NEEDS ASSESSMENT, PLANNING, IMPACT AND SUSTAINABILITY OF YOUTH PROJECTS

Coordinated by

Co-funded by the European Union

In collaboration with

PREFACE

The project **Vive la durabilité des actions de jeunesse** – Vive[1] – aims to meet the needs of Moroccan youth facilities operating in the eastern region (provinces of Jerada and Nador) and in the provinces of Chichaoua and Taroudant. These fragile areas are characterised by low labour supply, high unemployment, lack of digital and entrepreneurial skills, as well as environmental problems due to climate change and human intervention.

The overall objective of this project is to provide the partner youth organisations with the knowledge, methods and tools to strengthen their capacity to directly and effectively meet the needs of their beneficiaries, particularly young people and women. It is therefore a capacity-building project actively involving six partner organisations.

During the 24-month project period, Moroccan organisations participate in exchange of best practices on various topics and co-facilitate a cycle of trainings based on non-formal education tools and methods, together with the two European partners. In this way, the participating organisations improve the quality of their.

The first training course held within the **Vive** project concerns the implementation of youth projects: **needs assessment, planning, impact and sustainability.**

This first brochure is aimed in particular at organisations and facilities working with and for young people and wishing to initiate youth projects, especially volunteer ones. The tools, techniques and strategies presented will enable the creation of effective initiatives and ensure a significant and lasting impact.

A short video presenting the key points of this brochure can be viewed on the Vive platform and the various social networks of the six project partners. The video is also available on the partners' websites.

Future brochures will cover the following topics:

- **Volunteer management**
- **Eco-responsibility and responsible digitalisation**
- **The enhancement and sustainability of actions for the development of entrepreneurial skills**

The Vive la durabilité des actions de jeunesse project is coordinated by *Association pour le Développement des Initiatives Citoyennes et Européennes – ADICE* (France), co-financed by the European Union under the Erasmus Youth programme and implemented in partnership with *Associazione Solidarietà Paesi Emergenti – ASPEm* (Italy), *Association Isaaf Jerada Solidarité et Développement* (Morocco), *Association Amuddu Chantiers Sans Frontières* (Morocco), *Association Thissaghnasse pour la culture et développement – ASTICUDE* (Morocco), *TILDAT pour le développement et la coopération* (Morocco).

1 This project is co-funded by the European Union. However, the views and opinions expressed are solely those of the authors and do not necessarily reflect those of the European Union. Neither the European Union nor the funding authority can be held responsible.

CONTENTS

INTRODUCTION: FROM IDEA TO PROJECT

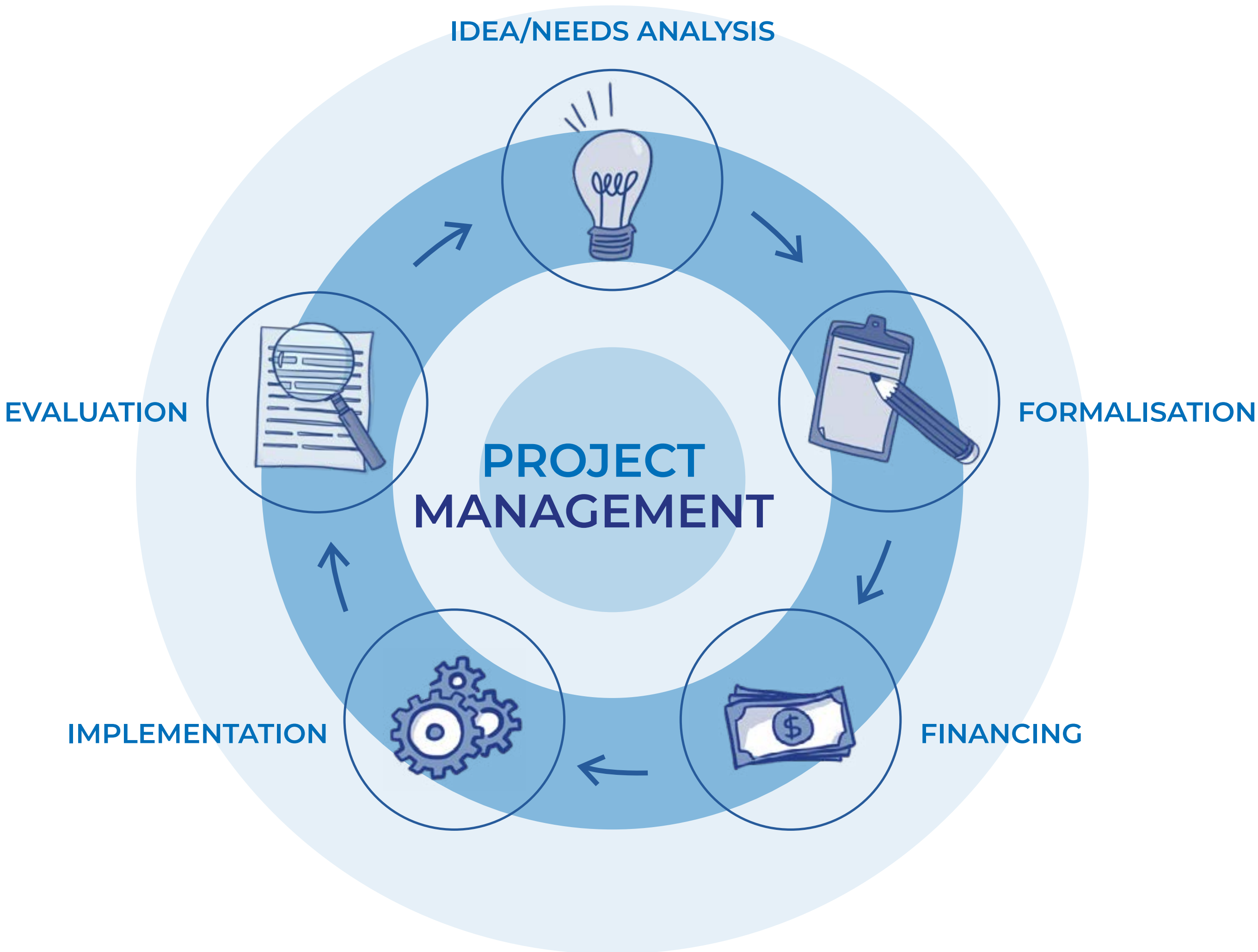
«In everyday language,
a project is a set of actions to
be undertaken to achieve an objective.»
- Labrouche, 2021

Together, these actions correspond to a cycle, which can be divided into three main phases:

I. IDENTIFICATION AND ANALYSIS PHASE:
the needs of the area are identified, analysed and related to the initial idea.

II. FORMALISATION, PLANNING AND COMMUNICATION PHASE:
the idea is formalised into a relevant, concrete and time-limited project. The objectives are linked to planned and budgeted results and activities.

III. MONITORING AND VERIFICATION PHASE:
evaluation criteria are used to demonstrate the value of the project and ensure its sustainability.



" Planning is about anticipating the future. Making plans means projecting into the future and accepting the uncertainty that comes with it."
- Labrouche, 2021

Tips for moving from the idea to the project construction:

→ Propose a relevant idea and provide a balanced and sustainable solution

→ Demonstrate knowledge of the territory and beneficiaries

→ Be innovative but realistic, adapting objectives to resources

→ Carry out activities on budget and on time and achieve the planned indicators

→ Demonstrate forecasting skills

→ Have committed partners who share a vision and aspirations

How to use this brochure?

This brochure contains theoretical and practical sections, with examples and exercises to guide you in the realisation of your project.

The examples are based on the ideas of two Moroccan associations (**Association A** and **Association B**), which designed a project to promote training and entrepreneurship among young people in Morocco. For each exercise, take note of what could be useful for creating a project, taking into account the information provided throughout the brochure.

I. NEEDS IDENTIFICATION AND ANALYSIS PHASE

I. Needs identification and analysis phase

The identification and data analysis phase of a project consists of an examination of the real needs of the beneficiaries and specific issues of the context in which the project is planned. This analysis serves to define the project's objectives and expected results.

This phase must therefore be carried out in a rigorous and methodical manner, starting with a review of the existing data on the topic. Gathering data from the literature already produced helps to ensure the intended «pertinence of the approach» (Dumez, 2011). To be relevant, the project must be able to answer questions that have not yet been addressed. Existing data also provide examples of successfully implemented good practices and can serve as a source of inspiration.

We then move on to the phase of collecting new data, using tools such as questionnaires and focus groups, which provide a thorough understanding of the needs of the beneficiaries. The data collected must then be analysed to understand the immediate causes and demonstrate the relevance of project implementation.

1. Collecting data

As mentioned above, data can be collected in different ways: using existing data or through questionnaires or focus groups.

1.1 Relying on existing data

OBJECTIVES	• Obtain information on projects already underway. • Be able to source reliable socio-economic data. • Get an initial idea of project's context and issues.
REALISATION	1. Clearly define the direct beneficiaries of the project. 2. Define the geographic, social, cultural, economic and linguistic context. 3. Consult local, regional and national statistics. 4. Research projects already implemented by other associations or NGOs.
NOTES	• Select recent sources: papers that are too old are no longer necessarily valid. • Use recognised databases: Google Scholar, Cairn, etc. • Conduct research in different languages: Arabic, French, English. • Draw up a comparative table of the various projects carried out by other NGOs.

EXAMPLE

The two Moroccan associations identified an issue specific to their respective territories:

ASSOCIATION A in Jerada	ASSOCIATION B in Nador
Young non-graduates aged between 18 and 25 are not employed, are not students and do not attend training courses.	Young Moroccans and legal immigrants living in Nador, aged between 18 and 30, are in a situation of severe social exclusion (NEETs - Not [engaged] in Education, Employment or Training).

EXERCISE

How would you describe the situation in your country/region in relation to your project?
Be precise, use references and write short sentences. Do not anticipate the solution.

What data did you collect during your research in relation to your project?
Use references: statistics, surveys...

1.2 Collecting new data through questionnaire survey

OBJECTIVES	· Collect quantifiable/numerical data. · Analyse and get to know the beneficiaries, their habits, behaviour, expectations and needs. · Provide concrete responses to situations experienced by beneficiaries.
REALISATION	1. Develop hypotheses based on the object of the research and the problem to be studied. 2. Define the indicators that can measure the hypotheses: what are the key points to be measured? Which secondary points can be addressed? How can they be quantified? 3. Determine the target population to be interviewed. 4. Construct a series of questions from the hypotheses. 5. Distribute the questionnaire.
NOTES	· Construct simple, closed, concise and neutral questions. · Use software and applications to create dematerialised questionnaires and to analyse them more easily: Google Form, SurveyMonkey, Wepi, etc. · Test the questionnaire with different recipients (colleagues, friends, etc.) to make sure the questions are clear. · Choose an appropriate method of distribution to the beneficiaries: by e-mail, telephone, online, in person, etc. · Write a short introduction to the questionnaire, presenting the project and its objectives. · Ensure data security and anonymity.

EXAMPLE

To better understand the youth situation in their territories, the two Moroccan associations asked their beneficiaries the following questions:

ASSOCIATION A in Jerada	ASSOCIATION B in Nador
Young non-graduates aged between 18 and 25 are not employed, are not students and do not attend training courses.	Young Moroccans and legal immigrants living in Nador, aged between 18 and 30, are in a situation of severe social exclusion (NEETs).
1. What is the main reason why you cannot find employment, courses or training? *a. Lack of professional experience.* *b. Lack of qualifications.* *c. Geographic mobility.* *d. Job offers do not match my profile.* **2.** Which field of activity, as a future employee, attracts you? *a. Constructions.* *b. IT.* *c. Craftsmanship, manual labour.* *d. Other (please specify):* ______________	**1.** Do you have knowledge about setting up a business? (On a scale of 1 to 4) *1 2 3 4* **2.** Are you aware of the available mechanisms of business financing? *Yes / No* **3.** What obstacles prevent you from starting your own business today? *a. Lack of initial/start-up capital.* *b. Lack of professional experience.* *c. Lack of entrepreneurial knowledge and skills.* *d. Administrative constraints (laws, regulations, procedures, etc.).* *e. Lack of counselling and guidance.* *f. Lack of professional/network relations.*

EXERCISE

What questions should be asked to understand beneficiaries' needs and expectations?	Answers: Yes/No; scale from 1 to 4;			
1.				
2.				
3.				

1.3 Collecting new data through focus groups

OBJECTIVES	• Obtain information about the beneficiaries through a group discussion. • Gather detailed and varied opinions. • Observe attitudes and behaviours.
REALISATION	1. Define a central theme, an objective and preparatory questions. 2. Choose one or two facilitators to lead the discussion. 3. Bring 6 to 12 participants together for about 2 hours. 4. Choose one or two “ice-breaking” activities to relax and consolidate the group. 5. Ask questions on topics of general interest to study the group atmosphere and identify its dynamics. 6. Ask specific questions related to the topic, giving everyone the opportunity to express their opinions. 7. Conclude by reiterating the key points discussed.
NOTES	• Choose participants with common characteristics but different profiles. • Ask participants to explain and clarify their opinions to avoid misunderstandings. • Ensure that charismatic personalities do not dominate the discussion. • Ask participants to evaluate the experience (using a questionnaire, post-it notes, etc.).

EXAMPLE

The two Moroccan associations identified the following problems in their area:

ASSOCIATION A in Jerada	ASSOCIATION B in Nador
Young non-graduates aged between 18 and 25 are not employed, are not students and do not attend training courses.	Young Moroccans and legal immigrants living in Nador, aged between 18 and 30, are in a situation of severe social exclusion (NEETs).

EXERCISE

What questions should be asked to understand beneficiaries' needs and expectations?
1.
2.
3.

2. Knowing how to analyse data

Once the data has been collected, the aim is to cross-reference the existing data with the quantitative data collected through the questionnaires and the qualitative data collected during the focus group activities.

Cross-referencing the data obtained in various ways enables the analysis to be given content and the information to be derived so that the various parts of the project (context, justification of the action, etc.) can be established and the choice of objectives can be demonstrated.

EXAMPLE

The collected data can be grouped in a table to facilitate analysis and to highlight the statistics related to the topics addressed.

What is the main reason why people cannot find employment?	F	M
Lack of professional experience.	19%	22%
Lack of qualifications.	34%	56%
Geographic mobility.	38%	11%
Job offers do not match my profile.	9%	11%

The results of the questionnaire show that 38% of the unemployed young people interviewed had refused a job offer in the last six months for reasons of geographic mobility. Cross-referencing the statistical results of the questionnaire with the data obtained during the focus group allows us to identify specific explanatory factors: the lack of geographic mobility is related to the inadequacy of the public transport network, the absence of a driving licence or the inability to purchase a private vehicle.

3. Demonstrating the relevance of the project

« The suitability of a project to its context will measure its relevance »
(Garrabé, 1992)

A detailed description of the context and beneficiaries, based on the analysis of the collected data, helps to demonstrate the relevance of the project.

It is therefore necessary to highlight the expected changes at all levels (institutional and political, cultural, socio-economic, geographic, environmental, etc.). In addition, the project must be able to generate added value.

A relevant project will therefore be:

→ ***COHERENT:*** responds to identified needs and local issues.

→ ***LEGITIMATE:*** supported by one or more competent and recognised entities.

→ ***REALISTIC:*** with achievable goals in terms of time, financial and human resources.

→ ***SUSTAINABLE:*** long-term and environmentally friendly.

→ ***INNOVATIVE:*** demonstrates novelty and anticipates the future.

EXAMPLE

A relevant project has medium and long-term impacts, at various levels, which must be anticipated and measured:

ASSOCIATION A in Jerada	ASSOCIATION B in Nador
Bridge the lack of training and counselling for young non-graduates aged between 18 and 25 who are not employed, are not students and do not attend training courses.	Combat the social exclusion of young Moroccans and legal immigrants aged between 18 and 30, the so-called NEETs.

EXERCISE

Describe the relevance of your project
Cause >
Issue / Weakness >
Effect >

II. FORMALISATION, PLANNING AND COMMUNICATION PHASE

II. Formalisation, planning and communication phase

Once the needs have been identified and analysed, it is now a question of developing the project. It is necessary to work on the feasibility and relevance of the objectives and link them to the results. This phase is the basis for planning activities to meet the needs of the project beneficiaries.

Beneficiaries are all people or groups of people directly interested in the project. Different groups of beneficiaries can be considered during the construction phase of the project. It is important to know already at this stage how they will be reached and involved during the project.

Moreover, in order to ensure the added value of the project, **strong partnerships must be established,** but also **adequate communication** must be provided to ensure the dissemination and visibility of the actions.

1. Defining beneficiaries

Beneficiaries are people who are most affected by the project actions and their impact and those who testify to the changes and developments generated by the project.

It is essential to describe the different beneficiaries of the project as fully as possible: their number and nature (local communities, associations, youth workers, adult educators, etc.). It is important to be able to quantify them, thus making the project more concrete. Expressions such as "all inhabitants", "all women" should be avoided, as they are too broad and do not allow for attainable quantities to be presented during project realisation.

Beneficiaries can be direct and indirect.

Direct beneficiaries are all persons who directly benefit from the project.

For example, the associations in charge of implementing the project activities and the young people who participate in the project.

Indirect beneficiaries are the persons or bodies affected by the project.

These can be, for example, companies that employ the young beneficiaries of the project.

EXAMPLE

The two Moroccan associations identified the target audience of their project, i.e., the direct beneficiaries:

ASSOCIATION A in Jerada	ASSOCIATION B in Nador
40 young non-graduates aged between 18 and 25 living in Jerada.	100 young Moroccans and legal immigrants living in Nador, aged between 18 and 30, in a situation of social exclusion (NEETs).

EXERCISE

Who are the beneficiaries of your project?
Direct>
Indirect>

2. Building an effective partnership

Each project requires the creation of a consortium of stakeholders, committed in a partnership, that encourages mutual enrichment through the sharing of best practices and expertise. **Building effective partnerships ensures that activities are carried out properly and effectively and achieve their intended results and impacts.**
Ideally, a team with complementary skills should be created: each partner will have its own added value, which can be explicitly described in the project.

HOW TO CHOOSE PARTNERS?	• Examine existing partnerships to determine the possibility and relevance of involving stakeholders with whom links are already established. • Consider experience and technical expertise, which must be consistent with the project. • Study the financial capacity in case of a contribution to the project costs. • Pay attention to the location of potential partners: do they come from risk areas? Are they located in areas with similar or different characteristics and problems?
WHERE TO FIND THEM?	• At events, conferences or seminars (local, regional, national, international). • Through webinars or training days. • By searching online professional networks. • By consulting social networks (Facebook, LinkedIn, Twitter...).
HOW TO CONTACT THEM?	• By e-mail. • By telephone. • By videoconference. • In person, by visiting known and close partners.

Partners can be found thanks to the instruments provided by the European Union:

▸ **EU partner search database:** for each funding programme, the European Commission creates databases in which it invites those seeking partners to enter information about their project idea and the type of partners they want.

▸ **Collections of approved projects:** collections in which the European Commission presents approved projects.

A distinction must be made between partners and stakeholders. Stakeholders are not directly involved in the execution of core activities (they do not receive subsidies). Since they have an interest in the realisation of the project (e.g., because they share its objectives), they can be contacted and participate in certain activities to facilitate the implementation and success of the project.

EXAMPLE

The two Moroccan associations identified their project partners:

ASSOCIATION A in Jerada	ASSOCIATION B in Nador
Training Centres Municipality of Jerada	Municipality of Nador Local associations Training Centres

EXERCISE

Who are your project partners?
What is their added value?

PARTNER'S NAME	TYPE OF ORGANISATION	ADDED VALUE

3. Creating the logical framework of the project

Creating a logical framework makes it possible to **differentiate between specific and general objectives.**

«Defining the objectives is crucial to making the project realistic and achievable. By reading the project's objectives one should have a fairly clear idea of what will be concretely done or achieved by the project.» [2]

LOGICAL FRAMEWORK

1	GENERAL OBJECTIVE			Decreasing youth unemployment in the Eastern Region
2	Specific objective	Specific objective	Specific objective	50 young people aged between 18 and 25 years participate in an internship with 5 European partners for six months
3	Expected result	Expected result	Expected result	50 young people will complete the internship within 2 years.
4	Activity	Activity	Activity	Pre-departure training and start of the internship abroad.

2 T-kit Project Management, Council of Europe and European Commission, January 2001

3.1 General objective

The general objectives are «the broader development goals [...] that the project should help to achieve.»[3]

The project itself contributes to the general objectives, but does not achieve them alone. Other projects and programmes also support the achievement of the same objectives, although with different initiatives. The general objectives bring long-term benefits for direct and indirect beneficiaries.

In most projects, it is useful to rely on other projects and programmes as well as public policies and private stakeholders to achieve these goals. It is also important to contribute to the Sustainable Development Goals (SDGs)[4] and to ensure compliance with regional and sectoral policies of the government and the European Commission.

EXAMPLE

The two associations defined the general objective of their project focused on training and youth entrepreneurship:

ASSOCIATION A in Jerada	ASSOCIATION B in Nador
Promoting youth employment through short training courses.	Developing a favourable environment for the employment of young Moroccans and immigrants in situations of social exclusion.

EXERCISE

What is the general objective of your project?

3 Project Cycle Management Manual, Commission of the European Communities, February 1993
4 The Sustainable Development Goals refer to the seventeen goals set by the member states of the United Nations and brought together in the 2030 Agenda. This Agenda was adopted by the United Nations in September 2015 after two years of negotiations between governments and civil society. It defines goals to be achieved by 2030, called SDGs (precisely, Sustainable Development Goals). There are 1691 goals and targets identified and they are common to all countries involved. These include, for example, targets such as SDG 1 "Poverty Eradication", SDG 2 "Ending Hunger" or SDG 13 "Combating Climate Change".

3.2 Specific objectives

The specific objectives are the goals that the project aims to achieve directly: «[...] objective whose initial phase must be achieved during the project intervention and with the actual potential of remaining after the project. Indeed, these are always long-lasting benefits for the target groups.»[5]

These objectives are measurable in the medium term: results can already be seen halfway through the project. Unlike general objectives, specific objectives can and must be measured in the course of the project. These results concern the infrastructure and resources, the practices and behaviour of beneficiaries or partners, etc.
Each specific objective must be linked to a set of activities and an outcome.

EXAMPLE

Below are the 3 specific objectives of the targeted associations:

ASSOCIATION A in Jerada	ASSOCIATION B in Nador
Train 40 young non-graduates in Jerada, within 2 years, in the construction sector.	Training 100 young Moroccan NEETs in entrepreneurship within 12 months.
Guide 40 young people in their job search, within 6 months.	Guide 50 young Moroccan and immigrant NEETs in business creation within 18 months.
Connect 30 young people with mentors who have already participated in the action.	Raise awareness among 50 regional institutions and companies on the actions needed to promote enterprises created by young entrepreneurs.

EXERCISE

What are the 3 specific objectives of your project?
1.
2.
3.

[5] Project Cycle Management Manual, European Council and European Commission, February 1993

3.3 SMART Method

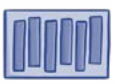
The SMART[6] method is a tool used to identify the specific objectives of a project. Five criteria define the objectives and are easy to remember because together they form the acronym SMART:

S	M	A	R	T
Specific What? Who? *= an action*	**Measurable** How many? *= a number of participants*	**Achievable** Is it feasible with the resour-ces I have at my disposal?	**Relevant** By what means? With whom? *= a network of establishedpar-tners*	**Time-related** When? *= limited duration*

Specific: this is the concrete action to be carried out, the objective must be clearly identified. The formulation of the objective must precisely show the result to be achieved.

Measurable: the objective must be quantifiable so that the progress of the project can be evaluated.

Achievable: although the objective must be ambitious to motivate the partnership and beneficiaries, it must remain feasible. An overly broad or overly ambitious objective may lead to project failure, with serious consequences both for the communities and for the proposing organisation, which may have to reimburse expenses deemed ineligible.



Relevant: the objective to be achieved must be meaningful and pertinent. The improvement to be achieved must be concrete and consistent with the rest of the project.

Time-related: the objective must be attainable within a limited time. Its attainment must therefore be delimited to a period of time; this period is formalised at the start of the project through a contract with the funder. The entire project must be completed within this fixed time period.

[6] The economist George T. Doran was the first to use the acronym SMART in the 1980s, adopting Peter F. Drucker's method of identifying objectives in quantitative or qualitative terms over a defined period.

EXAMPLE

Below is the SMART method applied to each of the investigated associations:

ASSOCIATION A in Jerada	ASSOCIATION B in Nador
Train 40 young non-graduates in Jerada, within 2 years, in the construction sector.	Train 100 young Moroccan NEETs in entrepreneurship within 12 months.
Specific: training in the construction sector.	**Specific:** training in entrepreneurship.
Measurable: 40 young people.	**Measurable:** 100 young people.
Achievable: 4 training courses with 10 participants each.	**Achievable:** 100 young Moroccans (not 500) are guided in their integration into the world of entrepreneurship.
Relevant: the number established is adequate for the population of Jerada.	**Relevant:** he number established is adequate for the population of Nador.
Time-related: one training course every 3 months, therefore 20 young people trained per year.	**Time-related:** 12 months to train young people.

EXERCISE

Which elements of the SMART method are applicable to your project?
S
M
A
R
T

4. Linking objectives and results

The results derive from the specific objectives. They are direct, tangible and represent products, goods, services and infrastructure directly provided to the beneficiaries: trainings, guidebooks, schools built, etc. They make it possible to assess the added value of the project and the changes made with a "before" and an "after". This evaluation is done by collecting numerical data: e.g., 50 young people trained, 1 guidebook, 1 school opened, etc.

Each result must be consistent with the specific objective defined. It is a matter of measuring everything that the project has achieved and committed to. Each result must be achievable through an activity. If it is not possible to associate a concrete action with the activity in question, then it is not a result.

Like the specific objectives, the results must also be SMART.

EXAMPLE

Results of the two investigated associations:

ASSOCIATION A in Jerada	ASSOCIATION B in Nador
40 young non-graduates will be trained within 2 years in Jerada.	100 young Moroccan NEETs will be trained in entrepreneurship over the next 12 months.
40 young people will be guided in their job search over the next 6 months.	50 young Moroccan NEETs will be guided in business creation over the next 18 months.
30 young people were connected with young mentors.	50 regional institutions and companies will be made aware of the actions needed to promote enterprises created by young entrepreneurs.

EXERCISE

What are the expected results of your project?
The expected results must be linked to the specific objectives.
1.
2.
3.

5. Planning activities

Activities are the actions to be carried out to achieve the results. It is therefore a matter of reflecting on the means and processes to be implemented to produce the expected results. Activities are the foundation of the project. They must be grouped by results and numbered accordingly.

An action plan covering the entire duration of the project must be drafted, answering the following questions:

- **WHAT: WHAT IS TO BE ACHIEVED?**
(Training, seminar, meeting, creating tools, etc.)

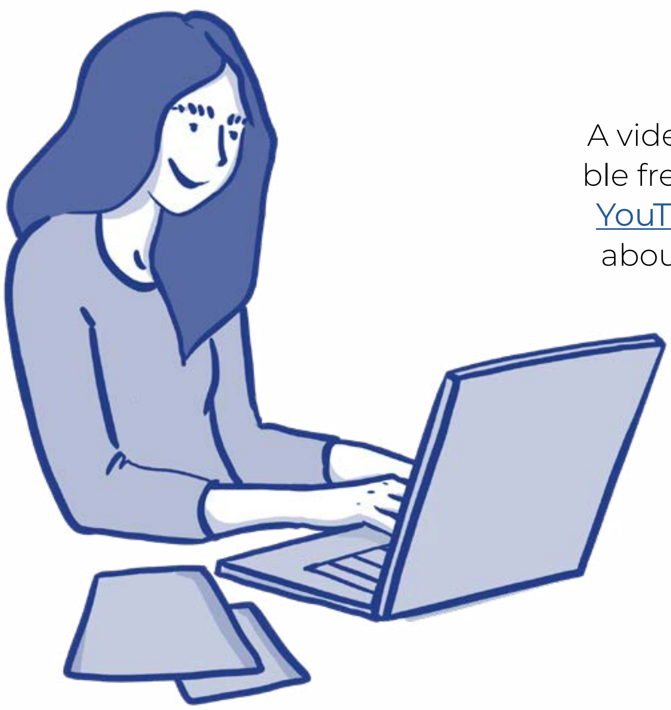
- **WHO: WHO IS THE ACTIVITY INTENDED FOR? WHO WILL CARRY IT OUT?**
(Beneficiaries: young people, women, organisations, etc.; partners in charge of specific activities; etc.)

- **WHEN: WHERE AND WHEN WILL THE ACTIVITY TAKE PLACE? HOW LONG WILL IT TAKE?**
(Dates and locations)

- **HOW: WHAT PRODUCTS / RESULTS WILL BE CREATED?**
(A brochure, a video, a training guide, etc.)

- **HOW MUCH: HOW MUCH WILL IT COST?**
(Resources and budget)

Parallel to action planning, a forecast budget is needed to control and manage the use of available resources.



A video created by ADICE and accessible free of charge on the organisation's YouTube channel is available to learn about the different stages of budget establishing.

To facilitate the planning of activities and make them as accurate as possible, it is useful to create a detailed calendar indicating the periods when deliverables (products and services) are to be created.

Activities must be sufficiently detailed to:

- Create a provisional work plan and evaluate the likely duration of each activity;

- Determine the physical and non-physical resources required;

- Evaluate the budget[7].

Example of an Action Plan in a Youth Mobility Project

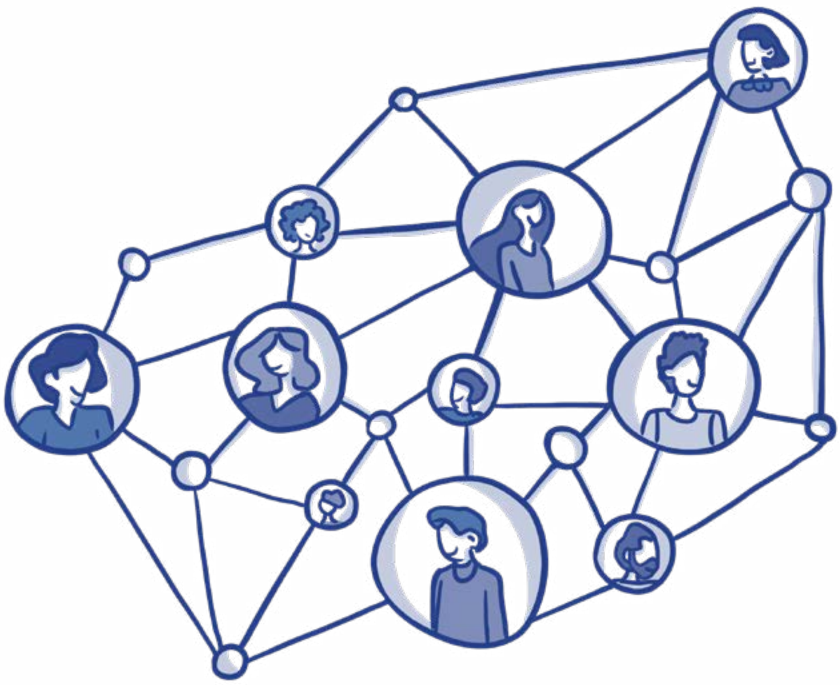
ACTIVITY	Duration	Month 1	M 2	M 3	M 4	M 5	M 6	M 7	M 8	M 9	M 10	M 11	M 12
A 1. 1 Preparing pre-departure training	2 months	x	x										
A1.2 Implementation of face-to-face training for 50 people divided into 5 groups (10 people per group)	12 months			x		x		x		x		x	
A1.3 Training Evaluation	0,5 months			x		x		x		x		x	
A2.1 Preparing volunteers for departure					x	x	x						
A2.2 Realisation of voluntary service abroad							x	x	x	x	x	x	x
A2.3 Monitoring of volunteers								x	x	x	x	x	x
A.3 Interim Monitoring Reports										x			

[7] Idem Project Management

EXAMPLE

Below are the activities planned by the two Moroccan associations:

	ASSOCIATION A in Jerada	ASSOCIATION B in Nador
ACTIVITY 1 SPECIFIC OBJECTIVE 1	Promotion of training activities through social media and posters in public spaces; M1 - M3	Promotion of training and identification of young participants
	Identification of 40 young participants via an online questionnaire or individual appointments; M4 - M6	Implementation of training for young people on the topic of business creation (100 young people divided into 4 groups)
	Organise training courses; M6 - M15	Implementation of internships in local companies
ACTIVITY 2 SPECIFIC OBJECTIVE 2	Quarterly individual appointments for personalised job search support; M15 - M21	Implementation of a support system for business creation: awareness-raising and identification of young people
	Training in the use of new technologies to enhance skills and valorise them in the job search; M6 - M14	Conducting workshops to provide knowledge and tools for business creation: drawing up a business plan, identifying possible financing, etc. (4 workshops/4 groups)



EXERCISE

What are the activities of your project?

How much time will be spent on each activity?

ACTION PLAN

ACTIVITY 1 Specific objective 1	M 1	M 2	M 3	M 4	M 5	M 6	M 7	M 8	M 9	M 10	M 11	M 12
A.1.1:												
A.1.2:												
A.1.3:												

ACTIVITY 2 Specific objective 2	M 1	M 2	M 3	M 4	M 5	M 6	M 7	M 8	M 9	M 10	M 11	M 12
A.2.1:												
A.2.2:												
A.2.3:												

6. Drafting a communication plan

In order to foster the dissemination, visibility and sustainability of the project, it is important to adopt an effective communication strategy right from the planning stage, through the elaboration of a communication plan consistent with the different activities and budget allocation.

External communication is an essential action to present the activities implemented to funders, stakeholders, beneficiaries, but also to parties potentially interested in the project (e.g., possible co-funders).

BELOW ARE THE STEPS TO DEVELOP AN EFFECTIVE COMMUNICATION PLAN:

1. **Define the objectives and target audience of the communication:** promote initiatives at schools or youth groups to involve girls and boys, involve citizens in events, raise awareness among institutions on a specific issue, disseminate a service among its intended beneficiaries...

2. **Establish a monthly project communication calendar** with key milestones.

3. **Choose dissemination tools:** social media, websites, print and online press, radio and television programmes, podcasts...

4. **Initiate, monitor and adapt communication actions:** once the actions have started, constant monitoring (e.g., using an Excel spreadsheet) is necessary to measure dissemination and provide funders with information and evidence on its progress. Monitoring allows actions to be adjusted according to the number of people reached: *is it necessary to increase publications? Should a specific dissemination network or channel be identified? Etc.*

EXAMPLE

Association A:	MONTH 1	[...]	MONTH 6	MONTH 7	[...]	MONTH 21
Social networks	Post to publicise the project		Post to promote the first presen-tation initiative			Post about the dissemination event
Local press				Article to promote the first planned training		Article on the dissemination event
Website	Project presentation page		Project Progress Article			

Association B:	MONTH 1	[...]	MONTH 6	MONTH 7	[...]	MONTH 15
Social networks	Post to present the project		Post to pre-sent activities with com-panies and gather new interest			Post on training
Local press				Article on activities with companies		Article on training workshops held
Website	Project presentation page		Project Progress Article			

EXERCISE

What communication actions could you take?
Communication actions aim to make others aware of what you do.

Activity	Dissemination tools/channels	Evidence of communica-tion/dissemination

III. MONITORING AND VERIFICATION PHASE: EVALUATION AND SUSTAINABILITY

III. Monitoring and verification phase: evaluation and sustainability

To make the project sustainable over time, it is necessary to analyse its evolution, monitor the achievement of expected results and study its short, medium and long-term impacts. The project must provide real added value and demonstrate that the beneficiaries have developed skills and knowledge that can be enhanced and used over time.

1. Developing an evaluation sheet

Structured with a series of questions aimed at investigating the opinions, attitudes, perceptions and understanding of a target group on specific topics, the evaluation sheet can be created during the course of a project or after its completion, in order to assess the impact of the actions implemented. It allows information to be gathered from the various parties involved in the project (beneficiaries, partners, stakeholders) in order to measure the effectiveness of a specific action.

BELOW ARE THE STEPS TO CREATE AN EVALUATION SHEET:

1. **Define an objective:** what do you want to evaluate? What are you trying to prove?
2. **Identify the parties to be questioned:** direct or indirect beneficiaries, partners, stakeholders...
3. **Create an evaluation form:** it can contain closed questions (lists of answers, measuring scales to assess satisfaction or the degree of achievement of an objective) or open questions (in the form of short answers or paragraphs; in this case, criteria for analysing the answers must be defined).
4. **Disseminate evaluation questionnaires:**in digital format (e.g., via Google Form) or on paper.
5. **Analyse the answers collected:** the results can be summarised in the form of statistics.

EXAMPLE

Below are the evaluation forms prepared for the direct beneficiaries and disseminated at the end of the project:

Association A in Jerada	ASSOCIATION B In Nador
1. After the training, did you have contact with local companies? *Yes / No* **2.** If you answered yes, what kind of contacts did you have with local companies? *- They contacted me for an interview.* *- I contacted them to apply and send my CV.* *- They offered me an internship or apprenticeship.* *- They offered me additional specific training to develop further skills.* *- They offered me a probationary period.* *- Other (please specify):* ____________	**1.** From 1 to 5, to what extent do you think you have acquired entrepreneurial skills that you did not previously possess? (1: no skills acquired; 5: I have acquired many new skills). *1 / 2 / 3 / 4 / 5* **2.** If your answer is affirmative, could you please specify which entrepreneurial skills you have acquired? **3.** How are you using or will you use the skills you have acquired? *- I am involved in the creation of a start-up for young people.* *- I have found employment with a local company.* *- I am developing an entrepreneurial project to present to local businesses.* *- I am involved in the creation of a family business.* *- I don't know yet.* *- Other (please specify):* _____________

EXERCISE

What evaluation actions do you plan to implement?
Evaluation can be carried out in different ways: self-evaluation, internal or external evaluation.

OBJECTIVE	DESCRIPTION OF THE ACTION	EVIDENCE OF EVALUATION

2. Ensuring continuity

During all activities, special attention must be paid to continuity. A project should not just be a temporary achievement, but should be able to guarantee lasting change and be projected into the future.

Several aspects have to be taken into account to foster continuity:

→ ***TECHNICAL:*** how to transfer skills to project partners / target groups, how to adopt and maintain tools and methods introduced by the project, how to use and manage the equipment once the activities are completed.

→ ***SOCIAL AND INSTITUTIONAL:*** strategy to build the autonomy of the project partner(s), level of institutional and social sustainability envisaged for the project partner(s).

→ ***ECONOMIC AND FINANCIAL:*** strategy for the economic and financial sustainability of the project partners, process to ensure the financial autonomy of the target groups and other stakeholders to continue activities after the end of the project.

→ ***ENVIRONMENTAL:*** strategy to ensure continued implementation by mitigating any adverse effects on the environment and climate and promoting the conservation of natural resources.

EXAMPLE

It is important to take into account quantitative and qualitative indicators to evaluate the impacts of the project and ensure its continuity:

	ASSOCIATION A In Jerada	ASSOCIATION B In Nador
QUANTITATIVE INDICATORS	Number of young people trained	Number of young Moroccans and immigrants trained
	Number of young people who found a job	Number of young Moroccans and immigrants who set up a company
	Number of young people who benefited from mentoring	Number of enterprises that participated in the presentation of project actions
QUALITATIVE INDICATORS	Level of satisfaction of the young people who benefited from the training	Level of satisfaction of the young people who benefited from the training
	Skills enhancement for young people in the building and public works sector	Developing the skills of young people in business creation

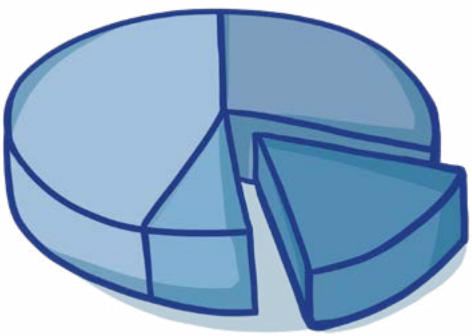
EXERCISES

What indicators could you identify to assess the impact of your project and ensure its continuity?

QUANTITATIVE INDICATORS	QUALITATIVE INDICATORS

What are the foreseeable impacts of your project? Technical, social, economic and financial, environmental...
1.
2.
3.

Exemples: “tools developed during the project are used during the daily activities of youth facilities”; “youth professionals offer training in their daily activities”.



CONCLUSIONS

This brochure elaborated by the partners of the "Vive - Vive la durabilité des actions de jeunesse" project gathers best practices to identify and implement the key phases of the project cycle (needs assessment, planning, impact and sustainability of youth projects).
In fact, the different phases are presented in such a way as to provide tools and methods to parties in associations and structures that work with and for young people and wish to initiate projects to respond to local, social and economic challenges.
The first part of the project cycle, when the project is still just an idea, is crucial for identifying the needs of the beneficiaries and creating a project with a significant impact. To this end, data collection and analysis, both qualitative and quantitative, must be rigorous.

The second phase, the formalisation, planning and communication phase, consists of precisely and practically identifying all the elements that revolve around the project to ensure successful implementation: identifying direct and indirect beneficiaries, finding suitable partners, defining realistic and sustainable objectives, and constructing feasible activities to achieve concrete results. It is also important to plan a communication strategy beforehand to ensure the dissemination of the project and its future sustainability.

Finally, the third phase is monitoring and verification, which also takes place during the project. This involves evaluating the activities and results of the project in order to account for its effectiveness. Thanks to the previously established quantitative and qualitative indicators, it is possible to monitor the progress of the project and encourage significant impacts (environmental, social, technical, financial...).

Observing the phases of the project cycle is essential. If they are well structured and clearly planned, it is possible to apply for funding for a project that will not solely obtain a high score in the evaluation process, but will also be implemented with quality.

In fact, if the funding application is accepted, it will become the reference document for implementing the project, interacting with partners and being accountable to funders and beneficiaries. It is therefore essential that the objectives and indicators are SMART. Failure to comply with any of the elements included in this funding request will result in repayment to the funder, jeopardising the project and the achievement of the expected results.

VIVE

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