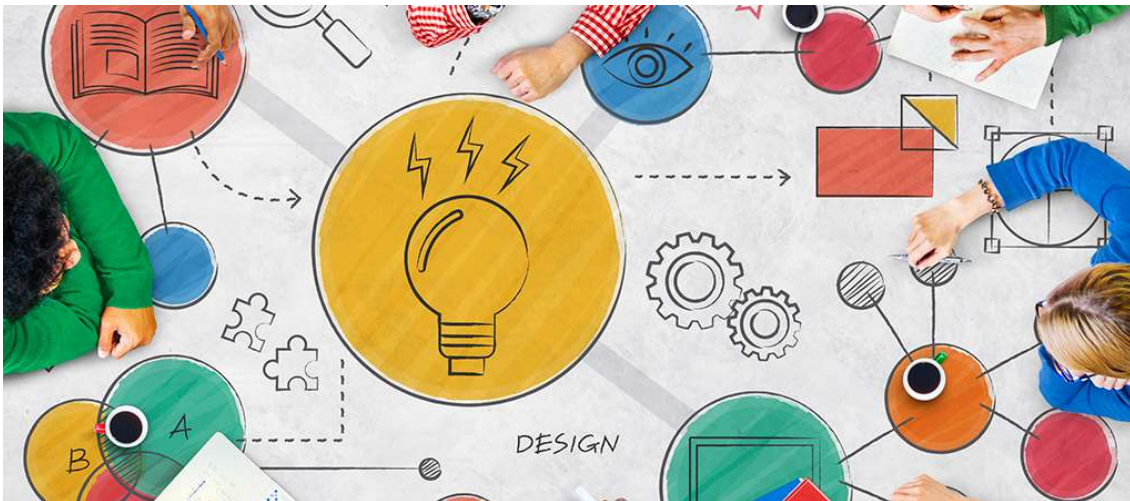




## Thematic toolkit of project management





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## **EntrepreNEETs concept**

EntrepreNEETs is an Erasmus Plus co-funded initiative in the field of youth that aims to empower young female NEETs (or explained – young people Not in Education, Employment, or Training) by providing them with entrepreneurial skills in the fields of social entrepreneurship, intercultural communication, project management and digital, and Information and communications technology skills. Therefore, it aims at combatting the following two aspects: the overrepresentation of women in the NEET category and their underrepresentation as entrepreneurs. The main strategy that is going to be implemented to accomplish this goal is to provide youth workers with tools based on non-formal education. Thus, the project will be the exchange of good practices, aimed at producing a toolkit that can be used across the EU in fostering entrepreneurship. It will do so by employing Entrepreneurship as a Competence framework, working on the 3 competencies it defines: “ideas and opportunities”, “resources” and “into action”. The EntrepreNEETs aims at inspiring young female NEETs to pursue a career in the entrepreneurial world and by adapting it to their specific local context.

To summarise, the project’s objectives are:

- 1. Development of entrepreneurial skills of female NEETs;**
- 2. Decrease the number of women belonging to the NEET group;**
- 3. Increase the number of female entrepreneurs;**
- 4. Increase the teaching capabilities of youth workers in the field of entrepreneurship.**

The long-term end result of EntrepreNEETs is the development of entrepreneurial skills of young women belonging to the NEET group, and, therefore, to increase their social inclusion and their employability. The collection of good practices from the Consortium of partners in initial research will lead to the creation of a toolkit that will be able to be deployed in any youth organization working with a similar target group. The tangible results, which will be developed through a mix of non-formal educational methods will be as follows:

1. A report based on cross-country research regarding the European good practices in regard to teaching entrepreneurship and working with NEET group.
2. Thematic toolkits for entrepreneurial competencies. The group of youth workers will be trained in the usage of the toolkit during a joint staff training, and later they will use it to educate a group of young women during the blended mobility of young people.



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EntrepreNEETs ultimate main target group are female NEETs aged 15-29. The needs of this group will be addressed by providing educational tools to youth workers that work with them. Therefore, the youth workers will be the second target group of the project.

Find out more about the **EntrepreNEETs** project at social media:  
<https://www.facebook.com/entrepreneets>

### **Thematic toolkits for entrepreneurial competences**

The present edition is one of the four thematic toolkits, incorporating the best practices identified during the research phase. These toolkits are practically evaluated by youth workers during joint staff training and adapted, based on their recommendations, as well adapted for a do-it-yourself, non-formal approach, allowing them to be utilized by NEETs independently. All toolkits include tools and activities based on non-formal education, as this method is proven to be truly effective in gaining practical skills and knowledge. The topics of the editions are as follows:

<b>Toolkit</b>	<b>Responsible partner</b>
Thematic toolkit of social entrepreneurship	L'ORMA
Thematic toolkit of intercultural communication	ADEL
Thematic toolkit of digital literacy and ICT skills	Nest Berlin
Thematic toolkit of project management	BSDA

### **Who can benefit from the EntrepreNEETs toolkits?**

#### **1. Youth workers**

A youth worker is a person who helps young people with their personal, social and educational development in an informal setting using educational processes, care and leisure approaches.

#### **2. Female NEETs**

A female NEET is a female identifying young person, who is not currently in education, employment, or training. The term NEET is typically used to refer to individuals who are not actively engaged in any of these activities and may be considered at-risk for social and economic challenges.

The present toolkits are one of the main instruments to achieve the objective of the EntrepreNEETs initiative, since they will be the primary tool for developing the entrepreneurial skills of female NEETs, as well as to provide guideline for the youth workers working with NEETs, to improve the quality of training activities that they conduct.



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## EntrepreNEETs State of art

NEET stands for "Not in Education, Employment, or Training". It is a term used to describe young people who are not currently participating in any form of education, employment, or training. This can include high school dropouts, unemployed or underemployed individuals, or those who have left the workforce for an extended period of time. NEETs can be a concern for governments and policymakers, as they may be at risk of social and economic marginalization.

According to the data of Eurostat, young people neither in education, employment, or training (NEETs) in the EU represented 16.4% of the 20-34-year-olds in the European Union in 2019. There are important differences in national averages between the states, with the highest percentage being observed in Italy (27.8%). This youth inactivity, although not a new phenomenon, has an important impact on European economies and on the well-being of individuals. The variable rates of NEETs in the EU-28 can be attributed to cyclical economic factors, but there is also a structural problem since the labour market discriminates against low-qualified profiles. The crisis in the labour market created due to the COVID-19 pandemic deteriorated the situation even further, leading to skyrocketing youth unemployment in most European countries (Tamesberger and Bacher, 2020: COVID-19 crisis: how to avoid a 'lost generation'). Additionally, the available education and formation opportunities are not well-adjusted to the needs of NEETs or young people in general.

The data regarding the European NEETs suggests that women in particular are at risk of becoming a part of this group. According to Eurostat's data for 2019, in all member states of the European Union, the percentage of women in the age range 20-34 classified as NEET was higher than the percentage of men, with the average being 12.2% for men and 20.8% for women (over 70% higher). In some cases, the difference was significantly higher, for example in Slovakia: 10.4% of men versus 29.5% of women. Eurostat identified a number of factors that may cause this difference, which include social conventions attributing higher importance to women's roles within families, careers advice directing women into a relatively narrow range of professions, and issues related to the labour market, like employers being more willing to hire young men over young women and the problems with assimilation at work that some women face after childbirth. These factors may prevent European women from realising their professional potential.

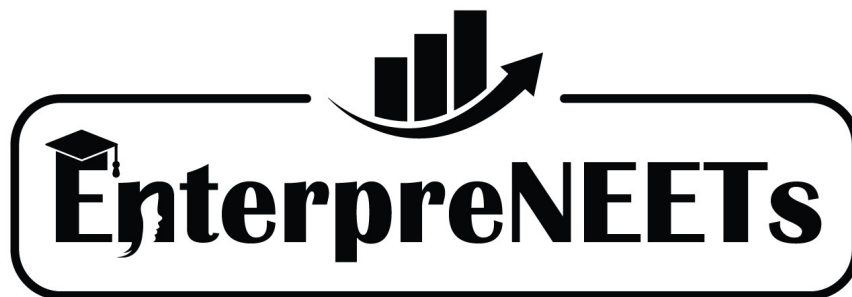
The gender gap is visible not only in the professional inactivity but also in the area of entrepreneurship. According to the report "Statistical Data on Women Entrepreneurs in Europe" prepared by the European Commission, in 2012 in 28 member states of the EU, women composed 31% of entrepreneurs. Their entrepreneurship rate, which is the percentage of entrepreneurs in the total active labour force, was 10% compared to 19% for men. Considering that the sum of experiences unique to each individual can lead to innovative business ideas, this difference can be understood as a significant unfulfilled potential.



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The inequalities described above were the main reason why this project has been created. The project team aims to contribute to the well-being of European women by providing them with skills and tools that will allow them to thrive and use their creative potential to its fullest.



## EnterpreNEETS educational portfolio



**Project management** is the process of planning, organizing, and overseeing the execution of a specific short-term project. The goal of project management is to achieve the project's objectives within the defined constraints of scope, time, budget, and quality.

The origins of project management can be traced back to the late 19th century, with the construction of the Panama Canal. The project, which took over 30 years to complete, was one of the first large-scale projects to be managed using modern project management techniques. The success of the Panama Canal project led to the development of project management as a formal discipline.

Over the years, project management has continued to evolve and develop. One of the most significant milestones in the development of project management was the publication of the "Project Management Body of Knowledge" (PMBOK) in 1996 by the Project Management Institute (PMI). The PMBOK provides a standard framework for project management, which includes the five process groups (initiating, planning, executing, monitoring and controlling, and closing) and the nine knowledge areas (integration, scope, time, cost, quality, resources, communications, risk, and procurement).

In recent years, there has been a growing interest in agile project management, which emphasizes the importance of flexibility and adaptability. Agile project management is based on the Agile Manifesto, which was first published in 2001. The Agile Manifesto values "individuals and interactions, working software, customer collaboration, and responding to change" over "processes and tools, comprehensive documentation, contract negotiation, and following a plan." Agile project management is particularly popular in the software development industry, but it can be applied to any project.



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Project management is a crucial discipline that helps organizations achieve their goals by effectively managing their resources. It is a constantly evolving field, and new techniques and tools are being developed to improve project management practices. Project management is used in a wide range of industries, including construction, engineering, IT, healthcare, and many more.

**The main aspects of project management include:**

- **Project Planning:** This is the process of defining the project's objectives, scope, and constraints, as well as developing a plan for how to achieve them. Project planning includes creating a project charter, developing a work breakdown structure, creating a schedule and budget, and identifying project risks.
- **Project Execution:** This is the process of carrying out the project plan. Project execution includes managing the project team, coordinating the work of different team members, and ensuring that the project is on track to meet its objectives.
- **Project Monitoring and Control:** This is the process of tracking the project's progress and making adjustments as needed. Project monitoring and control includes tracking the project's schedule, budget, and quality, and taking corrective action when necessary.
- **Project Closure:** This is the process of completing the project and formally closing it. Project closure includes finalizing the project deliverables, documenting the project's results, and releasing project resources.
- **Risk Management:** This is the process of identifying, assessing, and mitigating project risks. Risk management is an important aspect of project management, as it helps project managers to anticipate and plan for potential problems.

Learning the main aspects of project management can be done through various methods. A popular way is through formal education, such as a degree or certificate program in project management. These programs typically cover the key concepts and techniques of project management, as well as provide hands-on experience through case studies and simulations.

Another way is to gain practical experience by working on projects in your current job. Many organizations have project management offices (PMOs) that provide support and resources for project managers. Joining a PMO or volunteering to lead a project can provide valuable experience and help you learn the key aspects of project management.

Additionally, professional certifications such as the Project Management Professional (PMP) and the Certified ScrumMaster (CSM) can demonstrate your proficiency in project management. To qualify for these certifications, individuals must pass an exam and meet certain educational and experience requirements.

In conclusion, the main aspects of project management are project planning, execution, monitoring and control, closure and risk management. These aspects are the foundation of





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successful project management and can be learned through formal and non-formal education, practical experience, and professional certifications.

### **Project management tools**

Project management involves a variety of tools and techniques that are used to plan, execute, monitor, and control projects. These tools are designed to help project managers effectively manage resources, track progress, and make data-driven decisions.

The main tools of project management include:

- **Gantt Charts:** A Gantt chart is a visual representation of a project's schedule. It shows the start and end dates of each task, as well as their dependencies and the resources required to complete them. Gantt charts are useful for planning and monitoring the progress of a project, and can be easily created using project management software.
- **Work Breakdown Structure (WBS):** A WBS is a hierarchical representation of a project's scope. It is used to define and organize the project's deliverables and tasks. A WBS helps project managers to understand the scope of the project and identify potential risks.
- **PERT Charts:** PERT (Program Evaluation and Review Technique) charts are used to plan and schedule a project. It is a graphical representation of a project's tasks and their dependencies. PERT charts are useful for identifying the critical path of a project and identifying potential delays.
- **Earned Value Management (EVM):** Earned value management is a project management technique that helps project managers to track the progress of a project and compare it to the project's plan. EVM provides a standardized method for measuring project performance and helps project managers to identify potential issues before they become critical.
- **Risk Management:** Risk management is the process of identifying, assessing, and mitigating project risks. Project managers use tools such as risk register, risk matrix, and FMEA (Failure Modes and Effects Analysis) to identify, analyze and prioritize risks.
- **Collaboration tools:** In today's digital age, project managers have access to a wide range of collaboration tools that help them to communicate and share information with team members, stakeholders, and clients. Tools such as Asana, Trello, Basecamp, and Microsoft Teams are widely used to manage project tasks, document sharing, and team communication.
- **Project management software:** Project management software such as Microsoft Project, Smartsheet, and Trello, provide project managers with a centralized location to manage project tasks, resources, budgets, and schedules. This software also provide functionality such as Gantt charts, task dependencies, and resource allocation.

In conclusion, the main tools of project management are Gantt charts, Work Breakdown Structure, PERT charts, Earned Value Management, Risk Management, Collaboration tools, and Project management software. These tools are essential for effective project

management and can help project managers to plan, execute, monitor, and control projects more effectively.



Self-learning activities are a great way to improve your skills and knowledge in project management. Some examples of self-learning activities include reading books and articles, taking online courses, participating in webinars and workshops, and working on personal or professional projects. By actively engaging in these activities, you can gain a deeper understanding of project management concepts, tools, and best practices, and apply them to your own work. Additionally, self-learning activities can help you stay current with the latest industry trends and developments, and enhance your career prospects.

Name of the educational activity	Project planning
Aim of the educational activity	The aim of this non-formal educational session is to introduce young people to the basics of project planning, including the importance of project planning, the key components of a project plan, and the steps involved in creating a project plan.
Time of the educational activity	90 minutes
Methods used in the educational activity	<ul style="list-style-type: none"> <li>• Lecture: To introduce the topic and provide an overview of project planning</li> <li>• Discussion: To facilitate group participation and engagement</li> <li>• Group work: To give participants an opportunity to work in teams and apply what they have learned</li> <li>• Case studies: To illustrate practical examples of project planning (example of case study at the end of the present toolkit)</li> </ul>



<p><b>Materials</b></p>	<ul style="list-style-type: none"> <li>• Interactive exercises: To reinforce learning and keep participants engaged</li> </ul>
<p><b>Instructions about the educational activity</b></p>	<ul style="list-style-type: none"> <li>• Whiteboard and markers</li> <li>• Handouts on project planning</li> <li>• Case studies on project planning</li> <li>• Pens and paper</li> <li>• Timer</li> </ul> <p>Step 1: Introduction (10 minutes)</p> <ul style="list-style-type: none"> <li>• Introduce yourself and explain the purpose of the session</li> </ul> <p>Provide an overview of project planning, its importance, and its key components</p> <ul style="list-style-type: none"> <li>• Encourage participants to ask questions</li> </ul> <p>Step 2: Lecture on project planning (20 minutes)</p> <ul style="list-style-type: none"> <li>• Use the whiteboard to explain the key components of a project plan, including scope, goals, deliverables, timeline, budget, risks, and stakeholders</li> <li>• Use examples to illustrate each component and emphasize their importance</li> <li>• Encourage participants to take notes</li> </ul> <p>Step 3: Discussion (10 minutes)</p> <ul style="list-style-type: none"> <li>• Facilitate a discussion on the importance of project planning and its impact on project success</li> <li>• Encourage participants to share their experiences with project planning</li> </ul> <p>Step 4: Group work (30 minutes)</p> <ul style="list-style-type: none"> <li>• Divide participants into groups of 5-6 people</li> <li>• Provide each group with a case study on project planning</li> <li>• Ask each group to create a simple project plan for the hypothetical project</li> <li>• Set a timer for 20 minutes</li> <li>• Encourage participants to work collaboratively and use the key components of a project plan</li> </ul> <p>Step 5: Presentation and feedback (20 minutes)</p> <ul style="list-style-type: none"> <li>• Ask each group to present their project plan to the group</li> <li>• Provide feedback on each group's project plan</li> <li>• Emphasize the importance of incorporating all the key components of a project plan</li> </ul> <p>Step 6: Conclusion and evaluation (10 minutes)</p>



	<ul style="list-style-type: none"> <li>• Summarize the key points covered in the session</li> <li>• Ask participants to complete an evaluation form</li> </ul>
<p><b>Learning outcome</b></p>	<p>By the end of the session, participants should be able to:</p> <ul style="list-style-type: none"> <li>• Explain the importance of project planning</li> <li>• Identify the key components of a project plan</li> <li>• Understand the steps involved in creating a project plan</li> <li>• Create a simple project plan for a hypothetical project</li> </ul>
<p><b>Verification and evaluation</b></p>	<ul style="list-style-type: none"> <li>• Ask participants to complete an evaluation form to assess their learning outcomes and provide feedback on the session.</li> <li>• Observe group work and presentations to ensure that participants have understood the key components of a project plan.</li> </ul>
<p><b>Materials used in this educational activity (manuals, guides, website, etc.)</b></p>	<p>Further reading materials on the topic:</p> <ul style="list-style-type: none"> <li>• "Project Management Body of Knowledge (PMBOK Guide)" by Project Management Institute</li> <li>• "A Guide to the Project Management Body of Knowledge" by Project Management Institute</li> <li>• "Project Planning, Scheduling, and Control: The Ultimate Hands-On Guide to Bringing Projects in On Time and On Budget" by James Lewis</li> </ul>
<p><b>EQF classification level</b></p>	<p><b>Levels 3 - 5</b></p>
<p><b>European Entrepreneurship Competence Framework (EntreComp)</b></p>	<ul style="list-style-type: none"> <li>• Area: Ideas &amp; Opportunities <ul style="list-style-type: none"> <li>○ Competence: Creativity <ul style="list-style-type: none"> <li>▪ Thread: Define problems</li> <li>▪ Thread: Design value</li> <li>▪ Thread: Be innovative</li> </ul> </li> <li>○ Competence: Vision <ul style="list-style-type: none"> <li>▪ Thread: Think strategically</li> </ul> </li> <li>○ Competence: Ethical &amp; Sustainable thinking <ul style="list-style-type: none"> <li>▪ Thread: Think sustainable</li> </ul> </li> </ul> </li> <li>• Area: Resources <ul style="list-style-type: none"> <li>○ Competence: Self-awareness &amp; self-efficacy <ul style="list-style-type: none"> <li>▪ Thread: Follow your aspirations</li> <li>▪ Thread: Identify your strengths and weaknesses</li> <li>▪ Thread: Shape your future</li> </ul> </li> <li>○ Competence: Financial &amp; Economic literacy <ul style="list-style-type: none"> <li>▪ Thread: Budget</li> <li>▪ Thread: Find funding</li> </ul> </li> </ul> </li> <li>• Area: Into Action <ul style="list-style-type: none"> <li>○ Competence: Planning &amp; Management</li> </ul> </li> </ul>



- Thread: Define goals
- Thread: Plan and organise
- Thread: Develop sustainable business plan
- Thread: Define priorities

Name of the educational activity	Project execution
Aim of the educational activity	The aim of this non-formal educational session is to introduce young people to the basics of project execution, including the importance of project execution, the key components of project execution, and the steps involved in executing a project plan.
Time of the educational activity	90 minutes
Methods used in the educational activity	<ul style="list-style-type: none"> <li>• Lecture: To introduce the topic and provide an overview of project execution</li> <li>• Case studies: To illustrate practical examples of project execution (example of case study at the end of the present toolkit)</li> <li>• Simulation: To give participants an opportunity to practice executing a project plan</li> <li>• Role-playing: To simulate real-life scenarios and encourage critical thinking</li> <li>• Brainstorming: To encourage creative problem-solving</li> </ul>
Materials	<ul style="list-style-type: none"> <li>• Whiteboard and markers</li> <li>• Handouts on project execution</li> <li>• Case studies on project execution</li> <li>• Props for simulation and role-playing exercises</li> <li>• Timer</li> </ul>
Instructions about the educational activity	<p>Step 1: Introduction (10 minutes)</p> <ul style="list-style-type: none"> <li>• Introduce yourself and explain the purpose of the session</li> <li>• Provide an overview of project execution, its importance, and its key components</li> <li>• Encourage participants to ask questions</li> </ul> <p>Step 2: Lecture on project execution (20 minutes)</p> <ul style="list-style-type: none"> <li>• Use the whiteboard to explain the key components of project execution, including project team management, communication, monitoring, and quality control</li> <li>• Use examples to illustrate each component and emphasize their importance</li> <li>• Encourage participants to take notes</li> </ul>



Step 3: Case studies (20 minutes)

- Provide participants with case studies on project execution
- Ask participants to analyze the case studies in small groups and identify the key challenges and solutions for each case
- Set a timer for 10 minutes

Step 4: Simulation (20 minutes)

- Divide participants into teams of 4-5 people
- Provide each team with a hypothetical project scenario
- Ask each team to execute the project plan and manage any challenges that arise during execution
- Set a timer for 15 minutes
- Observe teams and provide feedback

Step 5: Role-playing (20 minutes)

- Assign roles to participants and simulate a real-life scenario where challenges arise during project execution
- Encourage participants to use critical thinking skills to solve the challenges
- Set a timer for 15 minutes
- Observe and provide feedback

Step 6: Brainstorming (10 minutes)

- Encourage participants to brainstorm creative solutions to common challenges that arise during project execution
- Use the whiteboard to write down the solutions
- Emphasize the importance of being flexible and adaptable during project execution

Step 7: Conclusion and evaluation (10 minutes)

- Summarize the key points covered in the session
- Ask participants to complete an evaluation form

Learning outcome

By the end of the session, participants should be able to:

- Explain the importance of project execution
- Identify the key components of project execution
- Understand the steps involved in executing a project plan
- Apply critical thinking skills to solve problems that arise during project execution

Verification and evaluation

- Ask participants to complete an evaluation form to assess their learning outcomes and provide feedback on the session
- Observe simulation and role-playing exercises to ensure that participants have understood the key components of project execution



<p>Materials used in this educational activity (manuals, guides, website, etc.)</p>	<p>Further reading materials on the topic:</p> <ul style="list-style-type: none"> <li>• "Project Management for the Unofficial Project Manager: A FranklinCovey Title" by Kory Kogon, Suzette Blakemore, and James Wood</li> <li>• "Effective Project Management: Traditional, Agile, Extreme" by Robert K. Wysocki</li> <li>• "The Fast Forward MBA in Project Management" by Eric Verzuh</li> </ul>
<p>EQF classification level</p>	<p><b>Levels 3 - 5</b></p>
<p>European Entrepreneurship Competence Framework (EntreComp)</p>	<ul style="list-style-type: none"> <li>• Area: Ideas &amp; Opportunities <ul style="list-style-type: none"> <li>○ Competence: Vision <ul style="list-style-type: none"> <li>▪ Thread: Guide action</li> </ul> </li> </ul> </li> <li>• Area: Resources <ul style="list-style-type: none"> <li>○ Competence: Self-awareness &amp; self-efficacy <ul style="list-style-type: none"> <li>▪ Thread: Believe in your abilities</li> </ul> </li> <li>○ Competence: Motivation &amp; Perseverance <ul style="list-style-type: none"> <li>▪ Thread: Stay driven</li> <li>▪ Thread: Be determined</li> <li>▪ Thread: Focus on what keeps you motivated</li> <li>▪ Thread: Be resilient</li> <li>▪ Thread: Don't give up</li> </ul> </li> <li>○ Competence: Mobilising resources <ul style="list-style-type: none"> <li>▪ Thread: Manage resources (material and non-material)</li> <li>▪ Thread: Make the most of your time</li> </ul> </li> <li>○ Competence: Mobilising others <ul style="list-style-type: none"> <li>▪ Thread: Communicate effectively</li> <li>▪ Thread: Use media effectively</li> </ul> </li> </ul> </li> <li>• Area: Into Action <ul style="list-style-type: none"> <li>○ Competence: Taking the initiative <ul style="list-style-type: none"> <li>▪ Thread: Take responsibility</li> <li>▪ Thread: Work independently</li> <li>▪ Thread: Take action</li> </ul> </li> <li>○ Competence: Working with others <ul style="list-style-type: none"> <li>▪ Thread: Team up</li> <li>▪ Thread: Work together</li> </ul> </li> <li>○ Competence: Learning through experience <ul style="list-style-type: none"> <li>▪ Thread: Learn from experience</li> </ul> </li> </ul> </li> </ul>



Name of the educational activity	Project monitoring and control
Aim of the educational activity	The aim of this non-formal educational session is to introduce young people to the basics of project monitoring and control, including the importance of monitoring and control, the key components of project monitoring and control, and the techniques used to monitor and control projects.
Time of the educational activity	90 minutes
Methods used in the educational activity	<ul style="list-style-type: none"> <li>• Lecture: To introduce the topic and provide an overview of project monitoring and control</li> <li>• Group discussion: To encourage participation and exchange of ideas</li> <li>• Interactive exercises: To give participants an opportunity to practice monitoring and controlling a project</li> <li>• Video case studies: To illustrate practical examples of project monitoring and control (examples in the session description below)</li> </ul>
Materials	<ul style="list-style-type: none"> <li>• Whiteboard and markers</li> <li>• Handouts on project monitoring and control</li> <li>• Props for interactive exercises</li> <li>• Video case studies on project monitoring and control</li> </ul>
Instructions about the educational activity	<p>Step 1: Introduction (10 minutes)</p> <ul style="list-style-type: none"> <li>• Introduce yourself and explain the purpose of the session</li> <li>• Provide an overview of project monitoring and control, its importance, and its key components</li> <li>• Encourage participants to ask questions</li> </ul> <p>Step 2: Lecture on project monitoring and control (20 minutes)</p> <ul style="list-style-type: none"> <li>• Use the whiteboard to explain the key components of project monitoring and control, including performance measurement, project reporting, risk management, and change control</li> <li>• Use examples to illustrate each component and emphasize their importance</li> <li>• Encourage participants to take notes</li> </ul> <p>Step 3: Group discussion (20 minutes)</p> <ul style="list-style-type: none"> <li>• Divide participants into small groups and ask each group to discuss the challenges they have faced in monitoring and controlling a project</li> <li>• Encourage participants to share their experiences and exchange ideas on how to overcome challenges</li> <li>• Set a timer for 15 minutes</li> </ul> <p>Step 4: Interactive exercises (20 minutes)</p> <ul style="list-style-type: none"> <li>• Divide participants into teams of 4-5 people</li> </ul>





	<ul style="list-style-type: none"> <li>• Provide each team with a hypothetical project scenario</li> <li>• Ask each team to practice monitoring and controlling the project, using the techniques discussed in the lecture</li> <li>• Set a timer for 15 minutes</li> <li>• Observe teams and provide feedback</li> </ul> <p>Step 5: Video case studies (20 minutes)</p> <ul style="list-style-type: none"> <li>• Show participants video case studies on project monitoring and control</li> <li>• Ask participants to analyze the case studies in small groups and identify the key challenges and solutions for each case</li> <li>• Set a timer for 15 minutes</li> </ul> <p>Step 6: Conclusion and evaluation (10 minutes)</p> <ul style="list-style-type: none"> <li>• Summarize the key points covered in the session</li> <li>• Ask participants to complete an evaluation form</li> </ul>
<p><b>Learning outcome</b></p>	<p>By the end of the session, participants should be able to:</p> <ul style="list-style-type: none"> <li>• Explain the importance of project monitoring and control</li> <li>• Identify the key components of project monitoring and control</li> <li>• Understand the techniques used to monitor and control projects</li> <li>• Apply critical thinking skills to solve problems that arise during project monitoring and control</li> </ul>
<p><b>Verification and evaluation</b></p>	<ul style="list-style-type: none"> <li>• Ask participants to complete an evaluation form to assess their learning outcomes and provide feedback on the session</li> <li>• Observe interactive exercises and group discussions to ensure that participants have understood the key components of project monitoring and control</li> </ul>
<p><b>Materials used in this educational activity (manuals, guides, website, etc.)</b></p>	<p>Further reading materials on the topic:</p> <ul style="list-style-type: none"> <li>• "Project Management Metrics, KPIs, and Dashboards: A Guide to Measuring and Monitoring Project Performance" by Harold R. Kerzner</li> <li>• "Project Control: Integrating Cost and Schedule in Construction" by Wayne J. Del Pico</li> <li>• "Project Risk Management: Processes, Techniques, and Insights" by Chris Chapman and Stephen Ward</li> </ul> <p><b>Examples of videos to be used in the session:</b></p> <p>This video by Invensis Learning explains what is "Monitoring and Control" phase of the project management life cycle and provides examples of how it can be implemented in a project:  <a href="https://www.youtube.com/watch?v=QLCHxyx8ZA">https://www.youtube.com/watch?v=QLCHxyx8ZA</a></p> <p>This video by Project Management Academy explains how to monitor and control project execution by concentrating on the plan of record (budget,</p>



	quality metric, performance to schedule) and provides methods for keeping projects on schedule: <a href="https://www.youtube.com/watch?v=Bo9lVmeU4MY">https://www.youtube.com/watch?v=Bo9lVmeU4MY</a>
EQF classification level	<b>Levels 3 - 5</b>
European Entrepreneurship Competence Framework (EntreComp)	<ul style="list-style-type: none"> <li>• Area: Ideas &amp; Opportunities             <ul style="list-style-type: none"> <li>○ Competence: Ethical &amp; Sustainable thinking                 <ul style="list-style-type: none"> <li>▪ Thread: Assess impact</li> <li>▪ Thread: Be accountable</li> </ul> </li> </ul> </li> <li>• Area: Into action             <ul style="list-style-type: none"> <li>○ Competence: Planning &amp; Management                 <ul style="list-style-type: none"> <li>▪ Thread: Monitor your progress</li> <li>▪ Thread: Be flexible and adapt to changes</li> </ul> </li> </ul> </li> </ul>

Name of the educational activity	Project closure
Aim of the educational activity	The aim of this non-formal educational session is to introduce young people to the basics of successful project completion/closure, including the key components of project closure, the importance of closing a project properly, and the techniques used to close a project effectively.
Time of the educational activity	90 minutes
Methods used in the educational activity	<ul style="list-style-type: none"> <li>• Lecture: To introduce the topic and provide an overview of successful project completion/closure</li> <li>• Group discussion: To encourage participation and exchange of ideas</li> <li>• Interactive exercises: To give participants an opportunity to practice closing a project effectively</li> <li>• Case studies: To illustrate practical examples of successful project completion/closure (example of case study at the end of the present toolkit)</li> </ul>
Materials	<ul style="list-style-type: none"> <li>• Whiteboard and markers</li> <li>• Handouts on successful project completion/closure</li> <li>• Props for interactive exercises</li> <li>• Case studies on successful project completion/closure</li> </ul>
Instructions about the educational activity	<p>Step 1: Introduction (10 minutes)</p> <ul style="list-style-type: none"> <li>• Introduce yourself and explain the purpose of the session</li> <li>• Provide an overview of successful project completion/closure, its importance, and its key components</li> <li>• Encourage participants to ask questions</li> </ul>



	<p>Step 2: Lecture on successful project completion/closure (20 minutes)</p> <ul style="list-style-type: none"> <li>• Use the whiteboard to explain the key components of successful project completion/closure, including administrative closure, contract closure, and lessons learned</li> <li>• Use examples to illustrate each component and emphasize their importance</li> <li>• Encourage participants to take notes</li> </ul> <p>Step 3: Group discussion (20 minutes)</p> <ul style="list-style-type: none"> <li>• Divide participants into small groups and ask each group to discuss the challenges they have faced in closing a project</li> <li>• Encourage participants to share their experiences and exchange ideas on how to overcome challenges</li> <li>• Set a timer for 15 minutes</li> </ul> <p>Step 4: Interactive exercises (20 minutes)</p> <ul style="list-style-type: none"> <li>• Divide participants into teams of 4-5 people</li> <li>• Provide each team with a hypothetical project scenario and ask them to practice closing the project effectively, using the techniques discussed in the lecture</li> <li>• Set a timer for 15 minutes</li> <li>• Observe teams and provide feedback</li> </ul> <p>Step 5: Case studies (20 minutes)</p> <ul style="list-style-type: none"> <li>• Show participants case studies on successful project completion/closure</li> <li>• Ask participants to analyze the case studies in small groups and identify the key challenges and solutions for each case</li> <li>• Set a timer for 15 minutes</li> </ul> <p>Step 6: Conclusion and evaluation (10 minutes)</p> <ul style="list-style-type: none"> <li>• Summarize the key points covered in the session</li> <li>• Ask participants to complete an evaluation for</li> </ul>
<p><b>Learning outcome</b></p>	<p>By the end of the session, participants should be able to:</p> <ul style="list-style-type: none"> <li>• Understand the importance of successful project completion/closure</li> <li>• Identify the key components of project closure</li> <li>• Understand the techniques used to close a project effectively</li> <li>• Apply critical thinking skills to solve problems that arise during project closure</li> </ul>
<p><b>Verification and evaluation</b></p>	<ul style="list-style-type: none"> <li>• Ask participants to complete an evaluation form to assess their learning outcomes and provide feedback on the session</li> <li>• Observe interactive exercises and group discussions to ensure that participants have understood the key components of successful project completion/closure</li> </ul>



<p>Materials used in this educational activity (manuals, guides, website, etc.)</p>	<p>Further reading materials on the topic:</p> <ul style="list-style-type: none"> <li>• "Project Closure: A Guide for Project Managers" by Todd C. Williams</li> <li>• "Project Closure: Best Practices and Recommendations" by Ralph R. Young and Steven M. Brady</li> <li>• "Project Management Checklist: A Complete Guide to Closing a Project" by Michael Dobson and David Ross</li> </ul>
<p>EQF classification level</p>	<p><b>Levels 3 - 5</b></p>
<p>European Entrepreneurship Competence Framework (EntreComp)</p>	<ul style="list-style-type: none"> <li>• Area: Ideas &amp; Opportunities             <ul style="list-style-type: none"> <li>○ Competence: Vision                 <ul style="list-style-type: none"> <li>▪ Thread: Think strategically</li> <li>▪ Thread: Guide action</li> </ul> </li> <li>○ Competence: Ethical &amp; Sustainable thinking                 <ul style="list-style-type: none"> <li>▪ Thread: Think strategically</li> <li>▪ Thread: Assess impact</li> <li>▪ Thread: Be accountable</li> </ul> </li> </ul> </li> <li>• Area: Resources             <ul style="list-style-type: none"> <li>○ Competence: Self-awareness &amp; self-efficacy                 <ul style="list-style-type: none"> <li>▪ Thread: Identify your strengths and weaknesses</li> <li>▪ Thread: Shape your future</li> </ul> </li> </ul> </li> </ul>

<p>Name of the educational activity</p>	<p>Risk Management</p>
<p>Aim of the educational activity</p>	<p>The aim of this non-formal educational session is to introduce young people to the basics of risk management when managing a project. The session will cover the identification of risks, the assessment of risks, and the development of risk mitigation plans.</p>
<p>Time of the educational activity</p>	<p>90 minutes</p>
<p>Methods used in the educational activity</p>	<ul style="list-style-type: none"> <li>• Lecture: To introduce the topic and provide an overview of risk management in project management</li> <li>• Group discussion: To encourage participation and exchange of ideas</li> <li>• Interactive exercises: To give participants an opportunity to practice identifying and mitigating risks in a project</li> <li>• Case studies: To illustrate practical examples of risk management in project management (example of case study at the end of the present toolkit)</li> </ul>
<p>Materials</p>	<ul style="list-style-type: none"> <li>• Whiteboard and markers</li> <li>• Handouts on risk management in project management</li> </ul>



Instructions about the  
educational activity

- Props for interactive exercises
- Case studies on risk management in project management
- Task cards with concrete identified risks for each group

Step 1: Introduction (10 minutes)

- Introduce yourself and explain the purpose of the session
- Provide an overview of risk management in project management, its importance, and its key components
- Encourage participants to ask questions

Step 2: Lecture on risk management in project management (20 minutes)

- Use the whiteboard to explain the process of risk management in project management, including the identification of risks, the assessment of risks, and the development of risk mitigation plans
- Use examples to illustrate each component and emphasize their importance
- Encourage participants to take notes

Step 3: Group work (40 minutes)

- Divide participants into small groups and provide each group with a task card with a concrete identified risk for their project
- Ask each group to discuss and identify other potential risks that may arise in their project
- Provide participants with tools to assess the likelihood and impact of each identified risk
- Ask each group to develop a risk mitigation plan for their identified risks
- Set a timer for 35 minutes
- Observe groups and provide feedback

Step 4: Interactive exercises (20 minutes)

- Provide participants with props to simulate scenarios in which the identified risks materialize
- Ask each group to present their risk mitigation plans and demonstrate how they would respond to the simulated scenarios
- Set a timer for 15 minutes
- Observe groups and provide feedback

Step 5: Case studies (20 minutes)

- Show participants case studies on risk management in project management
- Ask participants to analyze the case studies in small groups and identify the key challenges and solutions for each case
- Set a timer for 15 minutes



<p><b>Learning outcome</b></p>	<p>Step 6: Conclusion and evaluation (10 minutes)</p> <ul style="list-style-type: none"> <li>• Summarize the key points covered in the session</li> <li>• Ask participants to complete an evaluation form</li> </ul> <p>By the end of the session, participants should be able to:</p> <ul style="list-style-type: none"> <li>• Understand the importance of risk management in project management</li> <li>• Identify potential risks in a project</li> <li>• Assess the likelihood and impact of identified risks</li> <li>• Develop risk mitigation plans</li> <li>• Apply critical thinking skills to solve problems related to risk management in a project</li> </ul>
<p><b>Verification and evaluation</b></p>	<ul style="list-style-type: none"> <li>• Ask participants to complete an evaluation form to assess their learning outcomes and provide feedback on the session</li> <li>• Observe group work and interactive exercises to ensure that participants have understood the key components of risk management in project management</li> </ul>
<p><b>Materials used in this educational activity (manuals, guides, website, etc.)</b></p>	<p>Further reading materials on the topic:</p> <ul style="list-style-type: none"> <li>• "Project Risk Management Handbook: A Scalable Approach" by Dale F. Cooper, Stephen A. Grey, and Geoffrey Raymond</li> <li>• "Effective Risk Management: Some Keys to Success" by Edmund H. Conrow</li> <li>• "Risk Management in Projects" by John R. Schuyler and Alan Stretton</li> </ul>
<p><b>EQF classification level</b></p>	<p><b>Levels 3 - 5</b></p>
<p><b>European Entrepreneurship Competence Framework (EntreComp)</b></p>	<ul style="list-style-type: none"> <li>• Area: Ideas &amp; Opportunities <ul style="list-style-type: none"> <li>○ Competence: Creativity <ul style="list-style-type: none"> <li>▪ Thread: Define problems</li> </ul> </li> </ul> </li> <li>• Area: Resources <ul style="list-style-type: none"> <li>○ Competence: Self-awareness &amp; self-efficacy <ul style="list-style-type: none"> <li>▪ Thread: Identify your strengths and weaknesses</li> </ul> </li> </ul> </li> <li>• Area: Into Action <ul style="list-style-type: none"> <li>○ Competence: Coping with uncertainty, ambiguity &amp; risk <ul style="list-style-type: none"> <li>▪ Thread: Calculate risk</li> <li>▪ Thread: Manage risk</li> </ul> </li> </ul> </li> </ul>



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## EntrepreNEETS good practices

Good practices are established methods or techniques that have been proven to be effective in achieving a certain goal or task. They are considered to be the best or most efficient way to accomplish something and are often recommended by experts in the field. In general, good practices are intended to improve quality, efficiency, and overall effectiveness, so in the following section you will find good practice in the field of project management of NEET female, which can be source of inspiration for your personal and professional development.

Name of the practice	We Women Project
Country of origin	Bulgaria
Brief description	<p>Elitsa Marinova from the Wonderful Garden Social Enterprise has her own project „We Women“ to support girls like her.</p> <p>Elitsa was raised in the former home for children with mental disabilities in the village of Krushari. She is one of the first girls to be removed from the institution, thanks to the diligent work of Maria Metodieva and her foundation "Sv. Nikolai Chudotvorec".</p> <p>Elitsa was until a few years ago under prohibition. This term takes away the ability of such people to make decisions about their own lives. Today Elitsa wants to open the doors of the world to young women with similar problems.</p> <p>Elitsa first worked as a babysitter in family-type accommodation centres, then in a shared laundry room and after that at the “Wonderful Garden” since its creation. She lives with 14 other girls in sheltered housing. Half of them is under restrictive society rights, which prevents them from making independent decisions in their lives and sharing their simple dreams with Elitsa.</p> <p>The Bulgarian Fund for Women held a training in July 2021, which involved 15 participants from 6 different locations in Bulgaria. The training covered the topics of women's rights and the history of women's movements, feminism and protection from discrimination. Elitsa Marinova from Dobrich, who grew up in an orphanage and who was under prohibition, took part in this particular training.</p> <p>Elitsa was selected for the training through a competition.</p> <p>Elitsa Marinova won the third prize in the competition for conceptual projects "Dream Boldly!" of the Bulgarian Fund for Women for her We Women project.</p>



<p>Target group(s)</p>	<p>Elitsa and her successes as an independent, working and self-supporting person are the biggest proof that people with intellectual disabilities in Bulgaria do not need to be put under prohibition, but supported.</p> <p>NEET female - Women with intellectual disabilities and with restrictive personal rights</p>
<p>Key components of project management involved</p>	<p>Elitsa Marinova's project is called "We Women" and for its realization she received 2995 BGN;</p> <p>The aim of the initiative is to train 14 young women with intellectual disabilities who live in a sheltered housing in Dobrich. Some of them have been placed under prohibition and so far have not made independent decisions in their lives;</p> <p>The aim of the project is to help them better understand their rights through a series of trainings and group activities, such as going to the hairdresser, getting a manicure, going out shopping freely;</p> <p>Elitsa's desire is to provide for these women exactly such, seemingly quite common things for most people, because when they are prohibited, the usual for them is quite different and Elitsa knows this very well.</p>
<p>Figures, outputs and outcome</p>	<p>The project aims to help other women like Ellie to better understand their rights through a series of trainings and group activities.</p> <p>Elitsa believes that she can make it more interesting for them, to have more fun, to see what it is, to experience satisfaction, like any ordinary person. With her project Ellie wants to give way to new ideas and support for people with intellectual disabilities.</p>
<p>Key success factors of the initiative</p>	<p>Elitsa Marinova found support years ago in the person of Maria Metodieva, chairwoman of the St. Nikolai Chudotvorec Foundation in Dobrich. This is the foundation that created the "Miracle Garden", which employs 21 people who are considered by our state to be unable to work because they have intellectual disabilities. Elitsa is the example that with the right people around you, with a little moral support, a lot of courage and boundless love, there are no impossible things, even though for every victory you have to break down walls that were insurmountable until this moment.</p>
<p>Additional information (links, sources)</p>	<p><a href="https://bntnews.bg/news/mlada-zhena-izrasnala-v-dom-i-pod-zapreshenie-pomaga-na-drugi-kato-neya-1168326news.html">https://bntnews.bg/news/mlada-zhena-izrasnala-v-dom-i-pod-zapreshenie-pomaga-na-drugi-kato-neya-1168326news.html</a></p> <p><a href="https://bnr.bg/varna/post/101523942/elica">https://bnr.bg/varna/post/101523942/elica</a></p>
<p>References</p>	<p>-</p>





Name of the practice	I Eat Healthy – I Eat With Taste
Country of origin	Romania
Brief description	I Eat Healthy, I Eat With Taste (Mănânc Sănătos Mănânc cu Gust S.R.L.) is the company dedicated to growing and selling of strawberries and raspberries opened by Valentina in Brădești, Vaslui County in Romania. Prioity to this an unemployed young woman, Valentina received advice and educational resources within the NEETs in Entrepreneurship project. Her determination and perseverance have helped her to be receptive to the support measures provided in the project. Moreover, she also became one of the beneficiaries of the financial support provided in the project through the Fund for Youth Employment.
Target group(s)	NEET female
Key components of project management involved	Valentina's idea is to found company dedicated to growing and selling of strawberries and raspberries. The grant, that she received as support, has been used to set up the company, build a solarium with irrigation system and to purchase all the equipment needed to carry out the activity. At the end she will offer the fruits on the market, but also, she wants to expand her plantation of strawberries and raspberries.
Figures, outputs and outcome	Valentina is now preparing to obtain the first harvest, in time to offer the fruit on the market, but also to expand her plantation of strawberries and raspberries, when the temperature will be suitable.
Key success factors of the initiative	A business made with passion, which also promotes healthy eating, is beginning to pay off. Valentina Velicu (20 years old) is among the first NEET youth to receive support to open a business under the NEETs in Entrepreneurship project, funded by the EAA and NorwayGrants Fund for Youth Employment in the autumn of 2020.
Additional information (links, sources)	<a href="https://neets-entrepreneurship.org/hub/news/eat-healthy--eat-tasty-a-20yearold-young-neet-woman-starts-her-own-business?fbclid=IwAR02C5GI43egtvnDLVyDeRffWwZQCOS8DkKbsNZQiMmx2VSYRBLFXnyL7wl">https://neets-entrepreneurship.org/hub/news/eat-healthy--eat-tasty-a-20yearold-young-neet-woman-starts-her-own-business?fbclid=IwAR02C5GI43egtvnDLVyDeRffWwZQCOS8DkKbsNZQiMmx2VSYRBLFXnyL7wl</a>  <a href="https://neets-entrepreneurship.org/">https://neets-entrepreneurship.org/</a>
References	-



**Sources:**

- "A Guide to the Project Management Body of Knowledge (PMBOK Guide)" by Project Management Institute (PMI)
- "The Agile Manifesto" by Agile Alliance
- "Project Management: A Systems Approach to Planning, Scheduling, and Controlling" by Harold Kerzner
- "The History of Project Management" by Project Smart
- "A Guide to the Project Management Body of Knowledge (PMBOK Guide)" by Project Management Institute (PMI)



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- "Project Management: A Systems Approach to Planning, Scheduling, and Controlling" by Harold Kerzner
- "The Complete Guide to Project Management" by Gary R. Heerkens
- "Project Management Professional (PMP) Certification" by Project Management Institute (PMI)
- "Certified ScrumMaster (CSM) Certification" by Scrum Alliance
- "A Guide to the Project Management Body of Knowledge (PMBOK Guide)" by Project Management Institute (PMI)
- "Project Management: A Systems Approach to Planning, Scheduling, and Controlling" by Harold Kerzner
- "The Complete Guide to Project Management" by Gary R. Heerkens
- "Project Management Tools & Techniques" by MindTools
- "Project Management Software: An Overview" by Capterra

### Disclaimer and authors

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In this toolkit have been used materials from all project events and public recourses and information.

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**Attachments: Case studies templates**

Topic	Project planning
<p>Background: The non-profit organization, "Girls Empowerment Network" (GEN), aims to provide non-formal training for a group of 20 female youth in a low-income community. The training will focus on life skills, leadership, and entrepreneurship to prepare them for success in their personal and professional lives.</p> <p>Project Planning:</p> <ol style="list-style-type: none"> <li>1. Define the project goals and objectives: The primary goal of this project is to empower female youth in the community with the necessary life skills, leadership, and entrepreneurial knowledge to achieve their personal and professional goals. The objectives include providing training on communication, self-awareness, decision-making, team-building, problem-solving, leadership, and basic business principles.</li> <li>2. Identify project stakeholders: The key stakeholders include the youth participants, their parents/guardians, GEN staff, trainers, and partners/sponsors.</li> <li>3. Develop a project timeline: The project timeline will cover a six-month period, starting from April to September. The timeline will be divided into four phases: <ul style="list-style-type: none"> <li>• Phase 1: Preparation (April - May)</li> <li>• Phase 2: Implementation (June - August)</li> <li>• Phase 3: Evaluation (September)</li> <li>• Phase 4: Reporting and Follow-up (October)</li> </ul> </li> <li>4. Determine the project budget: The estimated project budget is \$10,000, which includes the cost of materials, trainers' fees, transportation, venue rental, and other operational expenses.</li> <li>5. Plan the training program: The training program will consist of the following components: <ul style="list-style-type: none"> <li>• Orientation: Introducing the program and its objectives to the youth and their parents/guardians.</li> <li>• Life skills training: Providing training on communication, self-awareness, decision-making, team-building, and problem-solving.</li> <li>• Leadership training: Providing training on leadership skills, including goal-setting, time management, and public speaking.</li> <li>• Entrepreneurship training: Providing training on basic business principles, such as budgeting, marketing, and sales.</li> <li>• Field visits: Organizing visits to successful female-owned businesses to provide practical knowledge and inspiration.</li> <li>• Graduation ceremony: Celebrating the youth's achievement and presenting certificates.</li> </ul> </li> <li>6. Identify and recruit trainers: GEN will recruit experienced trainers who have expertise in life skills, leadership, and entrepreneurship. The trainers will work</li> </ol>	



closely with GEN staff to develop the training program and ensure its effectiveness.

7. Develop a monitoring and evaluation plan: The project will be monitored and evaluated through feedback from the youth participants and trainers. GEN staff will also conduct periodic assessments to measure the program's effectiveness in achieving its goals and objectives.
8. Develop a reporting and follow-up plan: GEN will prepare a final report that includes the project's outcomes, challenges, and recommendations. The organization will also develop a follow-up plan to track the progress of the youth participants and provide support where needed.

**Conclusion:**

Planning is crucial to the success of any project, and a non-formal training program for a youth group of females is no exception. By following these eight steps, Girls Empowerment Network can ensure that its program is well-planned, well-executed, and effective in achieving its goals and objectives.

Topic	Project execution
	<p><b>Background:</b> A non-profit organization, "Youth for Change," has received a grant to implement a community development project aimed at improving the quality of life for residents in a rural area. The project involves building a community center, installing solar panels to provide electricity, and constructing a water well. The organization has a team of six members to implement the project.</p> <p><b>Project Execution:</b></p> <ol style="list-style-type: none"> <li>1. <b>Assign Roles and Responsibilities:</b> The project team leader assigns specific roles and responsibilities to each team member. This includes the project manager, construction supervisor, solar panel installation supervisor, well installation supervisor, community liaison officer, and finance officer.</li> <li>2. <b>Develop a Work Breakdown Structure (WBS):</b> The project team develops a WBS to break down the project into smaller, manageable tasks. This helps in organizing the project, identifying dependencies and potential risks, and ensuring that all project components are covered.</li> <li>3. <b>Develop a Project Schedule:</b> The team develops a project schedule that outlines the timeline for completing each task, taking into account the resources available and potential delays. The schedule includes critical path analysis to identify the most time-sensitive tasks and ensure they are completed on time.</li> <li>4. <b>Procure Materials:</b> The team identifies and procures the necessary materials for the project, such as building materials, solar panels, and drilling equipment. The procurement process includes conducting market research, identifying potential suppliers, and negotiating prices.</li> </ol>



5. Hire Contractors: The team hires contractors for the construction and installation work. The contractors are selected based on their experience, expertise, and reputation. The team ensures that the contractors adhere to project specifications and timelines.
6. Ensure Quality Control: The team implements quality control measures to ensure that the project meets the required standards. This includes regular inspections and testing of materials and equipment.
7. Monitor Progress: The team monitors progress against the project schedule to ensure that tasks are completed on time and within budget. The team holds regular meetings to discuss progress, identify potential risks, and make adjustments as necessary.
8. Manage Project Budget: The team tracks project expenses against the budget to ensure that expenditures are within the allocated funds. The finance officer manages the project budget and prepares regular financial reports for the project manager.
9. Engage with the Community: The team engages with the local community to ensure that they are aware of the project and its benefits. The community liaison officer holds regular meetings with community leaders to discuss the project's progress and obtain feedback.
10. Close out the Project: The team closes out the project by conducting a final inspection and testing of the community center, solar panels, and water well. The team prepares a final report that includes an assessment of the project's impact on the community, lessons learned, and recommendations for future projects.

**Conclusion:**

Project execution is a critical phase in project management, and proper planning is crucial for successful project execution. Youth for Change was able to execute their community development project successfully by following these steps. By breaking down the project into smaller tasks, developing a project schedule, procuring materials and hiring contractors, monitoring progress, managing the project budget, engaging with the community, and closing out the project, Youth for Change was able to deliver a quality project on time and within budget.

Topic	Project execution
<p><b>Background:</b> A non-profit organization, "Youth for Change," has received a grant to implement a community development project aimed at improving the quality of life for residents in a rural area. The project involves building a community center, installing solar panels to provide electricity, and constructing a water well. The organization has a team of six members to implement the project.</p> <p><b>Project Execution:</b></p>	<ol style="list-style-type: none"> <li>1. Assign Roles and Responsibilities: The project team leader assigns specific roles and responsibilities to each team member. This includes the project manager,</li> </ol>



construction supervisor, solar panel installation supervisor, well installation supervisor, community liaison officer, and finance officer.

2. **Develop a Work Breakdown Structure (WBS):** The project team develops a WBS to break down the project into smaller, manageable tasks. This helps in organizing the project, identifying dependencies and potential risks, and ensuring that all project components are covered.
3. **Develop a Project Schedule:** The team develops a project schedule that outlines the timeline for completing each task, taking into account the resources available and potential delays. The schedule includes critical path analysis to identify the most time-sensitive tasks and ensure they are completed on time.
4. **Procure Materials:** The team identifies and procures the necessary materials for the project, such as building materials, solar panels, and drilling equipment. The procurement process includes conducting market research, identifying potential suppliers, and negotiating prices.
5. **Hire Contractors:** The team hires contractors for the construction and installation work. The contractors are selected based on their experience, expertise, and reputation. The team ensures that the contractors adhere to project specifications and timelines.
6. **Ensure Quality Control:** The team implements quality control measures to ensure that the project meets the required standards. This includes regular inspections and testing of materials and equipment.
7. **Monitor Progress:** The team monitors progress against the project schedule to ensure that tasks are completed on time and within budget. The team holds regular meetings to discuss progress, identify potential risks, and make adjustments as necessary.
8. **Manage Project Budget:** The team tracks project expenses against the budget to ensure that expenditures are within the allocated funds. The finance officer manages the project budget and prepares regular financial reports for the project manager.
9. **Engage with the Community:** The team engages with the local community to ensure that they are aware of the project and its benefits. The community liaison officer holds regular meetings with community leaders to discuss the project's progress and obtain feedback.
10. **Close out the Project:** The team closes out the project by conducting a final inspection and testing of the community center, solar panels, and water well. The team prepares a final report that includes an assessment of the project's impact on the community, lessons learned, and recommendations for future projects.

**Conclusion:**

Project execution is a critical phase in project management, and proper planning is crucial for successful project execution. Youth for Change was able to execute their community development project successfully by following these steps. By breaking down the project into smaller tasks, developing a project schedule, procuring materials and hiring contractors, monitoring progress, managing the project budget, engaging with the



community, and closing out the project, Youth for Change was able to deliver a quality project on time and within budget.

Topic	Project closure
<p>Background:</p> <p>A non-profit organization, "Empowerment for Women," aimed to provide non-formal training to young women in a rural community in Africa. The organization sought to equip the young women with practical skills, knowledge, and resources that would enable them to create their businesses and earn an income.</p>	<ol style="list-style-type: none"> <li>1. Project Objective: To empower young women in the community by providing non-formal training that would enable them to create and sustain their businesses.</li> <li>2. Project Scope: The project aimed to provide non-formal training to 100 young women aged between 18 and 30 years over a period of 12 months.</li> <li>3. Project Timeline: The project ran from January 2019 to December 2019.</li> <li>4. Project Approach: The project team adopted a participatory approach, which involved working closely with the young women to identify their needs, interests, and aspirations. The project team used a variety of training methods, including workshops, mentorship programs, and networking events.</li> <li>5. Project Monitoring and Control: The project team implemented various monitoring and control measures to ensure that the project stayed on track and within budget. These measures included regular monitoring and evaluation of the project activities, frequent communication with project stakeholders, and the use of project management tools such as Gantt charts and project plans.</li> <li>6. Project Outcome: The project was a great success, with all 100 young women receiving non-formal training and resources that enabled them to create and sustain their businesses. The young women were able to apply the skills and knowledge they learned from the project to develop successful business plans and secure funding to start their businesses.</li> <li>7. Project Closure: The project team held a closing ceremony at the end of the project to celebrate the achievements of the young women and to officially close the project. The project team also conducted a final evaluation of the project, which showed that the project had met all its objectives and had been completed within budget and on time.</li> <li>8. Lessons Learned: The project team learned that a participatory approach is essential for ensuring the success of non-formal training programs. They also learned the importance of monitoring and control measures in ensuring the project stays on track and within budget.</li> </ol> <p>Conclusion:</p> <p>This case study demonstrates the successful completion of a project aimed at empowering young women through non-formal training. The project was completed within budget and on time, and all the young women who received the training were able to start their businesses and earn an income.</p>



Topic	Risk management
<p><b>Background:</b> An NGO, Safe Refuge, decided to provide safe and secure housing for refugees in Europe. The NGO recognized that the project posed significant risks and sought to develop a risk management plan to ensure the project's success.</p> <ol style="list-style-type: none"> <li>1. <b>Project Objective:</b> To provide safe and secure housing for refugees while minimizing risks.</li> <li>2. <b>Project Scope:</b> The project aimed to renovate a building to provide housing for refugees. The project would involve conducting a feasibility study, identifying potential risks, and developing strategies to manage those risks.</li> <li>3. <b>Project Timeline:</b> The project was scheduled to run for 12 months, from January 2022 to December 2022.</li> <li>4. <b>Risk Management Approach:</b> The project team developed a comprehensive risk management plan to identify, assess, and manage potential risks. The risk management plan included the following steps: <ul style="list-style-type: none"> <li>• <b>Identify Risks:</b> The project team identified potential risks, such as delays in obtaining permits and licenses, construction delays, budget overruns, and security risks.</li> <li>• <b>Assess Risks:</b> The project team assessed the potential impact of each risk on the project's objectives and developed strategies to manage those risks.</li> <li>• <b>Manage Risks:</b> The project team developed strategies to manage the identified risks. For example, they worked closely with local authorities to obtain necessary permits and licenses, engaged experienced contractors for the construction work, and implemented a robust security plan to ensure the safety and security of the refugees.</li> </ul> </li> <li>5. <b>Project Outcome:</b> The project was completed within budget and on time, and all refugees were provided with safe and secure housing. The risk management plan proved effective in identifying and managing potential risks, resulting in the project's success.</li> <li>6. <b>Lessons Learned:</b> The project team learned the importance of developing a comprehensive risk management plan, which helped to mitigate potential risks and ensure the project's success. They also learned the importance of engaging experienced contractors and working closely with local authorities to obtain necessary permits and licenses.</li> </ol> <p><b>Conclusion:</b> This case study demonstrates the practical examples of risk management in project management in an NGO field in Europe. By developing a comprehensive risk management plan, the NGO was able to mitigate potential risks and ensure the successful completion of the project, providing safe and secure housing for refugees.</p>	