



### **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.

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and fundraising!**

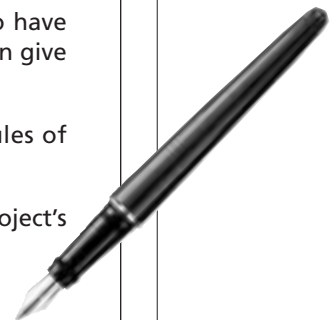


#### Putting it down in the application form

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:

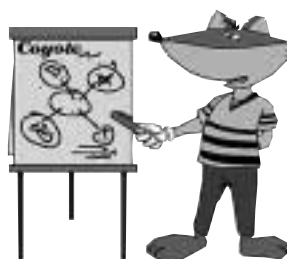
- public funds, which are funds made available by the State to assist with the development of

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.

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#### 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.

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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.



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## 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?

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#### 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.

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#### 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:

- 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

- 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.

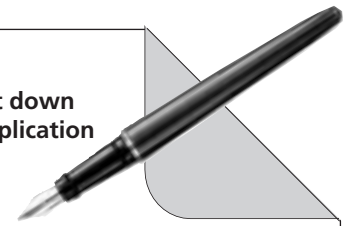
The material resources include things as different as meeting rooms, copy machines or computers, vehicles for transportation, or food and refreshments. What is interesting, especially if you work at national or local level, is to find partnerships and cooperation with other similar organisations. Some 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.

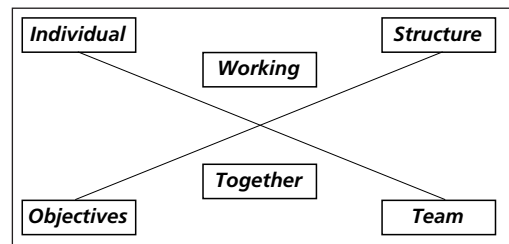
It includes:

- 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><b>Problems at individual level</b>            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><b>Problems at team level</b>            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><b>Objectives</b>            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><b>Structure</b>            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>



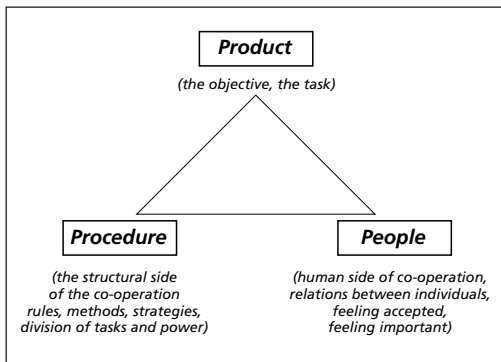
For a team to be successful and efficient these four poles have to be in balance. Not easy in a team with different people with different needs, expectations, capacities, social skills and sometimes with a different background and culture. It helps to be aware of these differences and to discuss them. 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

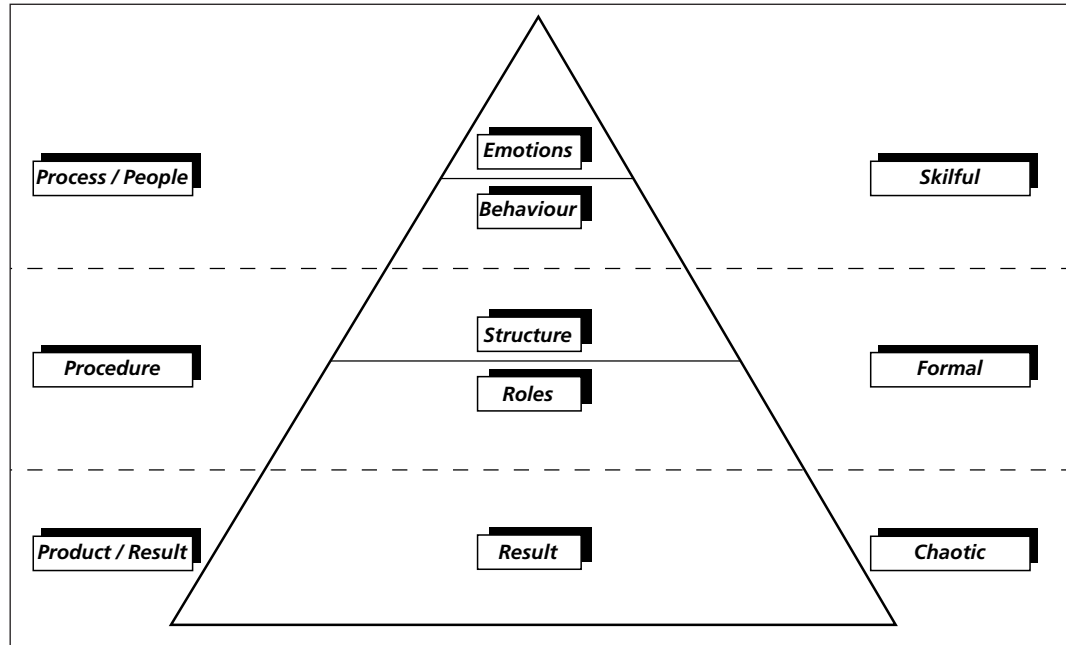




Managing people... and team work



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



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 as 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



#### 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*

*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?

**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

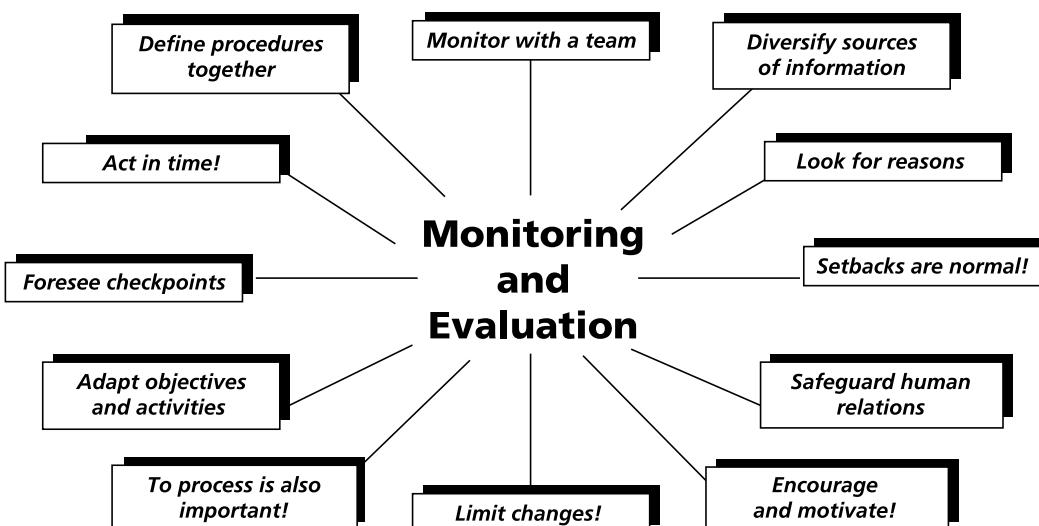
##### Law of project management No.5

"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'<sup>5</sup>. 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.

<sup>5</sup> American Heritage Dictionary



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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'<sup>6</sup>. 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.

<sup>6</sup> 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.



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## 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.

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## 3.4 Evaluating the project

Towards the end of the plan of activities the project is becoming complete. But before formally “closing it”<sup>7</sup>, 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;

<sup>7</sup> 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

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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.

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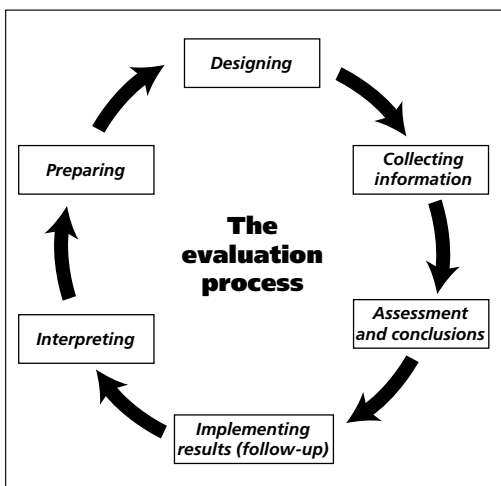
### 3.4.2 Evaluation and project planning

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 graphic<sup>8</sup> 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?

<sup>8</sup> 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.

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**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?

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## 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...*

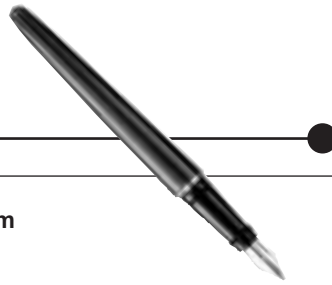
- Which other resources, other than money, could I generate for my project? *Notes:*
- Which skills have I gained from the project?
- Did I manage to involve the community and other organisations around me?
- Could anybody else contribute to the project?

## 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

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### 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.

The diagram illustrates a project cycle. At the base is a dashed oval labeled 'community - young people'. Above it is 'NEEDS ANALYSIS', which is supported by 'Institutional priorities' and 'Personal motivations'. From 'NEEDS ANALYSIS', a vertical path goes up through 'AIMS', 'Concrete OBJECTIVES', 'Strategy or Methodology', and 'Plan of activities'. To the right of 'Plan of activities' is 'Resources'. From 'Plan of activities', the path continues to 'Implementation' and finally to 'Final Evaluation'. A curved arrow on the right side of the diagram points from 'Final Evaluation' back down to 'community - young people'. On the left side, 'Monitoring Evaluation' is shown as an input to the 'Plan of activities' stage.



### 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.

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**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.*

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**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.*

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