



Erasmus+

**GENERAL DESCRIPTION OF THE BLOCK**

# **THE ABILITY TO DESIGN AND MANAGE PROJECTS**

# The ability to design and manage projects (7)

## DESCRIPTION:

It is important that the youth councilors, implementing their initiatives for the local community, act effectively, economically, in a planned manner, and for the right purpose. Therefore, the key competence of the youth councilors is to work using the project method. It will allow for a methodical implementation of the goals set by the youth councilors and which result from the diagnosis of local needs and problems. Young councilors, just starting their adventure in the council, usually do not have experience in planning and executing projects, therefore it is very important to develop this competence.

## KNOWLEDGE:

- Understands how working by the project method differs from spontaneous activities
- Knows the most important steps in creating a project
- Knows various programs of the European Union that may be helpful in the implementation of youth council projects
- Understands the role of making mistakes and being ready to make corrections

## SKILLS:

- Can formulate the most important points of the project: goals, activities, schedule, budget, partners
- Can share tasks,
- Is able to responsibly carry out the tasks entrusted to them as part of the project implementation
- Is able to give and receive feedback on the progress and quality of activities during progress of the project
- Can see risks and plan corrective actions
- Can create a map of resources needed for the implementation of the project - financial and other
- Can plan and take actions to obtain the necessary resources
- Is able to inform on an ongoing basis about the progress in the execution of the project
- Is able to write a short report on the delivery of the project

## ATTITUDE:

- Appreciates the role of systematic planning of activities
- Is open to learning how to coordinate a project
- Is open to difficulties and challenges that arise in the course of work

**Ability to draft projects and manage them**

<b>GOALS OF THE BLOCK</b> (What specifically do we want to achieve with the block)	Preparing participants to create and manage projects by: <ul style="list-style-type: none"><li>• identification of specific civic actions that they can take in their communities by participants,</li><li>• participants learning about the most important issues that they must take into account when planning social activities,</li><li>• participants developing ideas of what they really want to change in their community and how to do it,</li><li>• development of an action plan for the project by the participants,</li></ul>
<b>MATERIAL</b> (that will be necessary to prepare the block)	<b>Materials:</b> flipchart + felt-tip pens A4 paper + pens, crayons, pencils for everyone Planning table - for each group (Reference material No. 1)
<b>LENGTH IN MINUTES</b> (how much time will be necessary for the block)	65 min. + 45 min. = 110 min.
<b>SUMMARY</b> (list of individual activities)	<ul style="list-style-type: none"><li>• Important issues for young people - team work on projects</li><li>• Detailed action plan - team work - continued</li></ul>

# Important issues and tasks that need to be done

~ 65 min.	Important issues and tasks that need to be done
<b>Goal</b>	<ul style="list-style-type: none"> <li>Participants identify specific civic activities that they can undertake in their communities</li> </ul>
<b>Materials/preparation</b>	<p>This block can be implemented after diagnosing the needs of young people in the area. Then groups of participants work out projects for specific activities in relation to the diagnosed needs of young people, and not only their own wishes.</p> <p>Materials: flipchart + felt-tip pens</p> <p>A4 paper + pens, crayons, pencils for everyone</p>
<b>Activity</b>	<p><b>Important matters of the youth</b></p> <p>The facilitator asks the participants to individually consider the civic activities that they would like to take in their community. Ask for a symbolic representation of this action and to draw it on an A4 sheet. Participants have 7 minutes to do this.</p> <p><b>After this time, the participants show their cards and each one in turn talks about their own idea.</b> Then, the facilitator asks the participants to arrange the cards into several sets that will gather similar ideas (here the criteria for similarity are not important). When the participants gather close to their ideas thus forming several groups, the facilitator gives them another task.</p>

# Important issues and tasks that need to be done



~ 65 min.	Important issues and tasks that need to be done
<b>Activity</b>	<p>Now each group selects one of the collected ideas or generates a new, common idea for action inspired by their collection. The task of each group is to create a project by answering the following questions:</p> <ul style="list-style-type: none"><li>• What is your vision of the change that is to come?</li><li>• Why is this change needed?</li><li>• Who are the target audience for this change?</li><li>• Who are the stakeholders of this change?</li><li>• What events/actions/activities need to be carried out for the change to take place?</li><li>• How long is the timeline on which you will locate these activities?</li><li>• What resources (hardware, financial, human) are necessary for implementation?</li><li>• What are the risks of the action? How will you minimize them?</li></ul> <p>The answers are presented by the group on the poster in a graphically legible manner. Groups have 30 minutes to complete the task.</p> <p>After half an hour, the groups hang their design posters on the wall and create a design gallery. There is a representative of a group next to their poster who talks about the project. The rest of the group walk around the room and learn about other ideas.</p>
<b>Summary</b>	<p><b>The facilitator asks</b> how the participants like the ideas, whether they think they are realistic for YC/YP. Facilitator comments that it is important to start with small simple actions that will give the youth councilors a sense of influence/power and a basic experience in making social change.</p>

# We make detailed action plans

~ 45 min	We make detailed action plans
Goal	<ul style="list-style-type: none"><li>• Development of an action plan for the project by the participants.</li></ul>
Materials/preparation	<b>Materials:</b> <ul style="list-style-type: none"><li>- A4 sheets</li><li>- Planning table - for each group (Reference Material No. 1)</li></ul>
Activity	<b>Detailed action plan</b> <p>The facilitator asks the participants to come back to the general outline of the project they were working on (see: previous session) and to remember what the essence of their project is. They have 10 minutes for this.</p> <p>Then, participants in project groups carry out following task. They have 30 minutes to do this.</p> <p>In groups, they answer the following questions and write down the answers.</p> <ul style="list-style-type: none"><li>• What needs to be done to achieve our goals (they note individual activities, steps)?</li><li>• What will be needed - what resources: material (items)?</li><li>• Where do we perform the action?</li><li>• Who can help us? - a list of specific people</li></ul> <p>After writing down the answers, they create a detailed work plan, using the Planning Table - Reference Material No. 1 for this.</p>

# We make detailed action plans

~ 45 min	We make detailed action plans
<b>Summary</b>	<p>The facilitator talks with the participants about how it was working for them. It is worth paying attention, e.g., to such issues:</p> <ul style="list-style-type: none"><li>• Was it easy for them to isolate particular activities?</li><li>• How were people selected for the implementation of particular activities?</li><li>• Is the plan realistic? Do you see any threats? How can we answer them?</li><li>• Where will it be possible to obtain the necessary resources?</li></ul> <p>After the discussion, the facilitator thanks the participants for the implementation of this task and emphasizes that on the one hand the plan is needed to achieve the intended goal, and on the other hand - it is worth being flexible and modifying the plan if any special circumstances arise during the activities.</p> <p>The plan also helps, after its implementation, to analyze the successes and difficulties of what could have been done differently.</p>

# REFERENCE MATERIALS

## Reference Material No. 1

Planning table

A grayscale image of a hand with the index finger pointing towards the table, set against a bright green brushstroke background.

Task	Deadline	Owner of the task	Necessary resources