line.

3.5.4. STAKEHOLDERS

Stakeholders are individuals or organizations who are actively involved in the project, or whose interests may be positively or negatively affected as a result of project implementation or successful project completion (PMI, 2000). According to Freeman (1984), Stakeholders are those involved and affected by the activities of the project. McElroy & Mills (2000) looks at project stakeholders as persons or groups of people who have a vested interest in the success of a project and the environment within which the project operates. Stakeholders can either be primary or secondary stakeholders (Winter et al., 2006). Primary stakeholders have more interest in the project than the secondary stakeholders (Morris et al., 2006). According to Baker, et al., (1988), there are four primary stakeholders to any project; these include customers, developers/ sponsors, project teams and product end-users. Secondary stakeholders can be organizations or individuals who are affected by the project in any form, for example politically, economically, socially or otherwise (Veraz, 2007).

In my placement, the primary stakeholders are the young women who are to be trained to be social coaches, and the young disaffected people that would be coached by the social coaches.

The secondary stakeholders are the Youth Charter and its donors, government and the local and national organisations, such as other NGOs, and fundamentalist organisations, affected by Youth Charter's approach to development.

3.6. PROJECT PLANNING

The classic definition of planning is "working out in broad outline the things that need to be done and the methods for doing them to accomplish the purpose", (Gulick, 1936). Goetz (1949) defines planning as "fundamentally choosing" (p. 2) and "Without plans, action must become merely random activity producing nothing but chaos". PMBOK® (PMI, 2008) has a similar definition for the planning phase. "The Planning Process Group consists of those processes performed to establish the total scope of the effort, define and refine the objectives, and develop the course of action required to attain those objectives."

Traditional wisdom is that planning and analysis are important and the more planning there is in a project, the more successful the project will be, Wang, and Gibson (2008) , Dvir, Raz and Shenhar (2003). Time spent on these activities will reduce risk and increase project success. On the other hand, inadequate analysis and planning will lead to a failed project, Morris (1998), Thomas, Jacques, Adams and Kihneman-Woote (2008)

3.6.1. PROJECT PLANNING TOOLS

According to PSU, (2010) there are several tools available for developing and documenting a project plan.

- Work Breakdown Structure (WBS) – a graphic representation using the tree layout to break down tasks into smaller constituents

- PERT (Program Evaluation and Review Technique) or CPM (Critical Path Method) Charts - a graphic illustration that shows the critical path for the project (longest path from start to finish based on the crucial consecutive steps)

- Expanded Responsibility Matrix – expand the table of team members and main tasks established during definition of the project to include more comprehensive information,

such as minor and supportive tasks, start and end dates, resources necessary, and other correlated information

- Gantt Charts – a table or spreadsheet that comprises of a horizontal bar chart presenting timing of tasks and which tasks must be accomplished before others commence.

Project planning is at the heart of the project life cycle, and tells everyone involved where to go and how to get there. The planning phase is when the project plans are documented, the project deliverables and requirements are well-defined, and the project schedule is shaped. It comprises of set plans to guide the project team through the phases of implementation and closure of the project. The plans produced during this stage will help in managing time, cost, quality, changes, risk and correlated issues. It will also help in guiding stakeholders, to ensure that project is delivered on time, budget and within schedule.

In NGOs such as the Youth Charter, regular planning must take place at multiple levels: project plans, fundraising plans, overall organizational plans, short- term plans, and long-term plans. Planning systems enable you to organize your work, respond to needs and anticipate challenges. Planning keeps you focused on your goals and enable you to organize your work and allocate your resources efficiently. NGOs that plan do better than ones that do not because they have clear direction and focus. With planning, you will anticipate problems and prevent them or solve them before they become crises. Here we discuss two broad types of planning: strategic planning and project planning.

- ➢ **Strategic Planning:** Strategic planning is a systematic way of evaluating where an NGO is now and where it wants to be in the future. It answers questions about what it will look like, what it will be doing and what it will have accomplished years from now. A strategic plan starts from an NGO's values, vision and mission, then lays out its direction, priorities and

goals. The plan keeps an NGO on mission. It guides decisions about project development, new partnerships and allocation of resources, especially staff time and money. It provides a basis for monitoring progress and assessing results.

```mermaid
flowchart TD
    A[Identify the key issues and questions] --> B[Give the NGO a SWOT analysis - It is vital that you step back from your day-to-day work and assess your NGO's strengths, weaknesses, opportunities and threats]
    B --> C[Hold a meeting to discuss the findings of the SWOT analysis and make decisions about priorities, goals and objectives.]
    C --> D[Prepare a final strategic plan.]
    D --> E[Share the plan with your stakeholders]
    E --> F[Carry out and monitor the plan.]
```

Figure 12: Strategic Planning Process in NGOs

Strategic planning helps an NGO remain relevant and responsive to the needs of its community. It brings focus and common purpose to its leaders. NGOs carry out strategic planning every three to five years. Sometimes, NGOs face major threats or unexpected opportunities — e.g., the loss of a grant or a change in the political environment — before they reach their three-year goals. When

that happens, an NGO needs to change course quickly. Once an NGO has its strategic plan, it will need to do project planning.

> **Project Planning:** A project plan sets goals and objectives for a specific project, identifies the resources needed to achieve it, and lays out the key tasks, responsibilities and a timeline. A project plan needs to define what you want to accomplish for the target population. In other words, what will be different in the lives of people who participate in the project? The plan also describes what your NGO will do and the resources it needs to achieve these results.

As NGOs mature, it adjusts its projects and activities according to the changing needs of the community and experiences.

From my experience at the Youth Charter I understand that good planning, evaluation and management are the foundation that supports an NGO's projects and activities. When time is taken to plan, projects are more likely to address the community needs as well as set goals and objectives. When enough attention is paid to the management, projects will be more effective and efficient. And when evaluation is invested in, there is ability to document results and find room for improvement. In each of these areas, the NGO needs to define roles and responsibilities and set up suitable systems.

Project Planning - Worksheet

Please use the following 'Work Plan' headings to plan the project:

Stage 1. Planning: ....
....
....
....

Stage 2. Information: ....
....
....
....

Stage 3. Analysis: ....
....
....
....

Stage 4. Innovation: ....
....
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Stage 5. Evaluation: ....
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....

Stage 6. Reporting: ....
....
....
....

Stage 7. Implementation: ....
....
....
....

Stage 8. Follow-up: ....
....
....

Project Planning Gantt Chart – Worksheet (Choose Units of Time)

VM Work Plan Stage:	1	2	3	4	5	6	7	8	9	10	11	12
1. Planning Stage:												
2. Information Stage:												
3. Analysis Stage:												
4. Innovation Stage:												
5. Evaluation Stage:												
6. Report Stage:												
7. Implementation Stage:												
8. Follow-up Stage:												

● Workshop
✳ Report

Figure 13: The Youth Charter's Planning Worksheets

CHAPTER FOUR

4. CONCLUSION AND RECOMMENDATION

This thesis has delivered a breakdown of the experience gained on project management life cycle within an NGO with particular emphasis on the initiation and planning phases. It has been able to bring the statement of purpose as well as the aims and objectives outlined to fulfillment. It has provided background of the case study, the Youth Charter where a placement experience was attained. It has also explained projects that have been embarked on and also in-progress within the Youth Charter, with my roles and responsibilities in it and the skills acquired in the duration of this placement. The paper has also incorporated an ample amount of literary review compared with valid real-world experiences at the Youth Charter.

An NGO is a powerful way to create lasting change for the community. The Youth Charter has been a long journey and a lot of work to sustain. It takes years and many kinds of skills, resources and relationships to build and sustain an effective NGO such as the Youth Charter. A clear mission and vision; relevant and effective projects and activities; good planning, management and evaluation; committed leadership; strong relationships; and a diverse base of financial support are the building blocks that have sustained and would keep sustaining an NGO such as the Youth Charter.

The experience gained till date will form the basis for my future career in entrepreneurship which involves managing different projects effectively and efficiently. I have been adequately exposed to the step-by-step phases involved with the initiation and planning stages in project management. With the skills improved upon and developed, both personally and professionally, I strongly believe I would be more effective at managing projects and also various challenges which I would

encounter in different phases of life as the actuality of the experience gained coincides and was not

based upon material factors like cost, time or quality but people, purpose and potential.

CHAPTER FIVE

5. REFERENCES

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