



## **Salford Business School**

Project Initiation within a Non-Governmental Organization (NGO): An analysis of the 'Float Like a Butterfly' Project of the Youth Charter.

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A work-related dissertation is submitted in partial fulfillment of the requirements of The University of Salford for the degree of MSc Project Management.

**30<sup>th</sup> April 2014**

# DECLARATION

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Programme & Year \_\_\_\_\_ MSc Project Management, 2013/2014 \_\_\_\_\_

Dissertation Title \_\_\_\_\_ Project Initiation within a Non-Governmental Organization (NGO): An analysis of the Float Like a Butterfly Project of the Youth Charter.

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## **LIST OF ABBREVIATIONS**

NGO	Non-Governmental Organization
YC	Youth Charter
MDG	Millennium Development Goal
FAB	Float Like a Butterfly
UN	United Nations
UNICEF	United Nations Children's Fund
DFID	Department of International Development
PSHE	Personal, Social, Health and Educational development
SCLP	Social Coach Leadership Programme
MMU	Manchester Metropolitan University
UNDESA	United Nations Department of Economic and Social Affairs
HR	Human Resources
AU	African Union
PMBOK	Project Management Body of Knowledge
PMI	Project Management Institute
CSFs	Critical Success Factors
PIR	Post-Implementation Review
PID	Project Initiation Document
EOI	Expression of Interest

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# **CHAPTER ONE**

## **1. INTRODUCTION**

This section will show the structure of the paper, briefly mentioning the various chapters that will be discussed in the paper.

Chapter One will provide this paper's statement of purpose, the aims and objectives in relation to initiating a project. It will also cover the context of the host organization with regards to its work and contributions to the society.

Chapter Two will contain a description and evaluation of the placement experience. It will contain my roles in the live project within the organization, the description of the project itself and any issues that have arisen at its initial stages.

Chapter Three will provide the relevant literature review with regards to project initiation, with specific emphasis on the scope, business case and the related topics associated with these project terms, such as planning among others. It will also include my reflection, evaluation and discussion of the theory presented against the practical experience gained within my placement.

Chapter Four will contain the conclusion and recommendations for the paper, which will look at a summary of the sections discussed in the entire paper. It

will entail some recommendations related to the issues mentioned in this body of work.

There will be a section, after the chapters above, for the bibliography for the paper, listing all the relevant references which have contributed towards the information included. Appendixes will also be included to include any relevant information related to this paper.

### **1.1 Statement of Purpose**

This paper aims to provide an account of the invaluable experience gained within a Non-Governmental Organization (NGO) and portray the main areas of focus in relation to Project Initiation in Project Management. This will show the practical section, supported by relevant literature about the processes undertaken during project start-up.

### **1.2 Aims and Objectives**

1. To examine the process of project initiation with specific emphasis on the business case, scope and risks of a project.
2. To identify any issues arising from the project during project initiation.

### **1.3 The Youth Charter**

The Youth Charter is a United Kingdom registered charity and a United Nations international Non-Governmental Organization (NGO), founded in 1993, which uses sport as a social and cultural vehicle for instilling life skills and enhancing community development. The agency launched as a result of the bidding, hosting and legacy efforts of Manchester's 2000 Olympic bid and successful 2002 Commonwealth Games.

It has contributed immensely to the formation of various legacy initiatives, policies, programmes and projects locally, nationally and internationally through lobbying and taking part in active debates which are targeted to improve various aspects of society.

The Youth Charter uses sports, arts and cultural activity to facilitate positive changes in these main sectors of society which include; health and physical activity, education, environment, social order and vocation, training, employment and enterprise. These are seen as the major areas that affect young people and should be carefully considered in order for all generations to be inspired to perform and provide better conditions for themselves and others.

The organization encourages the youth to actively participate in helping the society through various ways; implementing and communicating education and health programmes, addressing social exclusion, anti-social behaviour and encouraging individuals to develop various skill sets through technology, sport

and arts as a mechanism to help young people fulfil their life aspirations and further their personal development.

The mission of the Youth Charter is helping young people to be fit for life, the vision is to be a team player in society through sporting and social development while the opportunity is to equip, enable and empower young people to maximize their life potential through cultural integration, physical and mental fitness.

### **1.3.1 Significant Timelines**

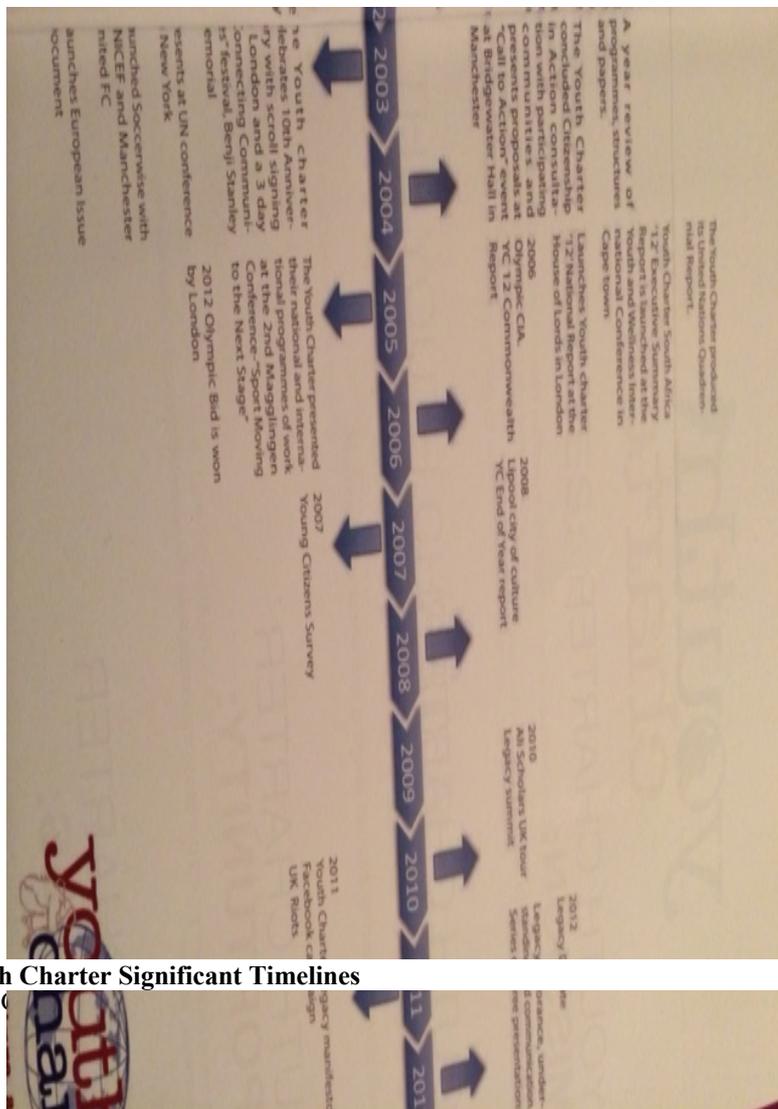
The table below provides a summary of the achievements of the Youth Charter from its initial establishment to date.

<b><u>Year</u></b>	<b><u>Achievements</u></b>
1993	Launch of Youth Charter at Rec Man Conference in Wembley as part of Manchester's bid to host the Olympic Games to support the youth legacy of the bid.
1994	The Spirit of Hulme and Moss Side tour of Los Angeles; Olympic movement for legacy impact for disadvantaged development.
1996	Launch of YC South Africa on Youth Day
1998	Launch of the 5yr report on Sport as a contributor to social regeneration
1999	Launch of Soccerwise; FIFA women's world cup

2000	Became a UN NGO and title changed to Youth Charter for Sport, Culture and the Arts.
2001	Launch of Rugbywise Toolkit with the Rugby Football Union
2002 – 2005	London securing Olympic candidacy with youth culture and community programme as central policy
2003	Launch of Soccerwise with Manchester United FC and UNICEF
2007 – 2008	The Young Citizens Survey
2011	e-partition with coalition government, free access to leisure & sports facilities
2012	Pre-Olympic service for peaceful games; commonwealth technology
2013	YC proposals of legacy in action launch of YC 2012 Games Legacy Report
2014	Strategic collaborations and partnerships: still in discussion, Memorandum of Understanding is being negotiated, 21 <sup>st</sup> Anniversary of Youth Charter.

**Table 1 The achievements of the Youth Charter**  
**Source: Youth Charter**

The diagrams shown below illustrate the timeliness of the organization as well as to complement the table shown above.



**Figure 1 Youth Charter Significant Timelines**

Source: Youth C

## **CHAPTER TWO**

### **2. DESCRIPTION, REFLECTION AND EVALUATION OF PLACEMENT EXPERIENCE**

This section will provide my specific role in the current project within the organization. It will provide a description of the project and the various issues related to its initiation stages. The skill sets that have been acquired and improved within the organization will be included.

#### **2.1 Roles and Responsibilities in the Organization**

As part of project scoping and development, a concept paper was produced that reflected the Ws (Who, What, Why, Where and How). There will be a more detailed proposal looking at the country's sub-region and local aspects therefore performing a risk assessment will be vital at such a phase.

My main role was in the scoping and planning of the 'Float Like a Butterfly' (FAB) Project. I was responsible for producing a concept note, which was presented to the Department of International Development (DFID), which is one of the potential partners for the project. This enhanced my understanding of the key areas and information to be included in such a document.

It provided a summary of the FAB project to be used to gain an overall understanding about the project. The figure below shows the concept note and the various sections used to provide more insight about the project.

I was assigned the responsibility of drafting a funding summary prior to the next phase of submitting funding proposals and applications and this has exposed me to the process of attaining funds for projects from diverse funding bodies. The importance of sourcing funds at an early stage will influence the success or failure of the applications made so as to ensure the organization is able to identify other alternatives if necessary.

I produced a significant amount of research work during the first months of my placement to provide justification and evidence of the need of a program for empowering women. This body of work put more emphasis to the slow progress of the Millennium Development goal associated with equality and women's empowerment and thus provided sufficient reasons for the launch of an international program to satisfy this issue.

## **2.2 The 'Float Like a Butterfly' Project**

Float Like a Butterfly (FAB) is the project designed as part of Youth Charter's ongoing collaboration and partnership with the Muhammad Ali Centre. The program's strap line is cultural activity for women's empowerment. This project is a global initiative that is designed to promote the participation of girls in sporting activities. The FAB project is a culmination of the Muhammad Ali

Center's six core principles (global citizenship, equality, confidence and respect among others) and the Youth Charter's Youthwise programme.

The aim is to provide cultural activity, social engagement and empowerment to young women. The FAB project will be complemented through the Youthwise programme which is a curriculum for life, which has been delivered in various societies in the past 20 years, to enhance social and cultural development through sports, arts and cultural activity.

As a result, the behavioral elements of the proposed FAB project, that is, global citizenship, humanities and Personal, Social, Health and Educational development (PSHE) will be complemented through the Youth Charter's Youthwise Programme, showing the clear focus on the United Nations second Millennium Development Goal (MDG) for achieving primary education universally. This shows the link between learning and social and emotional development as through education, people are better equipped with life skills that contribute to their growth both socially and emotionally.

### **2.2.1 The Youthwise Program**

This was developed in 1997 as a response to the cost of unemployment, underachievement, anti-social behavior and crime among the youth. Through its provision of a vast range of projects and initiatives, it can be used by educational bodies to reduce the implications of anti-social behavior and resulting exclusion. It has been developed from a wide range of 'real life'

experiences of social inclusion programmes and projects in some of the most disaffected and challenging communities in the world.

The Social Coach Leadership Programme (SCLP), which was implemented through the Youthwise programme, was a previous project which was first successfully delivered in South Africa in 2007. The most recent delivery of the SCLP programme was at Roe Hampton University in 2012.

The Float Like a Butterfly program is a revised version of the SCLP which has been modified to add value to the program. The existing framework is being adapted to deliver a model that will adhere to the existing Youthwise curriculum to ensure the programme is more effective to the environment within which it is being implemented.

### **2.2.2 Project Timeline**

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

### **2.2.3 Project Budget**

The budget for the project is still under consideration with a global funding strategy in place. This will oversee a developed proposal to private, philanthropic, government and related institutions. The overall funding streams would need to reflect the existing and future budget considerations and as a result would see the YC able to provide a project cost to reflect the agreed number of community campuses that would be developed.

### **2.2.4 Project Partners**

The Youth Charter has developed a 20 yr global network of partnership with a network established within a sub-regional national context. Partners that have already been identified for the delivery of this project include: DFID, UK Sport, Mohammed Ali Institute, Mohammed Ali Centre, US State Department, Manchester Metropolitan University (MMU), Future Champions and Common Purpose.

The FAB project will make use of Base Camp, which is the project management tool which has been used internationally by the Youth Charter for 12 years. A specifically designed project implementation platform designed by the Youth Charter, that will co-ordinate and reflects the roles and responsibilities of the outputs and outcomes of the collaborative effort of the stakeholders.

### **2.2.4.1 The Roles of the Respective Partners**

The roles of the respective partners are outlined below:

MMU is providing the academic research and impact assessment of the project.

UK Sport is providing international policy, funding and project programme delivery of FAB with existing national and international aspects.

Common purpose is providing the public and private sector leadership programme.

The Muhammad Ali Institute is providing academic research project and programme impact assessment, expertise with MMU.

DFID is providing funding opportunities and project delivery in relation to the FAB project.

### **2.2.5 Project Aims and Objectives**

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

The FAB project aims to increase girls' access to sports; improve educational attainment; increase girls' confidence and promote respect. It will enhance the engagement of girls in evidence-based sporting activities so as to improve their

lives, promote their educational attainment and assist in their preparation for bright futures.

### **2.2.6 Project Target**

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

### **2.2.7 Project Impact**

The overall impact of the FAB programme would reside within the numeracy and literacy benefits under the theme 'read, write and count', social economic – improved education, health and physical education, improved infrastructure, leadership skills, improved trust and confidence empowerment for the women. These specific attainment-learning outcomes can be delivered within the named cultural activities identified in this piece of work.

### **2.2.8 Project Activities**

The FAB project proposes the use of Martial Arts, Football, Volleyball, Netball, Hand Tennis, Traditional African games and Dance as the focus sport areas, with the potential to expand to basketball, track and field and exercise. This shows a huge range of diverse cultural activities to be used in the project delivery.

### **2.2.9 Project Delivery Model**

The FAB project includes the four phases in which it will be delivered: Engage, Equip, Motivate, Inspire and sustain. This will engage the young women with cultural activity, equip the social coaches and empower them through education and physical activity to enhance literacy and the confidence to improve both personally the life chances of all those who participate but also in the community as a whole.

### **2.2.10 Project Focal Areas**

The FAB project is mainly geared towards the attainment of the third United Nations' Millennium Development Goal (MDG), which advocates for Gender Equality and the Empowerment of women. According to the United Nations Department of Economic and Social Affairs (UNDESA), there is significant progress in the MDGs despite the continuing effect of the financial and global

crisis. In relation to the third goal, there is still persistent gender based inequalities associated with the decision making power in society.

According to Laura Turquet, the manager of UN Women's flagship publication, 'Progress of the World's Women', the Millennium Development Goals that are most off-track and the least likely to be achieved are the ones that depend on achieving gender equality.

According to the 2012 Gender Chart, women and girls from the less affluent families, communities and countries are still being consistently left behind. In many countries, gender inequality persists and women continue to face discrimination in access to education, work and economic assets, and participation in government.

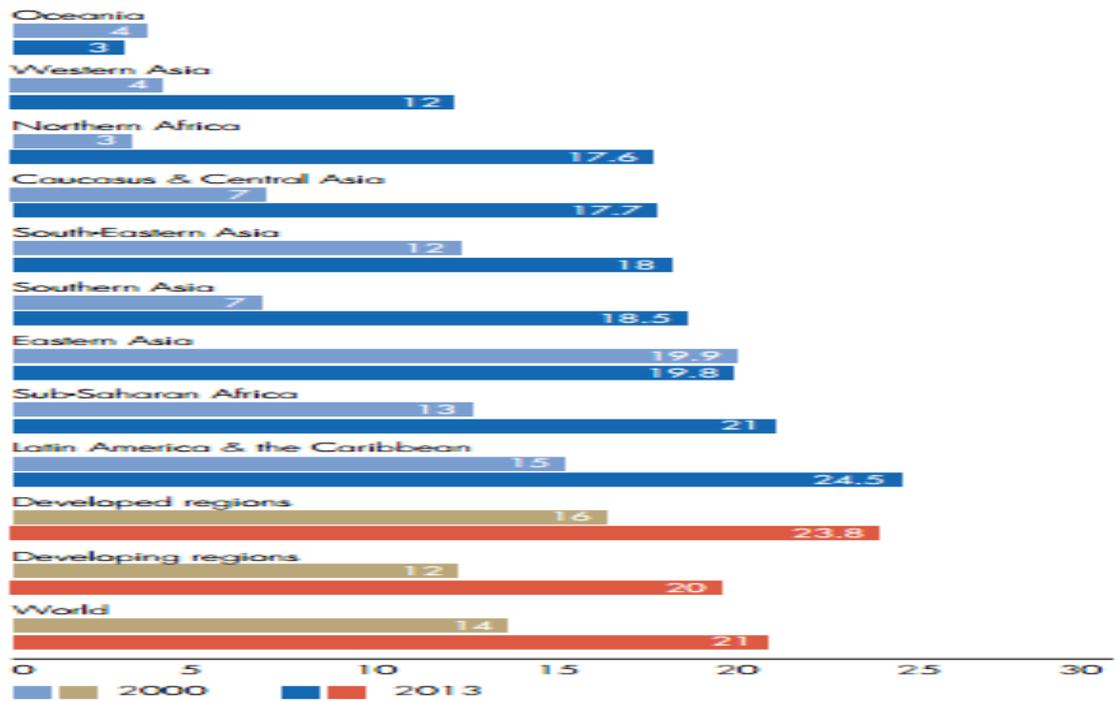
According to research compiled by UN Women, it is clear that women hold about 40% of wage earning jobs in the non-agricultural sector. However, even after accounting for skills and educational backgrounds, they still enter the labour force on an unequal basis.

Worldwide as of the 31<sup>st</sup> of January 2013, the average number of women in parliament was over 20%. Due to the trend witnessed within the past 15 years, it is estimated that it may take nearly 40 years for the parity zones to be reached in parliaments.

As shown in the figure below, the number of women participation has increased overtime though the progress in this goal is still lagging behind.

### Women are assuming more power in the world's parliaments, boosted by quota systems

**Proportion of seats held by women in single or lower houses of national parliament, 2000 and 2013 (Percentage)**



**Figure 2 Women in Parliaments Chart**

Source: The Millennium Development Goals Report (2013) p.22

The reasons for focusing on the gender specific aspects of the Millennium Development Goal 3 are attributed to the slow progress of the goal and how it has impacted on the achievement of other goals. Due to the continued low participation of women in different sectors of the society, the eradication of poverty among other goals are lagging behind drastically and leading to further implications in the development of the important aspects of society. The benefits of the FAB programme will be to attain equity, development and education for the society.

In relation to MDG 8, which advocates for global partnership for development, the collaboration between the Youth Charter and the Muhammad Ali Centre is a typical example of the dire need of institutions to work together in order to deliver projects within a cultural framework as an effective manner.

This will ensure the project is delivered within the desired framework for its implementation, which will see the outputs and outcomes mapped, tracked and measured within the 3 phased elements of scoping, implementation and sustainability. The respective roles, responsibilities and timelines - along with strategic milestones therefore provide a due diligence and well governed and above all project managed process.

### **2.2.11 Project Sustainability**

The sustainability of a well governed and project managed process is clearly identified within the FAB programme. This would reflect the HR child safety and protection aspects reflected in the women that would initially be engaged, equipped and empowered with the social coaching tools to deliver this offer. The digital inclusion and the current Pan African strengths in this area of community cohesion and development would therefore deliver a holistic and integrated offer that supports the African Union's infrastructure and skills agenda.

### **2.2.12 Project Issues**

The challenge facing the FAB project is how to deliver within a multicultural community, a truly integrated and cohesive project plan delivery module with the role, responsibilities and respective timelines clearly defined, set out and delivered within an impact assessment model that can be remotely administered.

Fragmentation of effort is another challenge facing a project of this kind. This is due to some partners attempting to execute such a project with third parties who are not directly part of it, thereby presenting the ideas of the project as their own. For instance, DFID which is a potential funder and partner in this project have teamed up and supported the British Council, Nike and the Premier league to work on a women's empowerment program which is obviously what the Float Like a Butterfly program is also aiming to do.

As a result there is currently a confused and fragmented effort within the existing agencies in policy, planning and delivery on the ground. Therefore there is a risk to the progress of the FAB project within the potential aim to develop a truly holistic and integrated approach of a social and developmental opportunity for the young women the respective efforts are trying to assist.

There is confused communication on the ground due to such instances therefore this is a risk to the progress of the project within the potential of a social and developmental opportunity for the society.

The tables below show some examples of projects being implemented by other organizations which have a similarity with the theme for the Float Like a Butterfly project, which is to empower young women in the society. It also shows collaborations and partnerships which are being advocated by the Youth Charter in its existing policies, projects and programs.

### **Girl Hub**

**This is a strategic collaboration between the Nike Foundation and the UK's Department for International Development (DFID) that is using an innovative approach to empower millions of adolescent girls in the global south. It helps transform the lives of adolescent girls living in poverty by unleashing their potential and empowering them with the assets they need to end poverty for themselves, their families and their community.**

#### **Table 2 Girl Hub**

Source: Independent Commission for Aid Impact Report (2012) & <http://girlhub.girleffect.org/>

### **Our Girls, Our Pride**

**NDTV & Vedanta Group have joined hands to promote Girl Child in India through campaign has been launched under Vedanta's "Khushi" awareness campaign that is already promoting care for the underprivileged children, their health, nutrition and education. The focus of the campaign will be to educate people at large, bring awareness, bring policy changes and sensitize people towards girl child and build a respect for the gender. Apart from sensitizing the masses, the campaign also aims to raise funds to make a positive impact in the lives of as many girls as possible.**

#### **Table 3 Our Girls, Our Pride**

Source: NDTV: <http://www.ndtv.com/girlchild/>

### **2.2.13 Project Team**

As a project leader in a group of 3, this has seen an addition of responsibilities pertaining to managing 2 other students undertaking their placements at the organization. This role has exposed me to the diversity of my obligations within the team and the organization in general as well as how to enhance proper co-relations among team members to produce highly standardized work.

The greatest challenge within this 'project leader' role is the slow progress of feedback on individual work, which may lead to further complications in the future. However, to overcome this I will be communicating with the team more often to establish their progress and inspire them to be more effective and efficient in their various sections so as to reflect skilful teamwork.

The team members have different roles towards the Float Like a Butterfly project; this provides a balance between the three sections contributing to the project and ensures each member has a focus area that will merge with the other sections contributing towards the harmonization of the project.

One team member is involved with the child safety and governance aspect of the SCLP which is crucial in the FAB project delivery as there is need for policies governing the social coaches who will be involved in the project. The other member is focusing on the existing Youthwise program and finding ways of adding more value to it to enhance its effectiveness when delivering the FAB project. All the sections being developed by the team members complement the overall FAB project.

## **2.3 Acquired and Improved Skill Sets**

As a consequence of the roles and responsibilities I have undertaken in the organization, I have been able to improve on various skills as well as acquire new skills as mentioned below:

My Interpersonal Skills have drastically improved, as I have been able to interact with individuals from different fields in the society. It has enabled my communication to be more coherent and precise to ensure the main objective of any conversation is attained.

This exposure has enlightened my learning and acts as a preparation for my future career interactions as I will require having good interpersonal skills in order to discuss the various opportunities for projects in the community setting and beyond.

My skills in Time Management have improved immensely as I attempt to complete my tasks within the required period allocated for them. This will shape my future career, as I will be able to deliver within the specified timeframes of any particular projects.

Time is crucial in enhancing the success of tasks as they can be easily amended in case of any issues upon completion. I have been able to communicate about any instances whereby I may not be able to complete a task by the agreed time due to constraints.

This has assisted me in gaining an understanding of the importance of communication in relation to delivering tasks required of me.

I have improved on my punctuality in relation to office presence and the importance of communicating in case of any lateness. This will enhance my further application of these skills in a career context so as to ensure any time related matters are managed effectively to ensure that they do not affect the proposed discussions on prospective projects.

My Leadership skills have improved though I will need to continuously work on how to command attention to exercise my duties better. I have been able to offer support to the team members in relation to the respective work they are required to complete.

However, under this issue I have been advised by the Executive Chair to refrain from doing the work for the team members but to simply assist them in understanding what is required of them. These skills will ensure my success of managing larger teams in my future career and assist me in identifying and tackling problems to do with teamwork.

I have improved my Research skills through the different information I have had to provide about various topics. Having a good understanding of how to research has ensured that I source the materials easily and thus saves the time to complete the tasks at hand. These skills will ensure I am able to

research on the relevant issues pertaining to future projects and how to access the available materials on different matters.

I have improved on my Strategic Planning skills in terms of my roles and responsibilities in the office. I have been able to plan on when and how to efficiently carry out the tasks required in a systematic manner, ensuring the most urgent activities are prioritized accordingly. This will ensure my future career will be organized within a more reliable system prior to undertaking any prospective project plans.

As this placement was my first experience of working in an office, I have been able to gain skills in Personal and Professional Development. I have been able to understand how to relate to people in a professional manner and thus it has contributed to my personal and professional growth and development. I hope to gain more insight into the dynamics of these skills pertaining to different cultural backgrounds in the work place.

Professional etiquette has assisted me in improving my relations with new as well as previously known individuals who interact with the organization. This will shape my future career prospects in relation to conveying professionalism, which shows the extent of reliability and effectiveness associated with such skill sets.

## **CHAPTER THREE**

### **3. LITERATURE REVIEW**

This section will provide a critical analysis of some key literature topics associated with project initiation, that is; scope, business case, risks and project initiation document, alongside any other relevant issues. It will feature an account of these terms and the contributions made by various scholars in order to provide the diverse viewpoints discussed.

These keywords will reflect some aspects of project initiation and show the crucial aspect of considering them before starting any activity. My reflection, evaluation and discussion of the comparison between theory and practice is featured within this chapter. Under some of the themes presented below, relevant sub-topics that are linked to them will be discussed to establish a better understanding of the information provided.

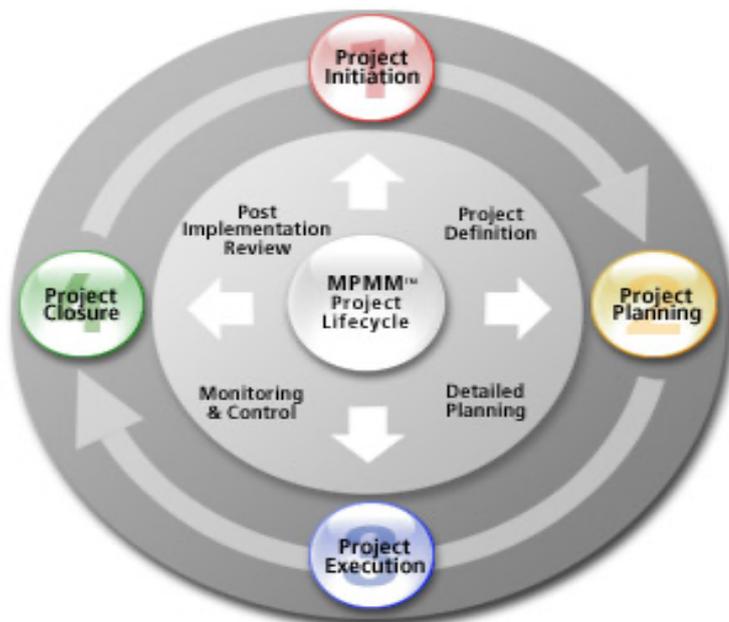
#### **3.1 Project Initiation**

Royer (2002) articulates that the art of Project Management involves various processes. He refers to the Project Management Body of Knowledge (PMBOK) Guide used by the Project Management Institute (PMI) to define the 5 essential processes, which is, initiating; planning, executing, controlling and closing processes. With particular emphasis on the initiating processes for purposes of

this research, it is defined as the processes that obtain the commitment required to commence a project.

As mentioned by Westland (2006), this is the first stage in the life cycle of a project. It involves the creation of a new project through the definition of the opportunity or problem to be addressed, the particular solution that will be delivered and the project scope. He adds that it might not be vivid, but this phase is the most critical one compared to others.

Royer (2002) agrees with Westland's claim when he articulates that the initiation stage is the most crucial phase of any project. He further adds that this phase oversees the setting up of expectations with the shareholder sponsor. The figure below shows the processes involved in a project and the positions of each, with the project initiation being the first phase.



**Figure 3 Project Lifecycle**

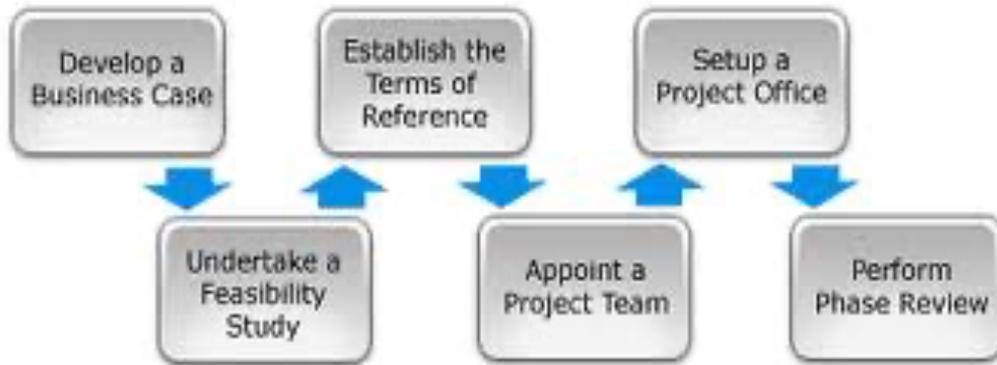
Source: MPMM (2006), <http://www.mpmm.com/project-management-methodology.php>

Westland (2006) states that the risk of a project failing is greater when the project is not initiated properly. In relation to this failure argument, Royer (2002) agrees that through experience projects are subjected to a high failure rate when expectations are not clearly set. On this notion, Melik (2007) argues that the more the energy and time invested in the initiation stage, the more the likelihood of fewer challenges occurring as the project is enforced.

Furthermore, Royer (2002) refers to expectations as matters relating to the scope, confines in funding, preliminary plans, temporal consideration, solution alternatives, creation of the proposal and acceptance of the proposal by stakeholders.

Melik (2007) articulates that a significant amount of effort and energy is focused on the execution and the final delivery of the project. He refers to project initiation as the identification of a process and standardized corporate-wide policy to enhance the approval of projects.

He adds that, typically this process includes the review of the business case, conducting a feasibility study, assessing the risks and planning the budget including the high level aims, all these in the bid to seek managerial, customer and stakeholders approval for funding and launching of the project. The figure below shows some of the activities involved in this phase (Melik, 2007).



**Figure 4 Project Initiation**

Source: MPMM (2006). <http://www.mppmm.com/project-management-methodology.php>

Westland (2006) points out that it takes patience, diligence and time to ensure the proper definition and scoping of a project prior to its execution. However, he warns that most projects quickly pass through this phase due to:

- The failure to define the project costs and benefits properly,
- The assumption that the solution acknowledged is feasible, without carrying out a test for its feasibility.
- The definition of the generic project scope, objectives and deliverables, without any particular basis for performance measurement.

As a result, he points out this as the reason as to why most projects succumb to late delivery, scope creep and excessive expenditure. In order for these pitfalls to be avoided in projects, there is a dire need for proper completion of each step involved in initiating them. In this case, there will be more confidence in the solid basis for success of the projects.

In my placement, this phase is still underway, with the various partners still in dialogue with the Youth Charter about the planning and execution of the FAB

project. On the latest progress of this project, the US State Department has agreed to proceed with the implementation of this project.

DFID is still in dialogue with the Youth Charter and the latter is trying to ensure that the former is able to provide the support required for the FAB project. As more time is taken to establish the initial and vital aspects of this project, there is increased likelihood of its success upon implementation, this complements the literature discussed above.

### **3.2 Business Case**

According to Schwalbe (2009), for successful organizations, meeting the needs of the business is crucial thus they initiate projects to fulfil that particular aspect. Westland (2006) states that the first phase of initiating a project should be the development of the business case. Westland (2006) points out that the business case is a document that provides a justification for starting up a project. It includes the following elements:

- A description of the opportunity or problem that exists in the business
- A list of the accessible options for solution delivery to resolve the issue
- A list of the benefits and costs associated with each of the solution options
- A suggested solution alternative for approval

Westland (2006) mentions that the senior management in the business entity often presents the business case to an identified customer or sponsor. He

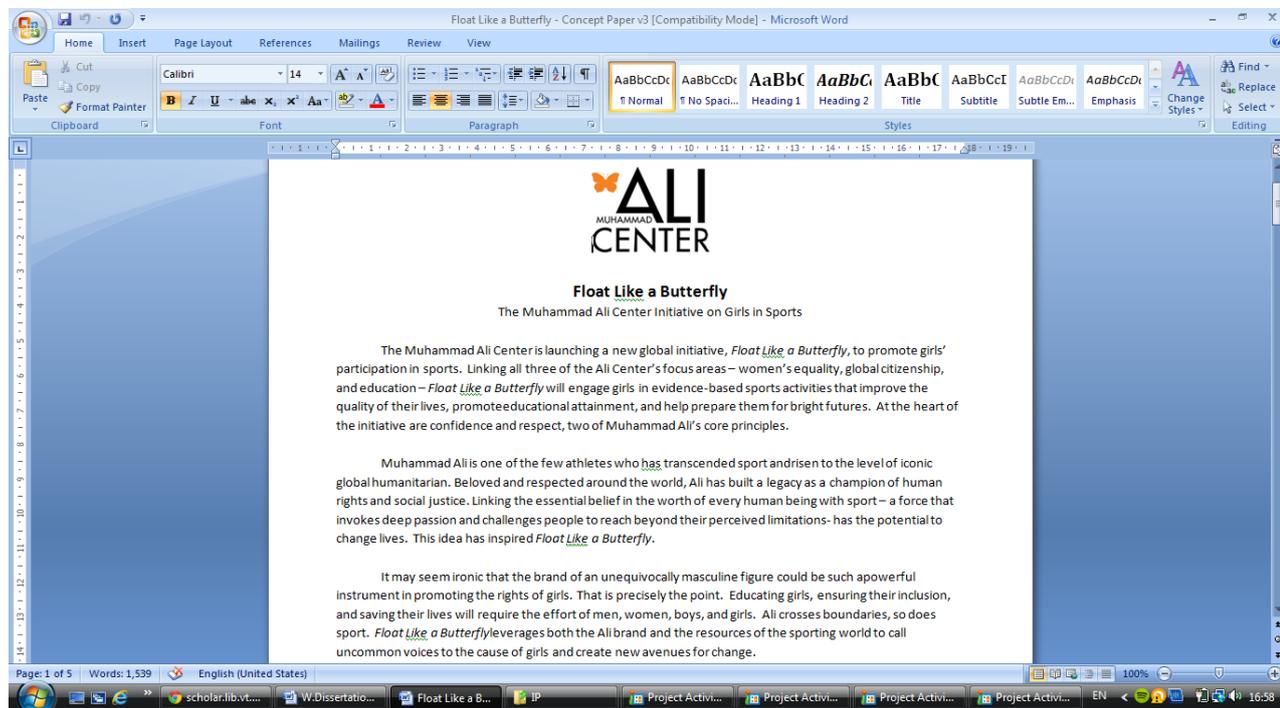
points out that as the business case is being created, there may be the need of carrying out a feasibility study.

He describes this study as a process in which a more-detailed assessment of the current opportunity or problem; the various solution alternatives available and the likelihood of each optional solution meeting the requirements of the customer are undertaken. He articulates that the study modifies the solution options that have been defined in the business case (Westland, 2006).

Westland (2006) adds that the business case is used as a reference point throughout the entire project so as to determine the benefits, risks, issues and costs are in alignment with the ones documented originally. Upon reaching the closure of the project, a Post-Implementation Review (PIR) will be carried out to establish whether the benefits were delivered by the project as outlined in the case. In this regard, the project success is measured against its ability to satisfy the criteria outlined in the case.

In relation to my placement, the Float Like a Butterfly program was the business case for the project. It was produced by the Muhammad Ali Center in collaboration with the Youth Charter. It contained basic information about the program which will be undertaken within the project. It had background information about the Muhammad Ali Center as well as the objectives of the program. It provided information about the target areas for the program suggesting where it will be implemented. With progress in the FAB project, a revised piece of the programme's business case has been produced as a few

modifications were made to it. The figure below shows some part of the FAB program presented as the initial business case.



**Figure 5 Float Like a Butterfly Business Case**  
Source: Muhammad Ali Center (2014).

### **3.3 Project Scope**

Melton (2007) referred to the project scope as the benefits enabler; suggesting that in order for the benefits of the project to be realized, a counterpart has to be delivered. However, he mentioned the difference between the benefits and scope of the project, emphasizing this as the most difficult aspects of the earlier phases of the project. He defined the benefits as the reason behind carrying out the project; the benefits accrued to the particular organization undertaking it.

According to Camilleri (2011), the scope provides information on three levels, that is, general information on the project, information on the objectives and finally the information on the domain of the project.

He mentioned the appraisal of the project scope, emphasising the essential nature of the scope to the success of project management. He points out the inadequacy of the scope as being the equivalence of a weak foundation of the project. He added that unless the scope is rectified immediately, the project may eventually fail (Camilleri, 2011).

He advises that project managers should continuously pay attention to any indication of problems relating to the scope. For project managers, the process of scope appraisal facilitates the adequacy of defining the work to be carried out. It will discard any instances whereby the work being done may not be the intended one or would not lead to the anticipated outcome of the owner (Camilleri, 2011).

Through his literature research, he looked into the practical suggestions, which project managers should undertake when defining the scope and they are outlined below.

- The scope is not deemed complete and cannot be carried out properly unless the stakeholders have all been identified and are involved actively at a required level.

- The definition and documentation of the scope should be done in a meaningful, simple and coherent manner to avoid the ambiguity it may create to those participating in the project.
- There should be careful delineation of the issues that have been included and excluded in the project.
- A formal agreement and signature should be acquired on the scope document from all the relevant stakeholders that have been identified and confirmed as active.
- The reduction of scope creep should be achieved by administering proactive mechanisms.
- The activities of the project must be in support of the scope. It should be noted that some project managers might be operating on an informal schedule that has not been specified on the scope.
- The tasks of the scope are a steering mechanism and thus should be conducted before the activities associated with project management.
- The scope should be continuously monitored to ensure the activities are in alignment with the scope. The scope should be reviewed and if deemed necessary, it should undergo redefinition to bring the project back on to the desired pathway.
- Rather than using a big-bang approach, projects may be achieved by using other interrelated projects, especially those that involve change in the organization.

As articulated by Melton (2007), the objectives of the project can be established under the scope and are used to measure the delivery of the scope. He added that they may be defined as benefit enablers and thus introduced the term Critical Success Factors (CSFs); which are the specific objectives used to measure the critical aspects of the scope used as a delivery mode for the project.

Under the benefits criteria, he mentioned the metrics which measure the benefits being delivered to the business and thereby introducing the term benefits realization; which is the delivery of such benefits to the organization.

As discussed by Schwalbe (2009), a document known as a scope statement is used to build up and confirm a universal understanding of scope. Basically, it provides a more detailed description of the scope. She makes mention of the importance of ensuring the proper definition of the scope as it assists in improving the accuracy of the cost, time, estimates associated with the available resources; enhances the coherent communication of the work responsibilities of all the participants and provides a baseline for controlling the project and measuring its performance.

As depicted by Mirza, Pourzolfaghar and Shahnazaric (2013), this scope statement provides the project's justification, quantifies the objectives and lists down the high level deliverables of the project.

In relation to this subject, Camilleri (2011) argues that a coherent scope statement and definition is required for the impacted parts of the project as well as the domain of the project must be determined and provided and this should be irrespective of the magnitude associated with the project.

Schwalbe (2009) warns against carrying out any activities that have not been included in the scope statement. She mentioned the various techniques, which are used in defining the scope as the identification of alternative methods of carrying out the work; the usage of judgement from experts in the relevant field; the analysis and understanding of the stakeholder needs and the product analysis. As a result, the scope statement is the sole output of the definition provided for the scope.

Schwalbe (2009) articulates that the project team develops the preliminary scope statement at the initiation phase of the project. This should consist of basic information on the scope; the subsequent statements should provide more clarification and more specific information. She provides the standard format of any scope statement, taking into account that some contents vary from one another thus may entail different information.

She suggests that the statement should include the project description, inclusive of its justification and objectives; the requirements and characteristics associated with the project's products and services; the criteria for the success of the project; the comprehensive descriptions of all the deliverables within the project. Moreover, she advocates for the referencing of any documents in

support of the project, such as the corporate policies and specifications of the product, which eventually affect the manner in which the services or products are formed.

Schwalbe (2009) continued to discuss the scope statement as one that should be updated by the project team as decisions are made and more information is made available in relation to the scope, such as any alterations that have been approved or particular products that will be acquired. In addition to the updates being made on the statement, certain changes may need to be done to the management plan of the project scope.

She used the example of the team making purchases from a new supplier, thereby articulating that the information about this supplier should be included in the management plan. She adds that the updated version of the statement is a vital document for the development and confirmation of the general understanding of the scope. It gives more details on the work to be accomplished and is a crucial tool for the prevention of creep and facilitating customer satisfaction.

As articulated by Camilleri (2011), basically the project scope is what is required to be done. He referred to the 2004 Project Management Institute Standards Committee on scope planning, which is a process whereby a written statement is developed as a foundation for future decisions about the project. It includes the criteria to be used as a determinant of whether or not a project phase or the project itself has been successfully completed. Furthermore, he

mentions the purpose of the scope is to ensure that all the work required is embraced by the project, through subdivision of the outputs into more manageable and smaller components. As a result, the probability for the success of the project is increased.

He adds that the scope defines the client, deliverables, outcomes, human and financial resources and work packages. He spells out the notion that the degree of the scope detail is dependent on the magnitude of the project, in that, the scope definition has to be more detailed if the project is larger and its complexity is more. He adds that the scope should include the resource constraints and the timeframes of the project.

According to Camilleri (2011), the ideal situation is one where the scope does not change, though he terms this proposition as unrealistic. He argues that the realization of the scope as a dynamic process as opposed to a static one is vital. He proposes that the scope may require a number of reviews over the project life cycle. However, he points out that the project manager should endeavour to keep the changes on the scope minimal and acquire a sign-off that is clear on the changes required to be done on the scope.

Furthermore, he articulates the critical nature of the scope phase as it lays the basis for the eventual success of the project. He points out that the project may have a higher probability of failure in case it is not defined adequately and not linked to the organizational strategy in a suitable manner. Mirza, Pourzolfaghar and Shahnazaric (2013) agree with this claim as they articulate that the lack of

defining or understanding the product and project scope at the initial stage of the project is a chief contribution to failed projects. They continue to suggest that a well managed and defined scope ensures the delivery of quality output, within the specified schedules to the shareholders and the approved costs.

Moreover, Mirza, Pourzolfaghar and Shahnazaric (2013) recommend that the scope should be properly defined and controlled; the issues attributing to its management should be identified and overcome accordingly. As a result of this argument; Camilleri (2011) proposes that ample time should be allocated for the definition stage of the scope.

According to Collins and Baccarini (2004, cited in Mirza, Pourzolfaghar & Shahnazaric , 2013), a rigorous scope is considered a necessary factor to meet the owner's needs and achieve success of a project. However, Shenhar and Dvir (1996, cited in Mirza, Pourzolfaghar & Shahnazaric , 2013)) argue that projects show considerable variations and their particular management styles seem to differ.

Furthermore, Ward (1995, cited in Mirza, Pourzolfaghar & Shahnazaric , 2013) depicts that project scope has to be understood by all the stakeholders who are responsible for decision making throughout the project. On this note, Agarwal and Rathod (2006, cited in Mirza, Pourzolfaghar & Shahnazaric, 2013) argue that delivery of the required product is considered the most crucial goal according to the customer and delivery teams. They add that if the goal is not achieved, the project is deemed a failure.

As articulated by Gibson et al., (2006, cited in Fageha & Aibinu, 2013), defining the scope using stakeholders' input is a crucial task which has to be adequately done at an early phase. The purpose of defining a project is to provide ample information required for the identification of work to be done so as to avoid the major changes which may affect performance negatively. On the same notion, Kahkonen (1999, cited in Fageha & Aibinu, 2013) depicts that this information is required prior to making the decision of whether or not to project execution should proceed.

Assaf & Al-Hejji (2006, cited in Fageha & Aibinu, 2013) argue that while sufficient front-end planning with coherent scope definition can alleviate the potential for cost overruns, poor definition of scope and insufficient planning can attribute to delays, cost and schedule overruns, expensive changes, rework and project failure. They deduce that changes mostly reflect uncertainties which occur at the earlier phases of the project.

Sharma and Lutchman (2006, cited in Fageha & Aibinu, 2013) attribute the request of the above changes as due to the various perspectives that each shareholder has about the project. As a result, they depict that a well-defined project at the pre-project planning phase is vital for its successful execution and achievement of satisfactory outcomes. In the public sectors of society, the definition of a project is very important as the projects serve the communities first and thus their comfort and satisfaction are the chief concerns.

Meanwhile, projects conducted within the private sectors tend to mostly focus on benefiting the owners or investors. Therefore, projects should reflect their particular requirements and needs. Moreover, this cannot be achieved without the involvement of all shareholders in the definition of the project from the early stages. In addition, it is irrational to obtain the opinions of stakeholders on the project outcomes after its completion, when they have limited involvement (Sharma and Lutchman, 2006, cited in Fageha & Aibinu, 2013).

They add that incomplete definition of the project may occur when inputs from one or more stakeholders is omitted intentionally or unintentionally (Sharma & Lutchman, 2006, cited in Fageha & Aibinu, 2013) while, as articulated by Atkinson et al (2006, cited in Fageha & Aibinu, 2013), at the same time the inputs from others are dominant. They argue that the failure to clarify and consider stakeholders' concerns and expectations at the early project phase can lead to the ignorance of extraordinary risks and difficulties in conducting the project, thereby resulting in poor performance.

Kerzener (2006, cited in Mirza, Pourzolfaghar & Shahnazari, 2013) adds that considerations of the budget, customer satisfaction, time, maintenance of the organization's status quo and specification is among the criteria used to judge the success of a project. However, his emphasis was on the changes of scope and the need of this aspect being curtailed or controlled. This should be employed so as to prevent the destruction of not only the project's morale but the entire project.

He argues that no pressure should be put on project managers for completing the scope unless the project's fundamental nature has been documented to their full satisfaction. He makes reference to research that indicates the inadequacy of the scope will subsequently lead to complications throughout the project's life cycle. As a consequence, the scope requires proper planning and definition to discard any ambiguity and prevent conflicts (Camilleri, 2011).

According to Camilleri (2011), as projects may face difficulties because they have not been properly defined, this leads to the execution of unnecessary efforts which do not result to the anticipated outcome. As a result, the project may be discarded eventually or substantial work that had been rescheduled may be conducted at an advanced phase of the project implementation.

He introduces the three-way link associated with the scope. The forward integration is linked to the identification of the activities of the project and the ultimate plan; the backward integration is associated with the corporate strategy (Camilleri, 2011).

He adds that a standardized template for scope definition should be incorporated into the preparation guidelines of the scope. He proposes that a review appraisal should be conducted once the scope has been prepared, this should be done through the examination of the scope to ensure it reflects all the essential points as discussed earlier (Camilleri, 2011) .

He suggests that project managers should carry out the tasks of the scope prior to any other activities in project management. They should also ensure that all the relevant shareholders are identified and partaking an active role in the project. He adds that the scope should be precise in defining what has been included and discarded. They should ensure that the scope document is agreed upon and signed by all the relevant and active stakeholders (Camilleri, 2011).

Moreover, proactive measures have to be taken to minimize the scope creep; this should be done through the continuous monitoring of the scope so as to align the activities with it. Lastly, the project managers should preserve the project by ensuring that all the activities are in support of the scope. They should also identify and document the related projects in the scope document (Camilleri, 2011).

In relation to the problems associated with scope, Mirza, Pourzolfaghar and Shahnazaric (2013) state that its inadequate definition has a negative correlation to the performance of the project, and this has since been recognized as a significant issue. They argue that in case boundaries are not set up, the final costs of the project tend to be more due to changes that disrupt the rhythm, increase time, lower the morale and productivity of the field work and cause a rework.

A dislike of planning is a major factor attributing to failure of a project. The short-changed planning at any stage will render the project's foundational work

non-existent. he further adds that the following are issues that may arise with the scope: partial or incomplete scope; not sharing the scope statement; incoherent scope definition and not finalizing the scope documents (Fichter, 2003, cited in Mirza, Pourzolfaghar & Shahnazaric, 2013).

When overcoming scope problems, it should be noted that the team may find that external shareholders, such as suppliers, will cause issues around conflicts over delivery/quality of materials and cost. A quality superior scope will dictate the scope boundaries which will feature as alerts in case of any added work (Mirza, Pourzolfaghar & Shahnazaric, 2013).

The delineation of the project scope at the pre-planning phase would include the stakeholders and their responsibilities or needs. These aspects should be considered before finalizing the scope: specification of the real requirements; being realistic when writing these requirements; demonstrating the requirements and showing responsibility against the individual requirements (Mirza, Pourzolfaghar & Shahnazaric, 2013).

In my placement, the scoping and planning phases set out the main agenda of the FAB project. I was able to have a greater understanding of the issues to be addressed among other critical factors which are required before executing a project. While preparing the DFID concept note, as mentioned in chapter two, which set out the scope and planning of the project, I made a few changes to some aspects of the FAB project.

Initially the title of the project was named 'Citizenship in Action International Women Development Programme through Cultural Activity' (CIAWDPCA), although I was made aware that it will be changed later on as it was a bit long. During my next revision of this document, I changed to the name to Float Like a Butterfly, which was the name of the program and business case for the project.

I was also able to include a statement reflecting the main partners who contributed to the production of the program itself, that is, the Youth Charter and the Muhammad Ali Institute. The diagrams below show the changes I made to the document.

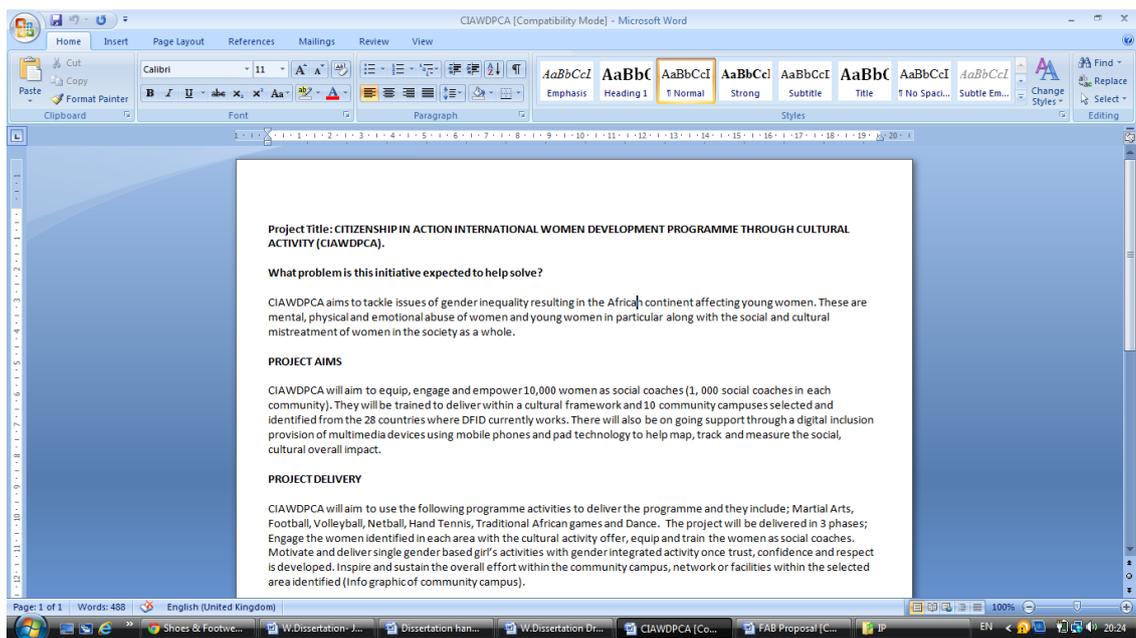


Figure 6 Initial CIAWDPCA project details

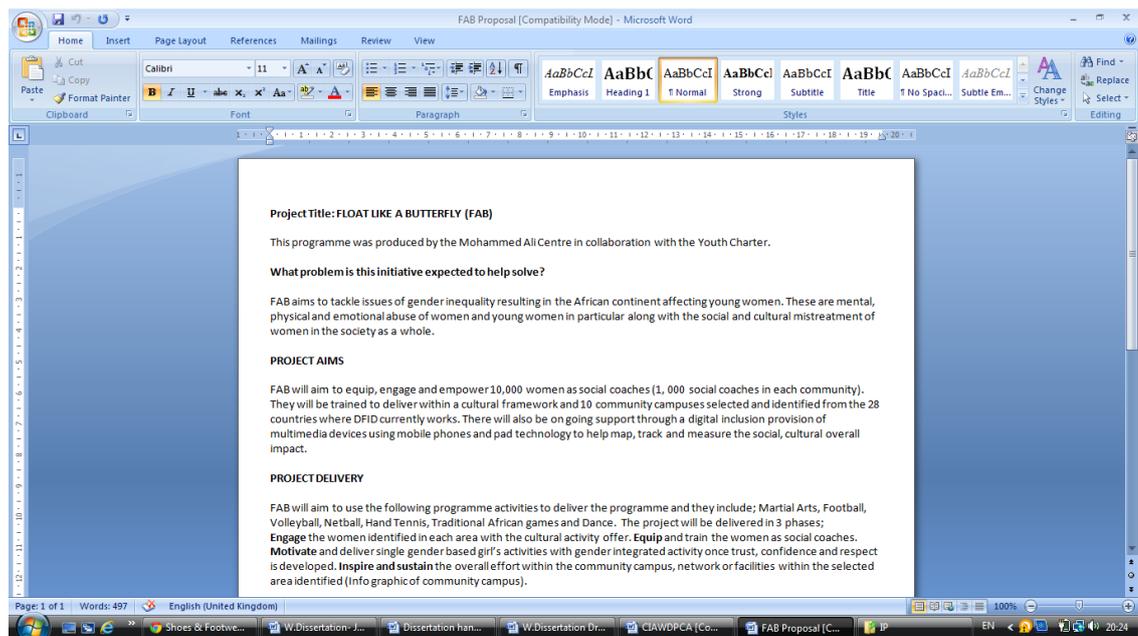


Figure 7 Revised FAB project details

### **3.3.1 The Relationship between the Project Scope and the Core Planning Process**

As articulated by Camilleri (2011), there is need for the establishment of a rationale in the proposition of a specific project and its link directly with the organizational strategy. He adds that the two aspects should be aligned, that is, the project undertaken and the strategic direction.

It is essential for the users of the project or the individuals who will utilize the final product to be identified. He spells out that the project may be defined according to the outcomes and outputs which the final deliverable of the project is to achieve, in the case where the management has identified the presence of strategic fit and the users (Camilleri, 2011).

He points out that clients will be the individuals to utilize the end product thus they would ensure the project benefits or outcomes are generated. He spells

out the emphasis that the project manager normally has full control of the outputs while the outcomes are dictated by the perceptions of the users. He stressed on the project managers role to actively influence the perceptions of the clients, even though the outcomes of the project are harder to deal with. This start-up phase is considered part of the strategic process of alignment and thus viewed as vital to the success of the project (Camilleri, 2011).

Moreover, he dictates that the effort or work that is required to manufacture the outputs should be examined. He adds that the result from the proposed process becomes the foundation for the definition of the project scope. He points out that the scope should be defined clearly in a statement that describes the domain as well the impact on the affected sectors of the organization (Camilleri, 2011).

Following the formal agreement of the scope, the project manager may undertake the identification and definition of the activities that constitute the effort to be put into the work, carry out the scheduling and resources planning and determine the budget and cost estimates. As a result, an integrated plan is formulated which provides a road map for the implementation of the project. He emphasised that this progression is not static, thereby suggesting that the plan must undergo regular reviews and reflect on the agreed scope (Camilleri, 2011).

### **3.4 Project Initiation Document**

According to Burnett (1998), the Project Initiation Document is prepared by the project manager and the requester. It should identify the initial cost estimates, complexity, the time required, the scope, the functional necessities, resource requirements, policy issues, the proposed project manager (if one has not yet been appointed), size, the reason for undertaking the project, the benefits and constraints and finally the operational issues.

The relative priority of the project should be articulated for the purpose of its start-up and a general resource availability verdict. Using this as a preliminary impact evaluation, the request should be approved or rejected by the relevant organizational authority (Burnett, 1998).

He adds that when the document has been approved, a request for initiating the project should be completed and attached as the cover page of the initiation document. A preliminary organization form for the project should be completed to outline the administration of the project being proposed (Burnett, 1998).

The form is a fundamental systems project management methodology tool. Its sole purpose is to provide information for any interested entities that a request has been put forth for a project. It establishes the visibility of the decision of whether or not to use the methodology. Moreover, it makes the commitment of the project manager visible on starting the procedure for producing the plan of the project (Burnett, 1998).

After the confirmation that the acceptance of the start of a project has been obtained, the manager in charge should complete the form and give it to the person appointed to be the project manager, alongside the supporting documents that exist. Subsequently, the project manager should review the circumstances and sign the document to indicate his or her willingness to partake a commitment for planning the project (Burnett, 1998).

Portman (2009) identifies the Project Initiation Document (PID) as one that provides the required information to the shareholders participating in the project. The executive uses this document as a basis for starting the project. To the project manager, this can be used as a comparison to a contract, an agreement between the project manager and the executive. The contract gives a description of the tolerances which the project manager can operate (quality, budget, time until completion).

According to Portman (2009), the documents describe the expenses to be incurred for the finished goods. It also describes the planned times and thus the PID provides the model for the review of any changes and the decisions for the manner in which the project should proceed. This document is the end result of the process known as 'Initiating the project' and consists of the actual brief of the project.

In my placement, I was exposed to the organization's PID which had several sections showing the client details as well as a planning sheet. The document

was coherent and simple to fill in and had basic details required for analyzing the clients for any project. It showed a standard form of a document used by the Youth Charter to initiate a project after the essential details have been agreed upon and documented. The diagrams below show a sample of the sheets that constitute a standard PID used by the Youth Charter prior to initiating a project to analyze the client, the proposed project and its planning.

**Client Situation Analysis => Contact Worksheet**  
 Leading to Proposal / Terms of Reference / Bid / Engagement Letter

Capture the following during first contact and meeting with client:

Client Name: .....

Phone Number: .....

Email Address: .....

Organisation: .....

Job Title: .....

Can you tell me about the project / problem / issues / challenges? .....

.....

What do you see as the overall objectives of this project? .....

.....

What would success look like? .....

.....

Why do you need to do something about it? .....

.....

When do you need the project completed by? .....

.....

Where is it located in the organisation? .....

.....

Who are the main stakeholders (possibly too pushy for the 1<sup>st</sup> contact)? .....

.....

What relevant information could you easily email or send to me? .....

.....

Complete the following 'flipcharts' during First Contact and Meetings with client (can either use MS word or flipcharts if in a workshop with the client team):

**Proposal / Terms of Reference / Bid / Engagement Letter Worksheet**

1. Background (a few sentences showing you understand the client's world): .....

.....

.....

2. The client's requirement (what you want us to do): .....

.....

.....

3. Anticipated project benefits (highlight any serious obstacles and risks): .....

.....

.....

4. Scope of work (which parts of the organisation and project scale): .....

.....

.....

5. Proposed project phases, timescales and deliverables from each stage: .....

.....

.....

6. Project team (internal & external): .....

.....

.....

7. Costs and resources: .....

.....

.....

Annex (Professional Profiles, Terms of Business, Case Studies, etc.): .....

**Project Planning - Worksheet**

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

Stage 1. Planning: .....

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Stage 2. Information: .....

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Stage 3. Analysis: .....

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Stage 4. Innovation: .....

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Stage 5. Evaluation: .....

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Stage 6. Reporting: .....

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Stage 7. Implementation: .....

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

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.....

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

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

● Workshop  
 \* Report

**Figure 8 Project Initiation Document**  
 Source: Youth Charter

### **3.5 Project Risk**

Royer (2002) depicts that the initiation phase is the perfect time and place to carry out an initial viability and risk assessment. However, according to Knapp (2006), planning associated with risk management should be carried out throughout the project's life. The identification, mitigation and management of risks continue after initiating the project throughout the entire cycle of the project.

Royer (2002) refers to the PMBOK Guide of the PMI in relation to risk, which identifies the planning stage as the proper point for planning the risk management of a project. However, he points out that the earlier the risks are considered, the more the likelihood of mitigating them successfully.

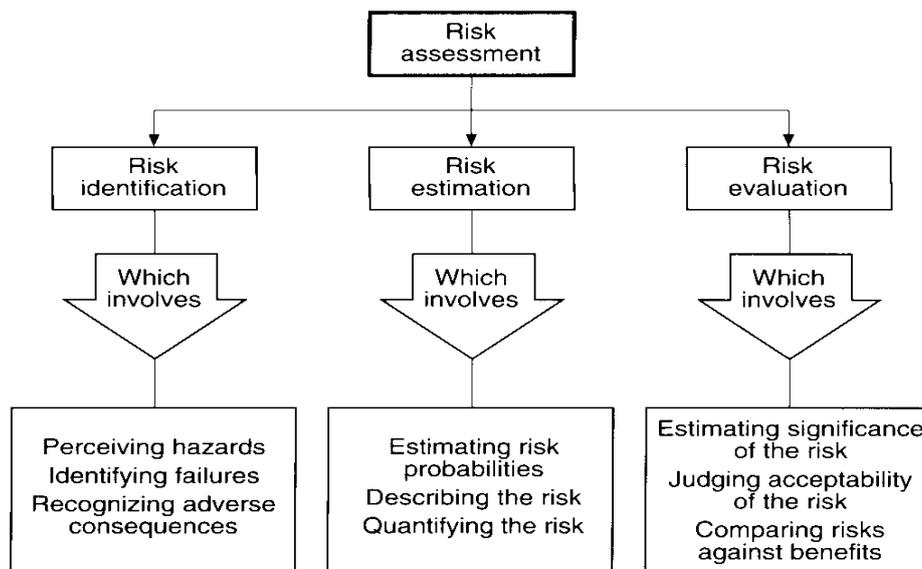
Hussey and Hall (2008) have a different perspective in relation to Royer's argument on risk consideration and mitigation whereby they depict that the risks of a project may not be completely understood during the initiation stage and thus the identification and mitigation of all the potential risks may be quite difficult.

Knapp (2006) adds that the risks are easily identified same as the different elements of the project, at the start of its conceptual stage. Moreover, he articulates the importance of recording these risks as they are thought of and their placement in a risk management folder or file so as to later deal with them in the project.

In addition, he points out the need of reviewing the risks as more process is achieved within the project. He adds that the process of identifying the risks should undergo repetition so as to facilitate the discovery of any new ones. The process must be continuous and ongoing. The risks which have been identified earlier on in the project may eventually change with time (Knapp, 2006).

He depicts that as the advancement of the project occurs, some of the risks disappear and others which had not been identified earlier on may then be discovered. He adds that as the maturity of the project occurs and change takes place in the internal and external situations, new risks may develop in the process. As the possibility approaches of any risk, it needs to undergo reevaluation to ensure the validity of the earlier risk assessment (Knapp, 2006).

The figures below shows the various activities involved in risk assessment and risk management.



**Figure 9 Risk Assessment**

Source: White, D. (1995). Application of systems thinking to risk management: a review of the literature.



**Figure 10 Risk Management**

Source: iLeviathan(2011):<http://www.ileviathan.com/solutions/website-marketing-plan/risk-management>

According to Knapp (2006), the output of such a process is the plan for the risk management of the project and this is prepared with the joint effort of the project team leaders, the project manager and other key shareholders as required.

He points out that the responsibility for the identification of risk is vested within the entire project team. He adds that the project manager's responsibility is to track risks and develop the contingency plans to address the identified risks by the project team. He articulates that sometimes, during the initial process of risk identification, a session of brainstorming may be helpful. Moreover, such instances assist the members in gaining a more robust understanding of the different perspectives involved (Knapp, 2006).

This process involves the determination of the risks which the project may succumb to and the documentation of their characteristics. Generally, the

participants for this process include most of the following: end users, stakeholders, project team, experts from other parts of the company, risk management team, other project managers and outside experts. This is an iterative process and the initial iteration may be carried out by a section of the risk management or project team (Knapp, 2006).

The entire team and primary shareholders may partake in a second iteration. In order to achieve an analysis which is unbiased, people who are not participating in the project may undertake the final iteration. He adds that, at most times the development and implementation of effective and simple responses to risk may be performed as soon as the identification of the risk is done (Knapp, 2006).

Knapp (2006) points out that the identification of risks is a recurring process whereby it is not carried out once and set aside. It commences in the initiation phase when the initial risk subjects are identified. The risks and the measures for their mitigation under identification and documentation at the planning stage of the project. The documentation of the planning of the associated risks is done during the scheduling, resource allocation and budgeting procedures.

Re-planning takes place when a project manager has to deal with a real issue and this may be due to a risk becoming a reality or the increase of probability in the event of a risk. At such a point, the project team and project manager establish strategies to assess the impact that may be caused by the risk event.

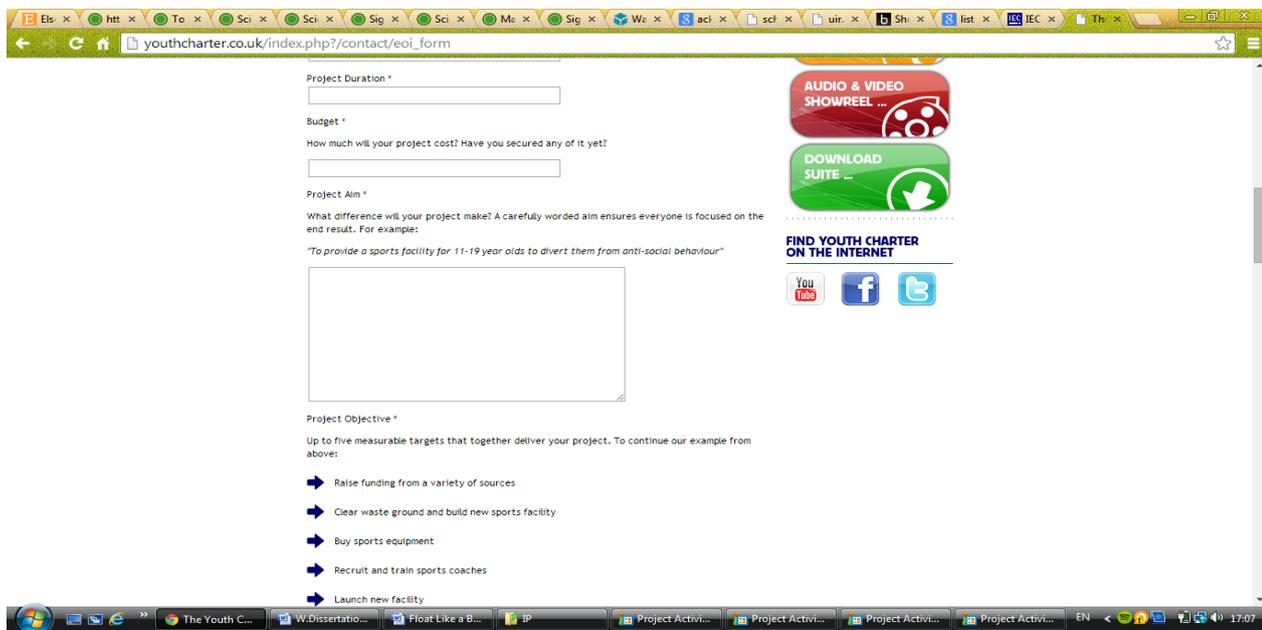
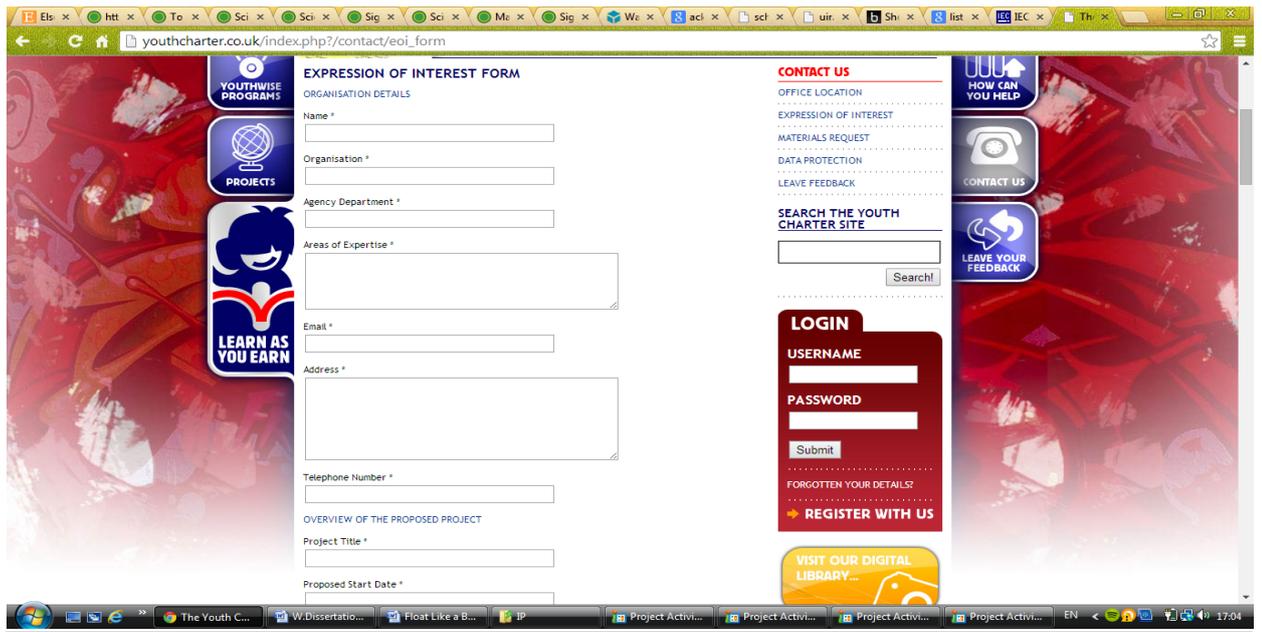
The re-planning required will result in schedule, resource and budget changes for completing the project (Knapp, 2006).

As articulated by Knapp (2006), the identification of risks consists of classifying and recognizing all the potential risk areas which are related to the project. The effective management of the risks is determined by the great attention to details used when undertaking their identification.

It involved the identification of the 3 related elements; risk symptoms, the possible events of risk and the potential risk sources. The timing for identifying the risks is crucial in this process. According to the PMI, it advocates for the initial identification of risk at the project's outset and subsequently regular updates throughout the life cycle of the project as this process is iterative (Knapp, 2006).

In my placement, I had the chance to fill in an Expression of Interest (EOI) form, which is available on the Youth Charter's website, using the information about the Float Like a Butterfly project. This form is used by the Youth Charter to assess the risks of any proposed project.

The organization's project manager is responsible for risk assessing any projects that will be undertaken by it. The figure below shows some part of the expression of interest on the Youth Charter's website.



**Figure 11 Expression of Interest Form**

Source: Youth Charter website, [www.youthcharter.co.uk](http://www.youthcharter.co.uk)

### **3.6 Project Funding**

According to Eastwood (1999, 1997), focus, presentation and planning determine the success of raising funds. These elements form part of the budget draw up for any project. The organization has to show confidence in the amount being sought and that it is realistic in accordance with the funder's

ability to provide the funds. However, he points out that the organization ought to have inquired for an ample amount as in most instances, the funders identify projects as being under-costed and that the applicants should have asked for much more than the original amount.

He continues to spell out the importance of the budget to the organization and he associates it with the provision of the following: accountability; planning; setting the objectives; directing the funders and raising the funds for the core costs. He articulates that the individuals who will be actively involved in carrying out the work should be involved in drawing up the budget. He argues that this is due to the fact that they are in a more advantaged position and possess the knowledge of what exactly will be executed in the project. Moreover, he adds that these individuals will be held responsible for carrying the burden of an under-funded project (Eastwood, 1999, 1997).

In my placement, the budget is still being considered as mentioned in the previous chapter under the description of the Float Like a Butterfly project. I noticed that most of the funding streams that I was able to identify in the funding summary for the project have specific deadlines and may be available yearly or when the donors avail them to organisations. The figures below parts of the funding summary; showing the opportunities, the criteria and deadline for

application, alongside the amount available for eligible parties.

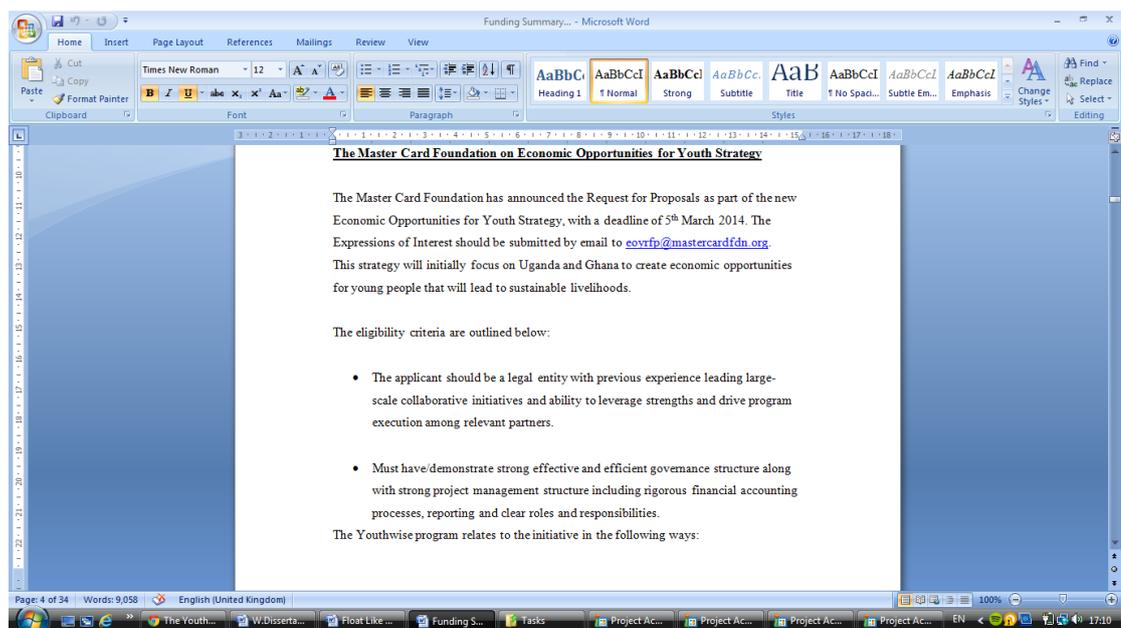
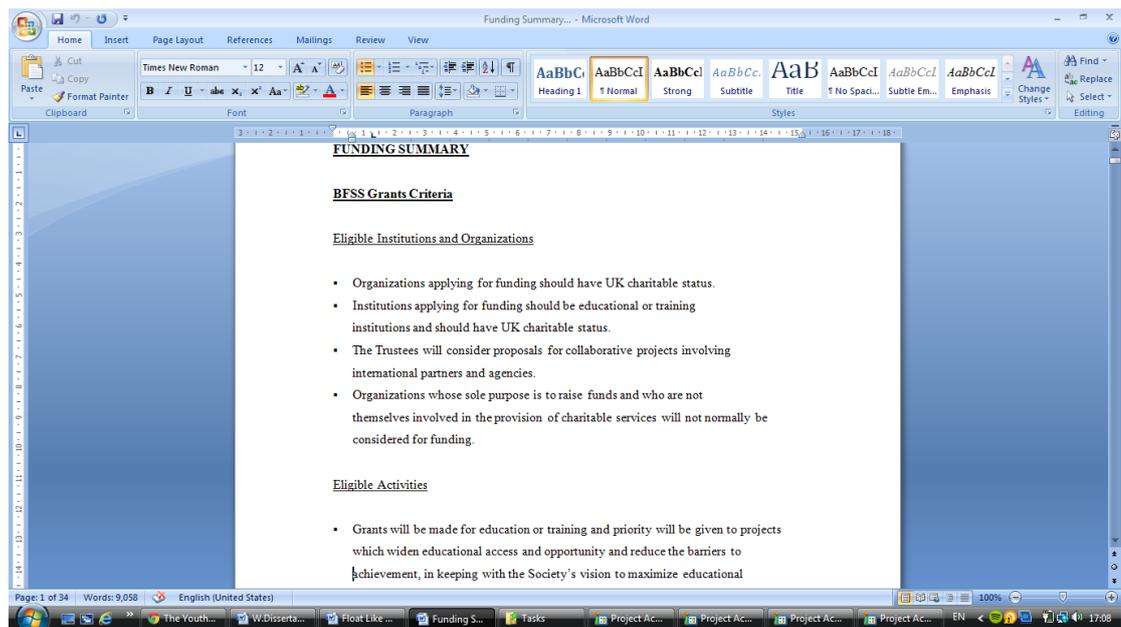


Figure 12 Funding Summary

This can cause a major delay in the execution of the project as some of the applications are assessed over a long period of time and thus may affect the whole project if it is solely reliant on such offers. The organization should have alternative funding opportunities which are reliable and are able to fund the project regardless of whether or not funding is secured from these external

donors. This has led organizations to set up their own fundraising events though these are also dependent on third parties and may not attract as much funds as required by the organization.

Another concern I have identified is the amount that may be secured from donors for the project. More often than not, the organizations do not receive as much funds as they anticipated due to funds availability and thus this may cause the organization to seek other modes of obtaining funds so as to sustain the project after the period of support offered by donors.

These issues are crucial and should be addressed before executing projects as their sustainability is important to ensure they are viable after funding opportunities are withdrawn. These funding issues may be identified as the risks to the project as they can be categorized as uncertainties due to the organization's little or no control in whether or not it receives funding; the amount the donors ultimately provide and the duration within which the donors can support the project.

NGOs have resorted to merging their charitable status with commerce so as to have a constant or more reliable stream for sourcing funds. Some have set up hotels such as the Kenya Red Cross to generate funds for the organization's projects and expenses.

## **CHAPTER FOUR**

### **4. CONCLUSION AND RECOMMENDATIONS**

This paper has provided an analysis of the experience gained within an NGO, with particular focus on scoping and planning of a project during its initial phases. It has fulfilled the statement of purpose as well as the aims and objectives outlined in the paper. It has provided context of the host organization in which the placement experience was acquired.

It has covered the project being undertaken within the Youth Charter, with my specific roles in it and the various skills gained as a result of this placement. The paper has encompassed a significant amount of literary review with practical comparisons from the Youth Charter where applicable.

This experience I have gained till date will form a foundation for my future career pursuit of managing projects successfully within any NGO. The organization has exposed me to the manner in which a project is initiated and the issues associated with it at this stage. Through the skills amassed and improved, I will be in a better position to articulate myself and participate effectively in future projects of societal benefit.

The various arguments presented by the scholars used in this paper have provided a wide range of information on project initiation alongside the main topics of focus. The addition of my personal reflection, evaluation and

discussion of the comparison between theory and practice gives ample insight into what I have been exposed to during my placement. This section allowed for my own input into this body of work thereby gaining an appreciation of my understanding of the theory used and how the practical aspect has matched to it in some aspects.

The organization should continue to advocate for the partnerships and collaborations of institutions in the quest for a more cohesive impact on all sectors in the society. As organizations adapt this mechanism, they will be able to operate more efficiently and effectively through sharing ideas and opinions which will enhance appreciation for the work effort of the participants. This will also portray the organizations' variety of expertise in various matters affecting the society and enhance the identification of common approaches when tackling such societal issues.

The YC should employ mechanisms to attempt the prevention of the issues associated with its FAB project and any other future projects. The challenge and risk of fragmentation of effort as mentioned in chapter 2 is a setback as other institutions may take advantage of the YC's expertise and knowledge while avoiding its recognition as the sole organization within which the project idea was generated.

Due to this placement, I have been able to identify the issues that may affect any project and the importance of identifying them at an earlier stage so as to enhance their mitigation. This will assist in my learning and growth within other

NGOs within which I will be exposed to and continue to expand my knowledge and expertise in managing projects from the initial stages throughout to the closing phases.

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# APPENDICES

A sample of a project activity summary produced by the Youth Charter during a Citizenship in Action project execution.

### Project Activity Summary

Project Details	
Project Title	Sporting Equals
Type of Project	CIA
Contact	
Organisation	Sporting Equals
Project Value	£42k (+ £10k RFU)
Project Code	

Partners	
Lead Consultant	G Thompson (Youth Charter)
Social	M Hides (Youth Charter), Rik Cheetham (Art & Design, Simon Mills (Web Master), Janice Argyle (Youth Charter Administration)
Agencies	BARA, RFU, Leeds City Council, Hamara Healthy Living Centre, Assn for Physical Education

Milestones	
Expression of Interest	N/A
Proposal/Quote submitted	25/06/06
PO/Contract received	
Project Start Date	01/09/06
Estimated Completion Date	31/12/07
Not signed	
Income to Date	£7,000.00
Expenditure to Date	£10,913.80
Risk log updated	29/09/06
Actual Completion Date	

**Project Description**

This project will equip 35 Social Coaches (in 2 cohorts) with tools techniques and resources to deliver Sporting Equals through the Youthwise® approach. This will be achieved by: equipping social coaches to engage, motivate and inspire communities in which they work via NCCN/QCA accredited training, enabling each participant to exploit the Youthwise® resources to suit the needs of the community; collecting and providing data to a central resource such that an accurate return on investment can be calculated; engaging with 350 young people (10 per social coach) from the ethnic minority communities within priority areas in a Youthwise® social focus sport.

**Project Amendment**

The original project approach has been amended to reflect non-involvement of local delivery partner - BARA. The National partner (RFU) had seen a delay due to the Equity Inclusion officer's long-term illness. This has led to a review of the strategic review of implementation of the overall approach. Following a number of meetings with local and national stakeholder groups, a revised multi agency approach has now been confirmed. The RFU have also reaffirmed their commitment to this project.

**Revised Approach**

The aim will be to provide a cultural framework that will deliver the social coach programme through the community campus. This will be delivered in three phases.

**Phase 1** – The delivery of the Social Coach workshop to year 11 (15 – 16 yr olds) in South Leeds High School. Links already exist with the schools ongoing participation within a school sports partnership.

**Phase 2** – Will see a Social Coach Workshop delivered through the multi agency stake-holders that have now been identified in the Community Campus.

**Phase 3** – Will see the vocation training and ongoing development of social coaches (specifically those looking at vocation training and career prospects within the multi agency stakeholder group and wider sports facilities and centres within the area, i.e. Yorkshire Cricket Club, South Leeds Stadium (John Charles Centre for Sport) and Leeds Rhinos. There will also be a City Council community sports team benefit as a result of this overall process.

**Monitoring and Evaluation** – The overall process will be evaluated via the Citizenship in Action Beeston CD Rom. This will be linked to a portal designed and developed specifically for the project.

**Revised Time Line** – The revised time line for the delivery of the project is as follows:

March / April 07 – updating and completion of social coach interactive CD Rom, social coach manuals and interactive social coach forum.

Reg May 07 – meeting of Stake Holders at Hamara Healthy Living Centre, Beeston

End May 07 – first social coach workshop at Hamara Healthy Living Centre, Beeston

Mid June 07 – second social coach workshop at Hamara Healthy Living Centre, Beeston

Reg July 07 – third social coach workshop at South Leeds High School, Beeston

All other aspects of impact and evaluation feedback resulting from the above revised process will be submitted within the agreed information sharing (i.e. Sporting Equals and Sporting Structures).

**Outputs and Outcomes**

Proposed Quantity	Description	Quantity Achieved	Unit Cost	Impact
35	Social Coaches			Will be achieved as part of phase II / III delivery of revised project proposals
350	Engaged young people			Local schools, county sports partnerships and community groups identified. Awaiting exact participation numbers
75	Engaged young people from BME backgrounds			As part of revised project proposals the target reach and impact will be increased by 100% (150 BME young people)
26	Engaged young people through Out of Schools activity			Revised numbers will be identified as part of multi agency collaboration and implementation of the project
1	Establishment of rugby mini league			Mini league proposals have been confirmed with RFU
1	Sport festival with elite exhibition match			Impact will be assessed upon events implementation and delivery
<b>Additional benefits (above those highlighted within the proposal)</b>				
10	Young people securing employment within the Sport and Leisure Industry			To be assessed and measured upon completion of the project
30	Young people who regularly participate in sport activity			The participation figures will be expected to increase by 400%

**Utilisation**

	Project Administration	Project Development	Product Development	Product Delivery
<b>Budget</b>		£42k + £10k RFU contribution		
<b>Actual</b>	1060	4890		
<b>Over run</b>				

**Previous Activity**

- Extensive discussions with the communities of Beeston, Leeds which has seen the Hamara Healthy Living Centre (HLC) – a multi cultural community partnership based in one of the most disadvantaged areas of Leeds – commit to the project.
- Outcome of the discussions is to fully understand the needs of the community so that training can commence.
- Project established with Citizenship in Action Beeston which will guarantee the sustainability of the effort.
- 23/03/07 project update added
- 13/03/07 Project update added
- Community campus created showing cultural network
- 05/03/07 Project update added
- Application to Sport Leeds for funding for Hamara Healthy Living Centre forwarded to Youth Charter

• Sporting equals funding secured to support initial stages of project

26/07/06 CIA Beeston announced with [press release](#)

- Meeting with RFU officials 10/11 February – planning meeting and re-establishment of RFU's role within delivery of community campus
- Development of Cultural framework – method of approach and draft interactive CD Rom
- Development of interactive portal on Youth Charter website
- Meeting with Raheem Mohammad of Sporting Equals – project review and proposed way forward agreed
- Sport & Faith Conference, Sheffield. Meeting of redefined stakeholder group

**Planned Activity**

What	Who	By when?
• Project revision and review	Youth Charter	16/01/07
• Recruit revised multi-agency stakeholder group	Youth Charter	31/01/07
• Develop Community Campus and Cultural Framework	Youth Charter	28/02/07
• Develop and test I.T. Management and Evaluation Model	Youth Charter	28/02/07
• Briefing of revised stakeholder groups	All Agencies	20/03/07
• Planning meeting of stakeholder groups	All Agencies	01/05/07

## The Southern Africa Social Coach Leadership Workshop

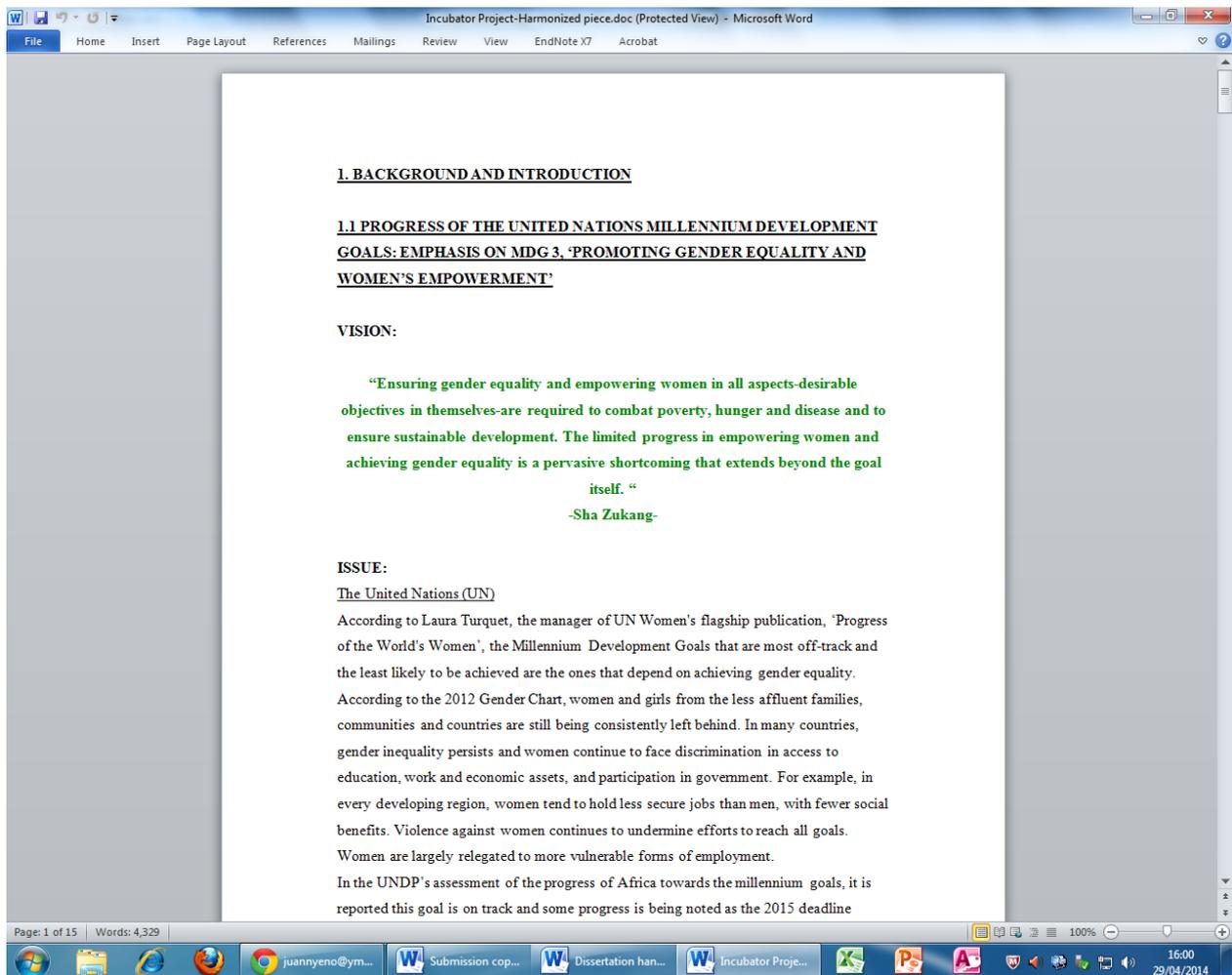
**BACKGROUND & INTRODUCTION**

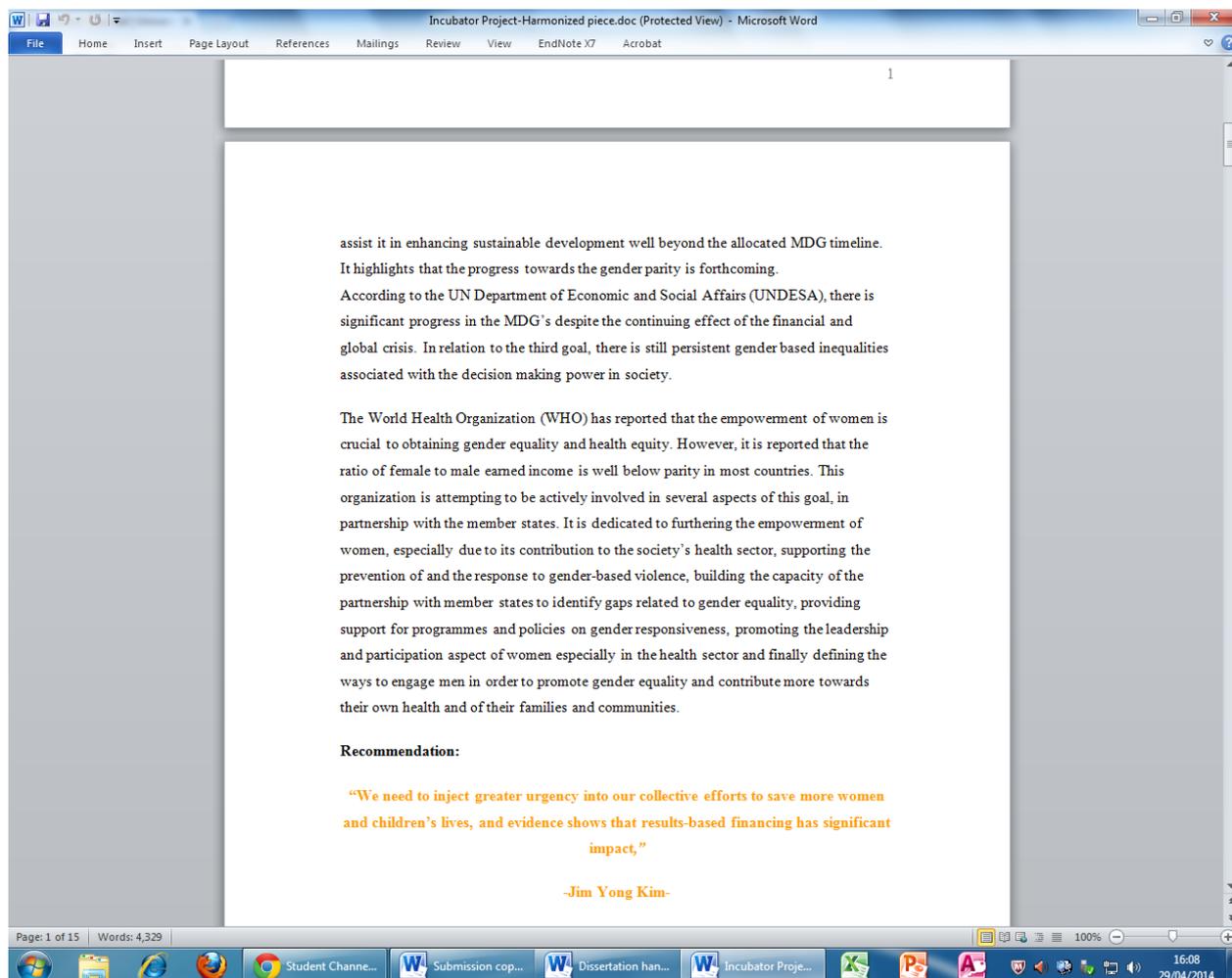
The Youthwise Social Coach Workshop was the culmination of the Youth Charter's fourteen-year effort in Southern Africa. Since the Youth Charter's launch in South Africa in 1996 as a result of the historic "Vision For Sport Conference" which heralded sport in the new South Africa, the agency has delivered projects and programmes that have contributed to the now established international awareness and effort as to the ongoing and important role of sport as a major vehicle of social and human development. The Maggingen Declaration for sport and the subsequent and ongoing effort of the Youth Charter saw the Maggingen II Conference presented with a U.N. integrated framework that would see sport and social and human development contribute to the Millennium Development Goals. With the support of the Swiss Academy for Development, the Youth Charter embarked on a challenging undertaking in its wish to consult, reflect as well as meet the needs of the many youth and community projects and programmes it had witnessed. The consultation was wide ranging with Mozambique, South Africa, Zambia and Namibia playing a lead role in the delivery of the social coach workshop. This report reflects the journey to date, the tools, issues, challenges and opportunities that will hopefully lead to a sustainable as well as ongoing tangible value in the continued support and delivery of policies, resources to the many individuals, groups and communities who continue this valuable work. This report will hopefully also inform international donor agencies and funding bodies as to how resources can be used more effectively.

The Millennium Development Goals are 8 international development goals established by the UN in 2000 after the adoption of the Millennium Declaration.



Samples of the research work done for the Youth Charter as part of my placement experience on the progress of the MDGs with particular emphasis on equality and women’s empowerment.





The difference between a programme and project is that the former is associated with the development of people while the latter is associated with substantive value.

The impact points of an activity involve outputs and outcomes. Outputs are linked to numbers while outcomes are related to policy.

In order for the child safety and governance of the SCLP to attain its effectiveness, all the parents, children, coaches and teachers have to be present during the safety sessions.

The SCLP aims to ensure that coaches are able to teach and teachers are able to coach to enhance the efficacy of the programme.