



## The Basis Project

# Project Development and Management online toolkit

## Foreword

### The Basis Project

Across the UK there are many refugee community organisations (RCOs) providing vital services and support to refugees and asylum seekers from all over the world. In England alone there are over 650 RCOs, and this figure is constantly changing. RCOs are run by refugees for refugees; they carry out an incredible scale and variety of work, much of which is done on a voluntary basis and with very few resources.

The Basis Project is a five-year Big Lottery (BIG) funded project which aims to empower RCOs across England to achieve their goals. This might involve, for example, managing funded projects more effectively, developing skills to secure sustained funding, or improving overall organisational development skills and knowledge.

From January 2008 until November 2011, the project is delivering tailored support and training for RCOs throughout nine regions in England. The Refugee Council is leading delivery of this support in London, West Midlands, East of England and North East regions, while Refugee Action is leading on delivering the project in the North West, East Midlands, South East and South West regions. Project delivery in Yorkshire and Humberside is being shared between Refugee Action and the Refugee Council.

Eleven Organisational Development Officers (ODOs) - just over one in each region - provide one-to-one advice and group training in key organisational skills including financial management, governance, fundraising, and project development.

The Basis Project provides support to RCOs in different ways depending on the RCOs' needs. These include information products and toolkits, one-to-one support, group training, networking, peer support, seminars, and events.

The Basis Project also works with funders and second-tier service providers to improve their understanding of the issues facing RCOs, refugees and asylum seekers, and to improve RCOs' links to them.

## Acknowledgements

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Thanks to colleagues from Refugee Council and Refugee Action who contributed to the development and production of this toolkit, including the Refugee Council's Fundraising Team.

The Basis Project toolkits, while checked for accuracy, are for information and guidance only. The Basis Project cannot accept responsibility for loss to any organisation or individual as a result of action taken (or not) as a consequence of the content of the Basis Project toolkits.

We hope this resource will enable refugee community organisations to develop and to continue to provide excellent services to their communities.

The Basis Project would like to thank the Big Lottery Fund for its generous support.

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## Introduction

### About the Basis Project toolkits

The aim of the Basis Project toolkits is to provide RCOs with practical and accessible information and guidance on four key areas of organisational development. The key areas are divided into four user-friendly toolkits; these are financial management, governance, fundraising, and project development and management. For those RCOs who are receiving support from the Basis Project, the toolkits will also complement any training and one-to-one support they receive.

The Basis Project toolkits are targeted at small to medium RCOs who have a reasonable infrastructure in place. By this we mean a written constitution and a management committee (MC) with at least three members.

We hope that RCOs will be able to adapt information from these toolkits to suit their particular needs and aspirations, and to use the toolkits as a guide for their MC, staff and volunteers who are involved in the daily running of the RCO.

Copies of the toolkits can be downloaded free from the Basis Project website at: [www.thebasisproject.org.uk](http://www.thebasisproject.org.uk). The website also provides further information about the Basis Project.

We also want to develop resources and learn from case studies as we develop. So if you are an RCO please let us know if you want to share your experience of using the toolkits, or if you have any questions that you want help with so that we can develop our resources to suit you better.

We hope that you find the Basis Project toolkits useful and look forward to your comments.

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### About this toolkit

This toolkit aims to explain how you can set up and manage projects, and it covers a lot of areas that you could develop in some depth.

The toolkit should help you develop and manage a project, whether you are looking for funding or not. We have however assumed that most readers are interested in developing projects that they want to be funded by a Trust or Foundation, and so we have considered this throughout. The level of information you need to provide will vary from funder to funder, so if in doubt, talk to either the funder, your local Basis Project worker (see [www.thebasisproject.org.uk/directory/regional/](http://www.thebasisproject.org.uk/directory/regional/)), or your local second-tier support worker.

This toolkit is divided up into sections covering different aspects and stages of project development and management.

Section one provides an introduction to project management – introducing some theory, then gives an overview of developing and managing a project relevant to the unique context of the voluntary sector.

The work begins in section two, which explains how to begin to turn your ideas into reality and the other preparation work you will need to do. We then refer you to the Basis Project's Fundraising toolkit, which should help you get the funding you need to roll out your project.

Sections three and four of this toolkit then look at setting up and managing a project, as well as ways you can review progress.

We look at 'exiting a project' in section five. However, this is something you should consider from the very start and think about on the way so we recommend you read this section now during your planning phase rather than leaving it until you are near the end of your project.

The final section of the toolkit looks at some common problems experienced in projects, and how you might be able to get back on track if things do go wrong.

We believe this toolkit is comprehensive and hope it will help you develop your own projects. A key point to remember during the lifespan of your project is: if in doubt, talk to someone! Talk either to the funder, your local Basis worker (see [www.thebasisproject.org.uk/directory/regional/](http://www.thebasisproject.org.uk/directory/regional/)), or your local second-tier support worker.

Good luck!

## Section one An introduction to Project Management

A number of different activities are called 'projects', from building the Channel Tunnel to creating an IT system, from introducing a quality management system in a local authority to setting up and running an English language course for newly arrived asylum seekers. Typical projects in the Refugee Community Organisation (RCO) sector might include homework clubs for children, holiday play schemes, or a drop in advice service.

Whether it involves producing goods or delivering services, a 'project' tends to have a beginning, middle and end – even if these have been artificially created to make the activities clearer in purpose or more manageable. As such they tend to focus on 'delivering' a specific service or product, or group of related services / products, which result in a defined end point.

It is important for the voluntary sector to understand that funders are often looking for changes to be realised as a result of funding a project, and are often looking for voluntary sector organisations (VCOs), including RCOs, to demonstrate how they will not need funding to provide the same services by the end of the project period.

### 1.1 Project Management theory

There are a number of different approaches to managing projects. Which approach an organisation chooses mainly depends on their preferred style and how they think they can best manage that particular project (and any expected problems). For example, there are:

- 'gated' processes where a Project Board signs off specific pre-agreed stages of development within the project; and
- 'process projects' where the emphasis is on testing out an approach by means of a pilot project and learning from this experience before starting on a bigger project.

Two well-known project management 'brands', promoted by the [Office of Government Commerce](#) (OGC), are [PRINCE2](#) and [Managing Successful Programmes](#) (MSP).

PRINCE2 stands for 'projects in controlled environments'. It was established to help with complex IT projects in environments where everyone is paid and working towards one clearly defined goal.

'Programmes' are a relatively new buzz-word, and MSP has become a leading approach to managing 'programmes', which the OGC describe as being different from 'projects' as "it is their outcomes rather than their outputs that matter". In other words, programmes are primarily focused on what changes they realise, rather than what is produced.

For further information on PRINCE2 and MSP please see the further resources in Section eight of this toolkit.

For particularly complex projects, the software package [MS Project](#) is often used. MS Project helps the project manager manage the project, the project management team to see if they are on track and if not, to understand where the delays are.

## 1.2 Voluntary sector projects

The good news is that smaller projects don't need to be developed to the level of complexity described in the above section. But you can use some of the basic principles and approaches developed by project management specialists to keep on track, in control, and to report on your project and the benefits it is bringing, without having to set up lots of systems and procedures. In fact, if you set up a system that is more complex than it needs to be, there is a danger that you might confuse yourself or your stakeholders and lose the purpose of what you are doing.

However, there are issues specific to the voluntary sector that our public and private sector colleagues may not have to worry about to the same degree. Here are some key considerations:

- Projects in the voluntary sector tend to be less 'controllable' as they often involve volunteers – they aren't always able to make the same level of commitment as contracted staff and it might not be easy to replace them if they leave.
- Voluntary sector projects often aim to reach complex social outcomes which depend on external factors that are beyond the immediate control of those in the RCO (such as a change of government leading to radically different policies).
- Both volunteers and paid staff working in the voluntary sector tend to be very passionate about what they are doing, which means they tend to have a lot of ownership of the issues and want to talk through their preferred direction, aims, and ways of doing things. This tends to add to the time needed to achieve something, as well as leading to disputes which in turn take more time to resolve.
- RCOs and VCOs tend to run new services as projects, and the person managing the project may not have much project management experience, or sometimes not even much office experience. Therefore, time for learning needs to be built in.

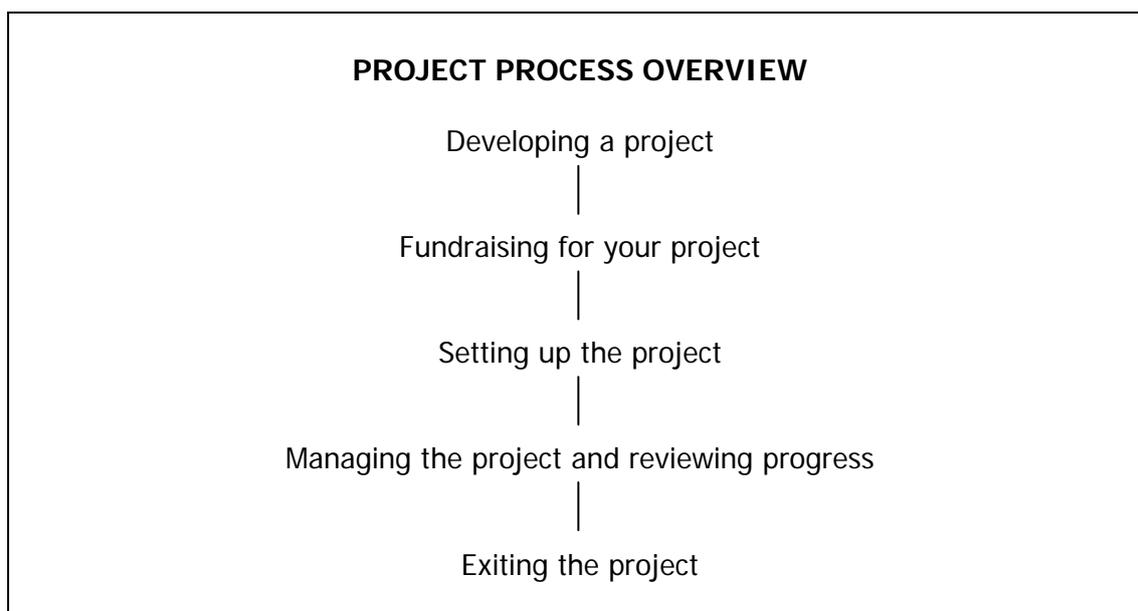
Following private or public sector practice is therefore not always the strongest option. Most voluntary organisations are also very small which means they can operate more informally and respond quickly to new problems and developments around them. This flexibility and dynamism is a very strong advantage. Consider the difference between how you work and how a multi-national organisation works, for example. In a multi-national company, 100,000 people might need to be informed of a key change in how they work. And doing this can be a big job in itself. A voluntary organisation, however, is more likely to be able to talk to its staff and volunteers about such a change, and answer any questions, over coffee.

## 1.3 Project Management approach to be used in this Toolkit

No methodology can guarantee a successful project – creating and managing any piece of work requires creativity, determination, perseverance, the ability to think

about issues and to see opportunities and problems coming, as well as a strong ability to deal with change. Working together, and looking after each other as a team, is important for both celebrating your successes together and for when you hit difficulties. Focusing on what you are trying to achieve together can provide the glue that keeps you all together in difficult times.

We have tried to keep the toolkit as simple as possible, and present below a model that we think covers the key areas that you will need to work through to develop a comprehensive project plan.



### **Note about 'chasing funding'**

The funder you are approaching for funding your project may tell you what they need to know about the project and in what format. It is good practice to develop your project plan independently before you think specifically about how one funder wants you to present yourself (otherwise there is a danger you will be led too heavily by the funder's interests and not by the people you want to help or by your own approach to doing things – something known as 'chasing funding').

If you are getting stuck or are worried about having to present your application to a different funder in a completely different way, then prepare to answer the questions on their funding application forms at the same time as going through the planning process for your project.

A key purpose of planning and developing a project is to try and ensure that as few problems as possible arise when you start delivering the project. And planning with your beneficiaries (people who benefit from the service you'll deliver), rather than the funder, in mind should make your project stronger.

## Section two    Developing a project

*This section is the biggest and most demanding in the toolkit. This is because a well-run project tends to need 70% of the effort spent on planning it and just 30% on delivering it!*

This section explains what kind of questions you will need to ask and work on in order to decide what project to develop, and then how to develop that project. INTRAC (International NGO Training and Research Centre), the Management Centre of the Mediterranean and NGO Support Centre (abbreviated to INTRAC/MC-MED/NGO-SC for the rest of the toolkit) have developed some very practical tools and exercises which can help you with your project planning – whether it is just a few people planning together or if you want to involve your community as a whole. Please see the further resources in Section 8 for the links.

### 2.1 Stakeholders

The term 'stakeholder' refers to people who are likely to be affected by (or have a 'stake') in your work. This can include people in the wider community who might be affected, as well as those you are planning to help directly. Typically, stakeholders include service users (or beneficiaries), partner agencies, local authority contacts, as well as community members.

You will therefore first need to decide who to involve in planning your project. This depends on your preferred approach and individual capacity as well as on 'best practice' recommendations. For example, you could consult a partner agency on completed ideas or involve service users in identifying the needs of the community and developing solutions. Key to this is working both within your 'comfort zone' of expertise as well as working with your own style (to make sure you are going to get what you need from the situation). Some people prefer to develop ideas with only a few people; others prefer to ask a wider range of people and service providers for their input. But effectively managing input from a range of people does tend to make projects stronger.

If you are going to need the support of others to deliver the project or to help you 'network' in the community (either the whole community, or individuals within it) then getting them to input and help shape your project may foster more support for the project in the future. The people you involve in the planning can also become informal advocates of the project in the wider community, helping with referrals or informing others of the importance of your project. If you cannot deliver your project without the support of others (and they are not being paid to help you), then you will need to consult them to ensure they can support you.

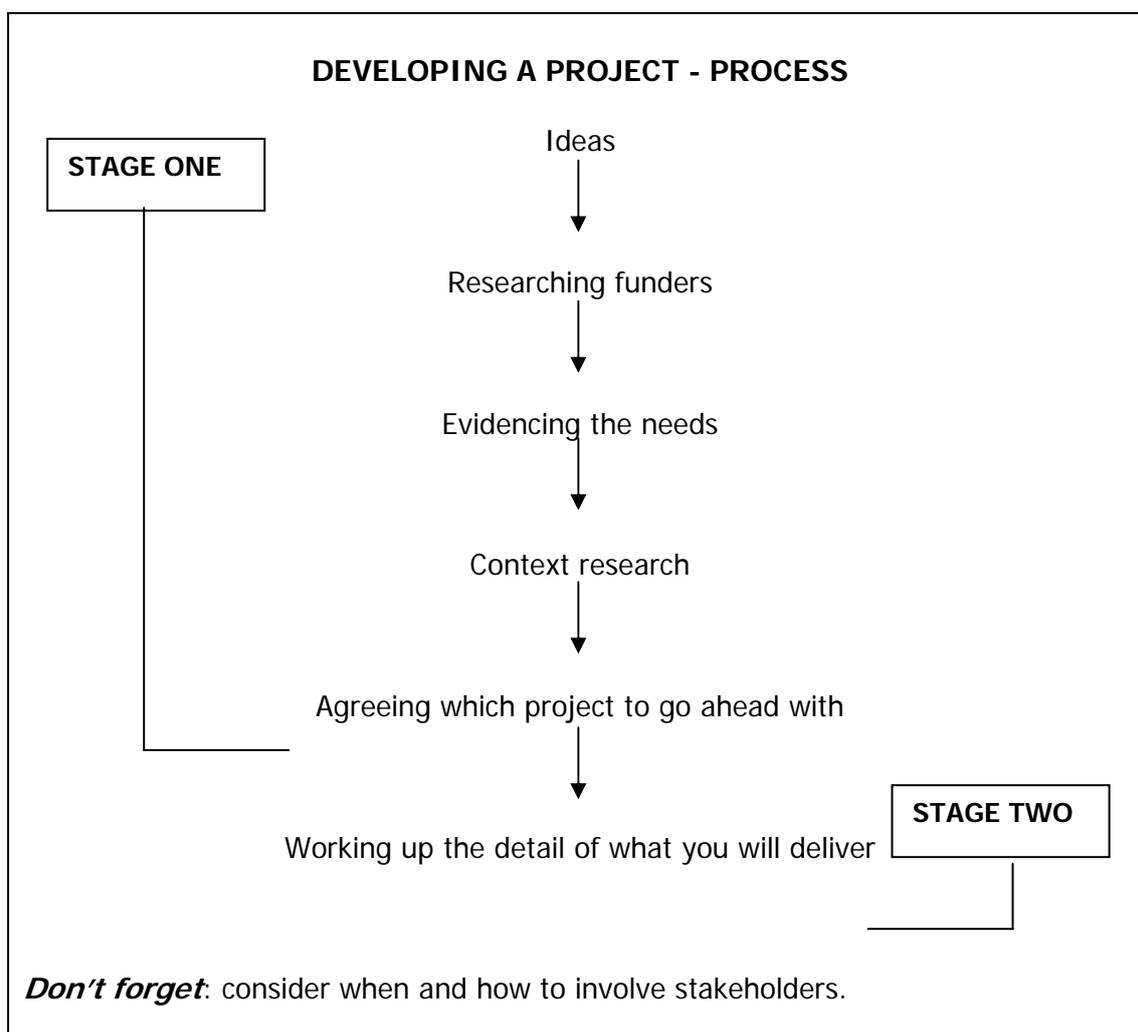
When asking others for their input it is vital that you listen. Wherever it makes sense to the overall aim of the project, you should integrate others' feedback in your planning so they can see their input was valued. When someone makes a suggestion that you do not agree with, and you think the point might be important to the person – tactfully explain why you aren't going to change your approach. This will let your stakeholders know you've listened, which may encourage them to value and support the project as it gets under way. And by demonstrating a participatory approach, people are more likely to engage with you the next time you want their opinions.

Whatever you do, please don't ask for others' input if you aren't prepared to change your plans or approach as a result!

In terms of practicalities, have you considered a wide range of stakeholders? Both women and men for example? Children and older people?

## 2.2 Developing a project

There are a number of ways to develop a project. Below we've outlined an easy-to-follow method which should give you the results you need to deliver your project. The process has been broken down into two major stages: Stage One focuses on the 'overall' project; Stage Two is more focused on what, how and who will be involved.



### STAGE ONE

#### 2.2.1 Ideas

Most projects emerge to address a need that has been identified. And a lot of organisations start off with a number of good ideas for projects that they think would help address the need.

In order to generate ideas, sit down together and write down all your different – and wildest – ideas to get them onto paper. There is no need to ‘censor’ yourself or others at this stage – this is the time to be really creative with your ideas. Once you have done this, pick four or five key ideas to explore further. They should be the ones that are likely to have widespread support in the community, and are also innovative in some way. (Funders often prefer innovative projects, and don’t tend to fund ‘business as usual’.)

The most critical thing is to make sure you capture why you are particularly interested in these ideas – what problem are you trying to address? How will this idea solve the problem, and what outcomes and benefits do you envisage coming from each of them?

You should also check that the ideas fit with your organisation’s overall direction. And if they don’t, is it important enough to go back a step and change your organisation’s overall direction? Funders will want to see how the project you decide on in the end builds on what you are already doing as an organisation, or, if your organisation is new, how it meets the needs you want to address.

If you want further support for carrying out some strategic planning as an organisation, the National Council for Voluntary Organisations (NCVO) have produced useful strategic planning guidance. Please see the ‘strategic planning’ link in the further resources section.

### **2.2.2 Researching funders**

*(You can skip this stage if you don’t need to fundraise.)*

Once you have come up with some initial ideas, you can start to research whether there are funders who might be interested in funding projects you develop. [Funderfinder](#) or [Grants Online](#) (either of which you may be able to access through your local second-tier support organisation) and [Funding Central](#) are useful sources of information.

To help narrow down potential funders, you will need to think about what category your work falls into and estimate what the project will cost overall. This is preliminary research to help you identify the likelihood for funding before investing a lot of time and energy in planning a project. If you’ve not delivered a project before, it is a good idea to start small as funders tend to want to see a track record of delivery before handing over lots of money, and the project is more likely to succeed.

### **2.2.3 Evidencing the needs**

You will then need to demonstrate to others **why** your project needs to happen. It’s easy to underestimate the competition for funding – funders receive many more applications than they can support. Sometimes only a small number of applications are successful, and even the most perfect, exciting and relevant proposals can be rejected as there just isn’t enough money to fund everything.

Typically, funders will reject projects that don’t fit into their criteria or do not fall into their priority areas. Funders want projects that are going to help and bring long-term benefits to the people or whose causes they have identified as their priority. So you

will need to convince a funder that your project addresses the needs they see as a priority.

The [Basis Project Fundraising toolkit](#) on the Basis Project website lists some ways of evidencing the needs (see section five on identifying and demonstrating need).

At this stage you can collect baseline data (in other words, evidence of what the situation is now) that will enable you to demonstrate the benefits your project is bringing once it is up and running (by collecting data in the same areas once your project is running, and comparing this to the original data). This might be, for example, the percentage of people suffering from depression, a drop in unemployment in a community, or the number of teenage pregnancies and so on. It is important to choose areas to monitor that you will be able to influence through your project, and won't be too influenced by events which are outside your control.

#### **2.2.4 Context research**

Next you'll need to explore who else (if anyone) is delivering the kind of project that you want to deliver, or might be better placed to deliver it. You can find this out by networking in your area and talking to your contacts. If you want to find out if something similar is happening in the wider local voluntary sector, you could talk to someone at your local second-tier support organisation.

Funders don't tend to fund agencies that work in isolation or are duplicating work. If you know you need to deliver a new service in a community, then you will need to demonstrate knowledge of other services being provided in a community and explain how you would complement these – a key strength, that Refugee Community Organisations (RCOs) often have, is links into communities which the mainstream voluntary sector doesn't. Funders will also want assurances that the organisation that is planning to deliver the service has the skills and experience to do so.

Funders will often be impressed if you want to work in partnership with others to deliver the service. With the changing economic climate, this is becoming more and more important for the voluntary sector. If you work in partnership with another organisation, it can also take your work to a new audience and so build your reputation. It can also give you the opportunity to learn from other organisations. The boundaries around your partnership will need to be worked out in advance. NCVO have produced comprehensive guidance around working in partnership (see further resources section towards the end of this toolkit).

#### **2.2.5 Agreeing which project to go ahead with**

Once you have explored potential funding and investigated which organisations are carrying out similar work, you will need to agree which project idea (or ideas) to fully develop.

Someone will need to prepare the evidence you have gathered and present this, so that you can discuss and agree. Be clear about what each of your options would lead to and the benefits that each of them would bring to the community. It is important that the person facilitating is open to ideas and preferences coming from the group, and does not already have strong views on what project they want the group to do.

In their 'Project Management 2' toolkit INTRAC/MC-MED/NGO-SC provide some very good tips on how to run 'focus groups' that you could adapt to fit with what you need from this session (see the further resources in Section eight for further information).

### Some things to consider...

Your RCO should:

- assess the contribution of each project to its organisational strategy (however, flexibility may be considered)
- decide which projects will be taken on that the organisation can realistically do and do well
- make sure that the project will be delivered to time, within budget, and to the quality required.

It is preferable for projects to be 'owned' by organisations otherwise they are often dependent on one individual. What would your RCO do if the person delivering it wanted to leave? Make sure that your plan addresses this!

At the meeting, someone should minute the key points discussed so that you have a record of why the project chosen was thought to be the most important and realistic. Participants should understand and agree how the chosen project addresses the identified needs and what outcomes and benefits you envisage you will deliver through it. Be critical of yourselves – make sure you know you can deliver these plans.

The following table might be useful for capturing your decision-making.

<b>Problem or needs assessment</b>	<b>What are the reasons for the problem</b>	<b>Possible solution (what you want to do)</b>	<b>Possible outputs / activities</b>	<b>Possible outcomes / expected changes</b>	<b>How will you know your project is working? (Qualitative / quantitative indicators)</b>	<b>How will you monitor this?</b>
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You may have some ideas for the last two columns, if not yet you may want to fill these in once you have read the rest of Section two of this toolkit.

## EXERCISE

Before moving on to the next stage, we recommend you write up your work so far into a project summary, which you can also use for fundraising applications.

1. Summary
2. Background
3. Case for support
  - 3.1 Fit with overall organisation's plans
  - 3.2 Needs analysis
  - 3.3 Approach and justification for this approach
  - 3.4 Measurable outcomes / benefits
  - 3.5 Non-measurable outcomes / benefits

**Appendix 1 has been developed as a template to help you do this, and has further guidance notes on each of these areas**

## STAGE TWO

### Working up the detail of what you will deliver...

Now that you have decided what you want to do, and have some strong evidence as to why this work is really important, you can start to think through some of the details of your project proposal, and capture and present this on paper.

It is likely that some parts of this stage can be delegated to a smaller group, for one or two people to take forward, as it is more about the 'nitty gritty' of how things will be done. It is important, however, that those who will be responsible (the organisation's Board of Trustees / Directors / Management Committee (MC)), do check and agree with the detailed plans. It is also really important that the plans you develop are realistic and achievable. If you aren't sure about costs, for example, don't guess – ask someone who will know or find a way to find out.

This stage has eight key areas to work up – a checklist and further guidance on each of these can be found in Appendix 2. In this section, we list key considerations, and ways to get started in these areas.

#### **2.2.6 People: project management and governance; expertise, stakeholders and beneficiaries**

##### ***Project Management and Project Governance***

You will need to decide who is going to be responsible for leading on the delivery of the project, and who is going to oversee the project's delivery and make sure it stays on track. These different roles are normally sub-divided into 'project manager' – the person who is going to report on the project being delivered – and 'project board' or another governance role – the group of people responsible for making sure it happens and accountable to the funders if the project fails. It is important that the 'project board' takes its role very seriously, and is satisfied that the project is being delivered in line with the RCO's commitments to the funder and/or community. A

board will normally bring more than this to the project, including, for example, a community perspective or an outside strategic view, which can be extremely helpful at times when the delivery team are too close to delivery to analyse the wider environment.

It is standard practice in the UK for one person act as the Coordinator / Project Manager and to lead on the delivery of the overall project, no matter how big the delivery team. This means there is one person whom the Board can hold accountable if something doesn't get done (although please remember that the Coordinator or Project Manager needs to get the support and authority to make the project happen!) If two people are responsible, then you can get a lack of clarity and different expectations from each, which could lead to tensions and therefore unnecessary difficulties.

It is quite common to have a number of project managers reporting and working to an overall Coordinator or Chief Executive, who then reports on all the projects to the Management Committee / Board of Trustees / Directors. A key consideration, however, is to ensure that roles and responsibilities are clear to everyone.

### ***Expertise, stakeholders and beneficiaries***

To secure funding, you may need to demonstrate that those who will deliver and oversee the project have the skills to do so. You can explain to the funder what skills your management committee has that will enable your RCO to oversee the project and help guide its development. You can also explain what skills and experience those who will be delivering bring with them – provided you already know who they are. Most importantly, you as an RCO will also need to be convinced, in order to ensure you aren't setting yourself up for future difficulties.

How you intend to involve your stakeholders and beneficiaries should be something you can build on from the work you did earlier in the process. How do you need or want them to be involved as you move into delivering your project?

### **2.2.7 Deliverables and activities**

Activities are the things you are going to do to realise your outcomes (and, therefore, the benefits to the community). There needs to be a logical link between your activities and outcomes – it should be clear that your actions will lead to the outcomes you desire.

Developing activities is an important stage and it is worth checking your plans with a few people – as assumptions are often made about how one thing can lead on to another. The important thing about this stage is to keep focused on the bigger picture. When developing activities it's also a good idea to build in some flexibility to allow for changes that might be needed in the future.

Deliverables are anything that is a 'tangible' result of your work such as producing four newsletters a year, or running five training events.

Make sure your targets are 'SMART', meaning:

- Specific
- Measurable

- Achievable
- Realistic and
- Time-bound

### *Example*

In the Basis Project we work to outcomes and milestones, which is similar to the relationship between outcomes and deliverables.

One of our outcomes reads like this:

**500 individuals are given opportunities to develop their skills and improve their understanding of key infrastructure issues.**

And we are committed to realising this outcome by means of the following 'milestones':

**Milestone 1: 450 RCO members engage with Basis Project process, either attending training on infrastructure areas or engaging with Organisational Development Officers on a 1:1 level around infrastructure development support.**

**Milestone 2: 50 individuals from RCOs are engaged with the peer-to-peer programme: 25 in 2009/10 and 25 in 2010/11.**

If, for any reason, we didn't realise our outcome through this activity, we would need to explain that to the funder.

### **Note about objectives and other key terms**

Some funders might talk about objectives – these are commonly thought of as the ways in which you will reach your outcomes. Please see the glossary towards the end of this toolkit for a definition of objectives and other key terms such as outcomes and activities.

Please see the link for strategic planning guidance in the Section eight of the toolkit for further help in this area.

### **2.2.8 Outline plan**

To deliver your project you will need to come up with a 'plan' for delivery. To do this you need to think through the key activities you will need to do in order to get it up and running, as well as what you will need to do to deliver the project.

At this stage it doesn't need to be very detailed – you only need an 'outline' plan. If you aren't sure how long things are going to take, talk to someone with experience so that they can help with this. And, as a general rule, build in a lot of extra time (also known as contingency). Things can go to plan, but more often than not, they don't.

You can choose a number of ways to present your plan. Either a simple 'month 1, month 2, month 3, etc' list where you detail what you are going to achieve in each month. Or you can develop another system. Two frequently used systems in project management are 'gates' and Gantt Charts.

### ***Gates***

Processes that use 'gates' are a good way of setting up a project when there are so many variables that you don't think it is sensible to commit to specific timescales for each development.

The idea is that you develop the project with a series of activities that the delivery team can manage independently. Then there are key stages which the project board signs off, in order for the delivery team to move on to the next stage (in other words, the team goes through the gate from one stage to another).

The advantage of this approach is that the roles of delivery team and the purpose of governance is clear; the project board has an opportunity to scrutinise the progress being made by the delivery team but does not get drawn into all the details of delivery 'accidentally'!

It is also a very useful system when volunteers are important to development or delivery of the project – as it isn't time-bound, it is more flexible.

### ***Example***

A number of community groups and public services wanted to find out what the local community's biggest concerns were, and to do something to address these. They formed a working group (WG) and appointed a worker to lead on the project. The WG were overseeing the project and wanted to get information, understand the issues and contribute to the solutions, but could only meet once a month.

The worker therefore developed a 'gated' system for the project to work to, and the WG appointed one person from the WG to guide and support the worker on a day-to-day basis. The plan looked like this:

#### ***Project outline, November 2006***

Activity:           - Develop project plan including clarity on roles at each stage;  
                          - Develop plan for engagement including scope, timescales,  
                          engagement techniques including for hard-to-reach communities.

**Gate 1:           Present and get agreement on the plan for engagement from  
                          the WG (planned review date: January 2007)**

Activity: - Roll out plan, present progress reports to WG monthly explaining and getting sign off on any major changes to the agreed approach. Write up findings. Undertake background research to support possible recommendations.

**Gate 2: Report on findings to WG, and provide any recommendations for action** (Planned review date: September 2007)

Activity: - WG to consider and discuss findings. Decide on next steps, whether this is action or further research.  
- Worker to develop action plan.

**Gate 3: WG agree action plan** (Planned review date: October 2007)

Activity: - Project is closed.  
- Action plan is implemented.

Be aware of restrictions you may be under from beneficiaries, a funder or other stakeholders to deliver the project within a specific timescale – good time-keeping is often thought of as an important part of professionalism in the UK. You may also decide to give yourself some time restrictions – it can take a lot of self-motivation to keep up the pace if you have no external pressure.

### ***Gantt charts***

Gantt charts are a way of mapping out delivery of specific parts of the project in time, to make sure the connection and interdependencies can be seen and understood. This is a good way to manage a project in which a few people are contributing to its delivery because they can see how their individual tasks feed into and are dependent on each others' progress. So if, for example, Hussein from the publications team knows that Mani, the writer of an article, hasn't been able to do the key interview, then he can see in advance that he is going to need to adjust when he is going to finish the newsletter. And hopefully can juggle his other tasks around this.

People tend to underestimate the amount of time it takes to do things. When you are passionate about something there can also be a strong will to 'committing high'. We recommend that you don't commit to something if you aren't sure that you can deliver. While you need to remain competitive, it is perhaps better to 'under promise and over deliver'.

### ***Project learning***

It is good practice to build in time for learning – this is often important to keep your volunteers / paid staff motivated and progressing well.

In some projects, there can also be an organisational benefit, and a benefit to the sector and your funder, if you manage your learning well. Best practice is to focus on learning lessons from the work that is carried out to inform future developments. Unfortunately, however, there is still a strong tendency in the voluntary sector to demonstrate 'value for money' by doing a lot – and sometimes there isn't the capacity to look at lessons being learnt, and analyse and provide new intelligence to

funders. If you want to focus on learning, you should demonstrate the value this would add to the project so that the extra cost (of staff time) can be built into the project, rather than it being something you expect your team to do as an 'extra'.

If you are interested in using and sharing your learning, then talk to your potential funders about it. Whether it is something they will be interested in, will depend on their interests.

### 2.2.9 Budget and financial case

To deliver your plan you will need to know how much it is going to cost. If you have no idea, find support in this area. Funders tend to spot wild cost estimates, and they might well reason that if your budget is unrealistic, your project plan might be too. You need to get it right for yourself too, because, if you don't, you are potentially setting yourself up to fail.

To develop your budget you need to think through every activity in detail. If, for example, you are organising an event, you should include everything in your budget such as paper, a print cartridge, postage costs for mail-outs, your travel costs for checking out different venues, and so on. If you work through everything that needs to happen either by yourself or with someone, then you should be able to remember most things.

Budgets can often include some contingency – either within each line of your budget, or as a line in itself (although check with your potential funder, as they do have different preferences).

Funders will often contribute to 'core costs' (also known as 'indirect costs'). This is money that is needed to support the project, but not spent on the project directly – management costs or office costs for example. It is important that you create these figures from 'real' costs so that you can demonstrate what you need all of the money for. It is also better if you can show that you are being prudent about what you need.

In terms of working out what to charge the project you are fundraising for, a lot of organisations simply divide all their overhead costs between all of their projects on a 'per worker' ratio. A good tip is that whatever costs you can charge 'directly' to a project should not go into indirect costs. If, for example, you only use a phone for a specific project that could be a direct cost rather than an indirect cost.

When working out core costs, every RCO and VCO needs to give themselves enough money to deliver without damaging or overstressing themselves, whilst being a realistic option for the funder. This can be a tricky area, and if you can you should check funders' expectations in advance of developing a full bid, so you are aware of their expectations and know you can fit with this. Some funders won't fund core costs over a certain percentage of the entire bid but most are open to hear what you require. It is important that you know what you can deliver for what amount of money.

Funders themselves are often under extreme pressure to deliver to others' high expectations. (Local authorities, for example, often need to make savings each year

and report results to central government.) So don't be too aggrieved with them personally! Be aware that for funders it is most helpful to them if you (or any RCO / VCO) can get good results for little money. This means that although they may be looking to reach out to your community, they are also looking for efficient and effective organisations. See the link to 'full-cost recovery' in the further resources section for more help in this area.

A budget for a project application could include the following:

	2010 – 11	2011 – 12	2012 – 13
<b>Income</b>			
XX funder			
Membership fees			
Donations			
<b>Total income</b>			
<b>Expenditure</b>			
Staff costs (include National Insurance, tax, pension contribution)			
Staff and volunteer training			
Staff and volunteer travel and subsistence			
Events			
Publications			
Core / indirect costs			
Contingency			
<b>Total expenditure</b>			

See section four of the Basis Project's Financial Management toolkit for more information on developing budgets.

### 2.2.10 Exit strategy

This is likely to be an area the whole team will need to discuss. Think about what, realistically, will happen to your project at the end of this funding period, as funders normally won't want to fund something that is just going to stop when the funding stops.

At this stage you only need to explain your ideas around options that will be open to you at the end of your project, and why. Often this means either that you plan your services so you won't be needed by the end of the project (perhaps by either training others to deal with the issue or by tackling the problem effectively), or you know you will be able to get funding from another source..

You will need to demonstrate to the funder how what you are asking them to fund will make a difference while it's running, and how it will make a difference in the long term too.

## 2.2.11 Monitoring and evaluation, key performance indicators and quality control

You don't need to develop all three of these areas. You will need to develop some sensible and manageable systems which will provide evidence that the work has been completed, and to a good standard (for you and for your funder). Ideally they would also give you feedback on changes in the environment and lessons being learned in the project, so that you can gather ideas on where to go next.

### ***Monitoring and evaluation***

At its most basic level 'monitoring and evaluation' assesses and shows in a tangible way whether you have delivered what you said you were going to deliver.

Monitoring is the way in which you collect data about the services you have delivered, and feedback from service users on how successful they felt they were (an example is the feedback sheet you fill in after you've taken part in a training session).

Evaluation is the process by which you analyse what you have achieved — if done well it can help you decide what you might do next.

To decide how to monitor and evaluate you need to check what you have said you will do in this area with your funder. If you haven't committed to anything, check whether the funder has any particular requirements.

A good monitoring system should address how you can make good use of feedback to:

- improve your service delivery / project; and
- inform what you develop next (for example help identify emerging needs and priorities in your community).

It should also be easy to manage – giving clear and useful information.

When developing your system get a few different people to look at the questions you are asking and talk it through with them. People often interpret questions in unexpected ways, so the clearer and more exact you can be, the more useful the information you collect will be.

The [Charities Evaluation Service](#) (CES) has developed useful resources on monitoring and evaluation. Please see the 'monitoring and evaluation' link in the further resources section. Of particular interest may be the 'First steps in monitoring and evaluation' document.

### ***Key performance indicators***

Key performance indicators are a way of assessing performance by picking on a few key areas and coming up with indicators that tell you whether or not that area is being delivered well or not.

They can be developed at different levels: from individual performance to whole project performance.

### ***Quality control***

Quality control is a key issue in traditional project management. In the voluntary sector, however, it does not often have such a clear connection to specific projects where the 'framework for delivery' is often more focused on working to and being responsive to the beneficiaries and funder. In the voluntary sector, quality is usually dealt with at an organisational level.

Most funders will be impressed by any project that makes use of a quality system. A number of quality assurance systems are in widespread use in the voluntary sector including [POASSO](#).

### **2.2.12 Risk analysis**

At this stage, you will just need to discuss and agree what you feel the key risks you face are likely to be. These will develop over time, but it is important to start the project with an understanding of areas where you need to be careful.

These could be internal risks (example one: the project worker leaving) or external risks (example two: a change of administration in the local authority might mean withdrawal of funding). Risk analysis outlines the steps you will take to overcome the risk or minimise the impact of the risk (example one: the project worker is well supervised, and communicates regularly with the team to ensure everyone is aware of the key issues; example two: working with the local opposition party to help them understand the importance of our work, and influence their policies).

A table to help you identify and plan to manage risks can be found in Appendix 2 of this toolkit.

### **2.2.13 Exclusions and assumptions**

For bigger projects, being clear about what you are not going to do, as well as what you are doing, will be really useful for you and your delivery team. This can stop ambiguities arising when delivery starts. It can be much harder to say 'no' to someone or something when it isn't clear in advance that it should be a 'no'. But this might be the only way to stay on track and keep delivering on your key priorities. Smaller projects might not need this level of detail.

## **EXERCISE**

Before moving on to the next stage, we recommend you write up your progress into a summary to use for fundraising applications.

### **Detailed project description**

1. People: governance and management, expertise / experience, stakeholders and beneficiaries
2. Objectives and activities
3. Main deliverables
4. Outline plan
5. Budget and financial case
6. Exit strategy
7. Monitoring and evaluation / key performance indicators and quality control
8. Risk analysis
9. Scope / reach: exclusions and assumptions

**Appendix 2 has been developed as a template to help you do this, and has further guidance notes on each of these areas**

**The next stage is to fundraise for your project.**

**Please see the Basis Project's Fundraising toolkit, and in particular section six for tips on making a good application.**

[www.thebasisproject.org.uk/toolkit/fundraising/](http://www.thebasisproject.org.uk/toolkit/fundraising/)

## Section three Setting up a project

Whether you set up the project with others who will be working on the project, or get the basics in place without them will depend on your specific circumstances. There are benefits and drawbacks to both approaches.

### 3.1 Decision-making and delegation, working together

Ideally it is best to make the important decisions together and delegate the less important decisions to individuals. This way everyone has some independence and a degree of control over their work and you can make sure that you can handle the amount of work you collectively need to get through. You may decide that it is not efficient use of funding to have everyone contributing to a decision about the colour of the staplers, for example!

You need to decide what decisions you should take together, and what can be delegated. If you are not sure, decide if doing a particular bit of work together is a priority in terms of what you are really trying to achieve. It is also worth thinking about which decisions would most benefit from an input of different views or the input of a specific group.

If you are putting a new team together, it is important to build time in for this. Some new teams just 'click'. Other teams include people with very different viewpoints so you need time to uncover and work through the different assumptions and to develop understandings. Sometimes a team that has just 'clicked', can realise after a few months that they don't understand each other so well anymore, and need to refresh their relationships.

### 3.2 Setting up an office

We assume here that you have a basic office system in place such as a filing system, a place to work and so on. If you do want some support in this area please see [www.londonofficespace.com/settingupanoffice.html](http://www.londonofficespace.com/settingupanoffice.html). There are other considerations you can take into account when you are setting up and managing an office, including sharing back office functions (including photocopiers or payroll support) and ways of 'greening' your business.

### 3.3 Setting up reviewing and learning systems

You will have set out your commitments to monitoring and evaluation when you prepared your project plan. Here is where you develop how you will implement that. It is a good idea to keep this area as simple as possible. You may also want to think through additional ways that you want to review and learn within your project and set these methods up.

#### 3.3.1 Consultation mechanisms

Consultation is the process by which you get other people's input on either your performance and/or your direction. Key stages to do this are during the set-up and

review periods, but you might want to make the most of your 'natural' opportunities too (for example, a community event).

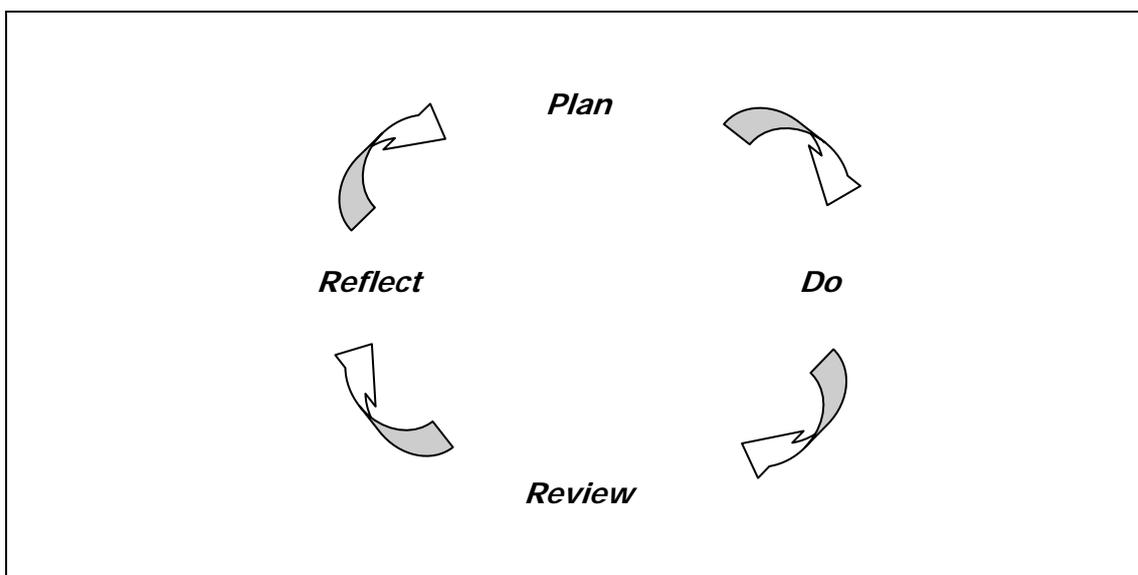
It's important to focus on what you really want to find out so phrase your questions carefully and keep the whole process as simple as you can.

### 3.3.2 Plan–Do–Review–Reflect cycle

There is a well-known management tool that works as a cycle and contains the following stages of development: *plan – do – review – reflect*. The idea is that first you work out (plan) how you will deliver; you then do it; you then review how well it went in practice (identifying any shortfalls); you then reflect on what you have learnt.

You then use this information to plan how you will do it next time, before doing it again, and reviewing and reflecting again, and so on.

You can use this tool to review and reflect on any aspect of your project. You can do this on your own or in a group.



INTRAC/MC-MED/NGO-SC have developed a more comprehensive planning cycle that goes into more detail around how to most effectively review, reflect and so on. See the INTRAC 'Project Management toolkit 2' link in the further resources section for more information.

## Section four Managing a project and reviewing progress

### 4.1 Trade-offs in project management

With a lot of projects it is possible to spend all your time just making sure every project tool is put into place and used, rather than actually achieving anything with your beneficiaries.

As such, you may need to think about what your priorities are, and be prepared to prioritise in order to ensure you are successful overall. It is a good idea to discuss your priorities before an emergency arises, so that you have some understanding of where you are all coming from.

This process is commonly known as 'trading-off', and the three key areas you need to balance are:

- Time
- Cost
- Quality

Trade-offs arise naturally to some people through a good understanding of their circumstances. It is really important that you are aware of the biggest risks to your project and that you focus on dealing with these as your number one priority. You may therefore want to talk through your analysis of the risks and their causes frequently in the earlier days of your project, in a way that you won't need to later on.

Trade-offs should be informed by this risk analysis and not by one person's style or preferred way of working. It is good practice to adapt your style to fit with the needs of your situation.

### 4.2 Human resource management

This is an area of expertise in itself, and if you are planning to either engage volunteers or employ staff, you will need to understand relevant UK laws and brush up on the latest thinking around good practice. The aim of good practice in human resource management is to help ensure your staff and/or volunteers are able to do their jobs well and that they feel rewarded in their roles.

Different people are rewarded by different things. Being able to help them feel rewarded whilst ensuring that the organisation reaches its goals is often thought of as good practice. Apart from staff feeling rewarded, there are also other organisational benefits to this which includes staff staying longer in their roles (and so performing effectively for you for longer), staff being more highly motivated (so achieving more on a day to day basis), and enabling the organisation to attract other high calibre staff as you develop a good reputation as an employer.

To ensure RCOs don't feel overwhelmed by the tasks involved in becoming an employer, it needs to be pointed out that this is best practice, and something to which the majority of employers in the UK still aspire.

Managing people in a project is more complicated if you don't line manage them. Important to 'project managing' people is mutual respect and an open, communicative relationship together with a mechanism for resolving differences of opinion (on priorities for their work, for example). This can usually be resolved by the project manager, project worker and the project worker's line manager having a conversation about the issue.

### **4.3 Budget management**

You will have set your project budget during the set-up phase. What you need to do now is:

- Make sure you understand what the funder expects from you in terms of reporting financially. Some funders will hold a 'set-up' meeting with organisations so they can explain their expectations. Follow their lead but don't be afraid to ask questions so you know what they expect from you - it's important you understand their expectations.
- Make sure you know what your organisation needs you to do to operate legally and what systems you will need to fit into (for example keeping receipts and filling in expenses forms, through to using their financial monitoring system, and doing end-of-year reports and accruals).
- If you 'delegate' responsibility for any part of the budget make sure the rules the funder gives you are understood and adhered to.
- Keep an eye on expenditure and make sure you aren't going over budget – if you are and you can't see a way round talk about it to your manager / the Board / whoever is the right person. Openness about money is important so don't hide a problem!

### **4.4 Monitoring and evaluation, quality management and learning**

You will have set up your system(s) in the development phase. Now you need to roll it out and keep going with it. Many organisations tend to focus on the 'doing' (as this needs to happen) and to let other areas, such as monitoring, slip – this is particularly true at the start of projects when things are always busier than anyone ever expected.

If it gets dropped, pick it up again as soon as you can. If the system is too complicated, make it easier. It's fine to start with the basics and then see what more capacity you have.

## Section five Exiting a project

### 5.1 Exit and future bids

You should consider your exit strategy at the bid writing stage and review this when you start the project. The most critical time for you to develop concrete ways forward is between a year and two years before the end of your project (as it can take up to two years to fundraise for a project). If you had only have two years' funding, this may not be practical but do think about this area well in advance.

Areas to consider when it comes to planning your exit include:

- What the environment will be like (for example a new organisation providing similar services, less funding for your area from the local authority, increased number of asylum seekers moving into your area)
- How your project has changed the environment, and what the 'new' needs of your target groups are

If you build evidence for what the needs are and what you need to do next to serve your target group, then you are building up your case for support which should help with fundraising next time.

Unless you are happy to stop delivering services, don't leave it to the last minute. It is often easier for your RCO to keep going rather than having to stop and start again. Also, you might need to recruit and train up new people if you've had a break.

Due to their commitments, staff might need to start looking for new jobs well in advance of the end of the original project. Show them that you are a committed employer, focused on retaining them. Even if your bids aren't succeeding, keep telling your staff about them so that they can appreciate the effort you are making and make informed decisions about their futures.

### 5.2 Finishing your project

From an RCO's point of view finishing and exiting a project is a critical stage to ensure that lessons learned by those working on the project are incorporated into the organisation and to help it move forward more strongly.

Tasks that could be carried out include exit interviews where you can ask the worker about what they have learned and any recommendations from them, a meeting to 'hand over' the work, and handover notes from all people in the project team. Exit interviews in particular are a good way of ensuring the intelligence built up by the team is retained (though much of this would have become known when developing future bids if you decided to do this). Practical issues that organisations face include a lack of staff capacity to work on this area, and no one assuming ownership to ensure lessons are incorporated.

## Section six      **What to do when things don't go to plan – common problems faced and possible solutions**

### *“We can't deliver as we expected to be able to”*

This often happens, so don't think you are the only project this has happened to. Think now of the options open to you and what you can do to get back on track or to re-work the project. (Are there other people that could help who you hadn't thought of before?)

If it's not possible to get the project back on track, then gather data on the reasons why. (Perhaps the circumstances have changed so much it doesn't make sense and another approach would be stronger.)

Your funder doesn't want you to fail, so see if you can negotiate changes with them. If you can, you should:

- Be open about why things are different to when you put in the bid (in other words, why you couldn't have predicted needing to make changes).
- If you want to deliver less in one area, try to make sure your new proposal will deliver more in another area.
- Try to make sure any changes won't change the impact you have been funded to make.

They may be restricted in what changes they can make, but this is likely to help them if they can keep funding you.

If you are going back to the funder, you must be prepared for them to say 'no'. They may not be able to change your agreement, or may not want to, and you need to decide in advance what you will do if this is the case.

If they can't help, and you can't deliver what they want, then you may need to agree to end the project early. Make sure you know the funders' expectations regarding the money you have already spent before you agree to end the project.

Finally, try not to be too upset if it does end despite your best efforts – you can be sure everyone will have learned a lot and will do things differently next time.

### *“We have under-estimated costs”*

Your first port of call should be for you to look for other sources. Could you put on a fundraising event? Or ask members and supporters for donations? Do you have 'unrestricted' funding you could use? How can you cut back on expenditure?

If you really have no other options, you could try going back to your funder. Rather than ask for more money, you should explain what you can do with the money you have and see if you can re-negotiate your targets so that you can keep going.

You need to be aware, however, that they are unlikely to be impressed by this, and you need to decide what you would do if they said 'no'. Would you then have to shut down your project?

Talk informally with your main contact about your situation before developing your final proposal so you have a better understanding of where you stand. They might have no flexibility to help but, on the other hand, they might welcome you being open about the problems you are facing. It is important to talk to them as soon as you can see you have a problem – they will prefer to be treated and involved as partners.

***“We have over-estimated costs”***

Your contract agreement(s) should specify what you need to do in this situation. If it doesn't, you should explain you have underspent to your funder, and offer to give it back to them. You could at the same time, however, suggest alternative ways you could use it and how much further this will help you help your beneficiaries.

## Section seven Glossary of project management terms

Activity/ies	The things you will do as part of your project (for example, events, training courses, advice sessions, playgroups)
Aim(s)	These are the changes you intend to bring about as a result of your project. (Often used in the phrase 'aims and objectives' – where objectives describe <u>how</u> you intend to achieve these aim/s.)
Baseline data	Information that explains the situation you are starting with. This is normally measurable data, which you will be able to measure again at a later date in order to demonstrate difference you have made.
Context research	Used here as an alternative for 'market research', and to refer to research an RCO can carry out to understand the environment in which they want to deliver a project.
Contingency	This refers to either time or money that can be built in as 'extra' to allow for unforeseen events or unexpected changes.
Gantt Chart	A project management tool often used to plan and track progress against time, with a particular emphasis on understanding how one area of a project relates to and is tied to another area.
Gated system	A project management approach that uses 'gates' that are signed off by a Project Board as the primary means of maintaining an overview of project progress.
Infrastructure organisation	Another name for a second-tier organisation. Infrastructure organisations provide guidance and capacity building support to voluntary and community organisations, most often in the areas of organisational development and community development.
Milestones	Often used in connection with outcomes. Milestones are often 'targets' that an organisation has agreed to achieve by a certain date. They differ slightly from targets as the language implies they will be met (before the organisation moves on to reach the next milestone).
Objective(s)	These describe <u>how</u> you intend to achieve your project's aims. (Often used in the phrase 'aims and objectives' – where the 'aims' describe what changes you want to bring about as a result of your project.)

Organisational strategy	The organisation's overall direction with information on the particular approaches being taken, and why these have been chosen. An organisational strategy often outlines plans for three to five years. Some organisations use the term 'business plan'.
Outcome	Defined by CES as <i>"the effects or changes brought about by the activities provided by an organisation"</i> . In other words the changes brought about by your work, and as a result of you realising your aims. Often used in connection with 'outputs' and 'milestones'.
Output	Defined by CES as the <i>"detailed activities, services and products your organisation carries out or provides"</i> . In other words, what you do to realise your objectives. Also known as 'deliverables'.
Second-tier organisation	Another name for an infrastructure organisation. Second-tier organisations provide guidance and capacity building support to voluntary and community organisations, most often in the areas of organisational development and community development.
Target group	A group that you wish to 'target' (in the voluntary sector, normally people you would like to help).
Unrestricted funding	Funding that has been given to your organisation without the donor having expectations as to what it should be spent on (it does still however need to be spent 'within the stated objects'). 'Restricted funding' is that which has been received by the organisation for a specific purpose, as stated by the donor, and cannot be used for any other purpose.

## Section eight Further resources and useful links

This is not a definitive list but contains details of some sources for further information and guidance on project management related issues.

### 8.1 Further resources

#### **Charities Evaluation Service (CES)**

A key organisation in the voluntary sector for the areas of monitoring and evaluation, outcomes, and quality management. CES developed and provide support on PQASSO.

Charities Evaluation Services  
4 Coldbath Square  
London EC1R 5HL  
Tel: 020 7713 5722  
Fax: 020 7713 5692  
Email: [enquiries@ces-vol.org.uk](mailto:enquiries@ces-vol.org.uk)  
Website: [www.ces-vol.org.uk](http://www.ces-vol.org.uk)

#### **National Association for Voluntary and Community Action (NAVCA)**

Local charities can use the NAVCA website to find their nearest Council for Voluntary Service (CVS). CVSEs provide support and training for local voluntary organisations on many practical issues, including management issues, IT and volunteering.

NAVCA also provides links to a range of useful free resources for VCOs on its website.

NAVCA  
The Tower  
2 Furnival Square  
Sheffield S1 4QL  
Tel: 0114 278 6636  
Email: [navca@navca.org.uk](mailto:navca@navca.org.uk)  
Website: [www.navca.org.uk](http://www.navca.org.uk)

#### **National Council for Voluntary Organisations (NCVO)**

Produces a wide range of information and support services for those working in the voluntary sector, including materials around planning and managing projects, and strategic planning.

NCVO  
Regent's Wharf  
8 All Saints Street  
London  
N1 9RL  
Tel: 020 7713 6161  
Free Helpdesk  
Tel: 0800 2 798 798  
Email: [ncvo@ncvo-vol.org.uk](mailto:ncvo@ncvo-vol.org.uk)  
Website: [www.ncvo-vol.org.uk](http://www.ncvo-vol.org.uk)

The Basis Project online toolkit  
[www.thebasisproject.org.uk](http://www.thebasisproject.org.uk)

### **The Resource Centre**

Produces a range of downloadable easy to understand information sheets to help people run small voluntary and community groups.

The Resource Centre  
Prior House  
6 Tilbury Place  
Brighton  
BN2 0GY  
Tel: 01273 606160  
Email: [info@resourcecentre.org.uk](mailto:info@resourcecentre.org.uk)  
[www.resourcecentre.org.uk](http://www.resourcecentre.org.uk)

## **8.2 Useful links**

### **Full-cost recovery**

<http://www.ncvo-vol.org.uk/advice-support/funding-finance/financial-management/full-cost-recovery>

### **Monitoring and evaluation**

[www.ces-vol.org.uk/index.cfm?pg=40](http://www.ces-vol.org.uk/index.cfm?pg=40)

### **Partnership working**

[www.ncvo-vol.org.uk/advice-support/collaborative-working/publications#Should\\_you](http://www.ncvo-vol.org.uk/advice-support/collaborative-working/publications#Should_you)

### **Project Management**

INTRAC/MC-MED/NGO-SC overview: [www.ngo-sc.org/Coursetoolkits/tabid/86/Default.aspx](http://www.ngo-sc.org/Coursetoolkits/tabid/86/Default.aspx)

INTRAC/MC-MED/NGO-SC Project Management Toolkit 1: [www.ngo-sc.org/Portals/0/toolkit%20INTRAC%20Training%20Project%20Cycle%20Management%20I.pdf](http://www.ngo-sc.org/Portals/0/toolkit%20INTRAC%20Training%20Project%20Cycle%20Management%20I.pdf)

INTRAC/MC-MED/NGO-SC Project Management Toolkit 2: [www.ngo-sc.org/Portals/0/toolkit%20INTRAC%20Training%20Project%20Cycle%20Management%20II.pdf](http://www.ngo-sc.org/Portals/0/toolkit%20INTRAC%20Training%20Project%20Cycle%20Management%20II.pdf)

LASA project management guide:  
[www.ictknowledgebase.org.uk/whyprojectmanagement](http://www.ictknowledgebase.org.uk/whyprojectmanagement)

Managing Successful Projects:  
[www.ogc.gov.uk/guidance\\_managing\\_successful\\_projects.asp](http://www.ogc.gov.uk/guidance_managing_successful_projects.asp)

PRINCE2: [www.ogc.gov.uk/methods\\_prince\\_2.asp](http://www.ogc.gov.uk/methods_prince_2.asp)

### **PQASSO**

[www.ces-vol.org.uk/index.cfm?pg=42](http://www.ces-vol.org.uk/index.cfm?pg=42)

### **Strategic planning**

[www.ncvo-vol.org.uk/advice-support/funding-finance/planning](http://www.ncvo-vol.org.uk/advice-support/funding-finance/planning)

## Appendix 1

<b>Project title</b>	
<b>A- Summary</b> <i>(no more than 200 words, avoid abbreviations and jargon)</i>	
Imagine you are explaining the project to a stranger in a lift and you only have a few minutes to catch their attention and get them to support this project...	
<i>(If you are fundraising from outside your community, think about what is going to be important about this project to someone from outside your community)</i>	

<b>B - Background</b>	
Organisation's track record, <i>(history, previous projects, what led to the point of this new activity)</i>	

<b>C - Case for Support</b> (Why we should do it / why the funder should fund it)	
Why is your project important? What are its <u>unique selling points</u> ? In what ways is your project new and <b>innovative</b> ?	
<b>1. Fit with your organisation's overall plans</b>	<p>How does it contribute to the purpose you have stated you have as an organisation?</p> <p>Which aim in your Business Plan does your project help deliver?</p> <p>Or is this a development that isn't yet in your Business Plan (has it, for example, come up as an urgent priority for the community)?</p>
<p><b>2. Needs analysis</b> (market research, gap analysis, evidence of need)</p> <p><i>List any other drivers (political, social, economic, technological etc.) you have identified that are key drivers for this project.</i></p>	<p>What is the need you have identified that you want the project to address, and what evidence do you have that this need has to be met?</p> <p>Does this fill a gap(s) in existing services for refugees? <i>Please be aware, if the project duplicates a service already being delivered, you will need to be really clear and convincing as to why you should deliver this service as well if you want a funder to give you some money for it.</i></p> <p>Key question: What would happen if this project <b>doesn't</b> happen?  <i>(x people would have no one else to turn to and will go hungry, become homeless etc)</i></p>

<p><b>3. Approach and justification for this approach</b> (How we'll go about it, for example in-house / outsource, do ourselves or subcontract / capacity build, face-to-face or telephone, online – this section is about the chosen way of doing it and why that way rather than the other ways it could be done)</p>	<p>Why is this project the best way to meet the need and bring about your proposed outcomes?</p>
<p><b>4. Measurable outcomes/benefits</b> (benefits you can put figures on and measure later, i.e. we will measure these)</p>	<p>Your needs analysis may have given you some 'baseline data' which you will be able to re-measure at the end of your project to demonstrate the progress made.</p>
<p><b>5. Non-measurable outcomes/benefits</b> (benefits you can't measure, or would be too difficult to measure (i.e. we won't measure but will provide anecdotal evidence of success such as testimonials and success stories)</p>	

## Appendix 2

<b>Detailed project description (What we will actually do and how will we do it)</b>	
<b>1. People</b>	
<b>1.1 Governance and management:</b> Who will oversee the project and be responsible to the funder?	
<b>1.2 Expertise or experience</b> (what, if any, expertise does your organisation have in carrying out this type of activity/project)	<i>How can you demonstrate that you are going to be able to manage and deliver the project? (for example, if you don't yet know who is going to manage the project as you are going to appoint someone new, what key skills will you look for?)</i>  <i>Check that it is within your skills-sets. Funders will want this reassurance.</i>
<b>1.3 Partnership, stakeholders and beneficiaries</b>  Will you work in partnership to deliver the project?	If choosing to work with a partner, ensure they share the same values as your organisation and that they have the same vision for the project. (Do they see it only as a pilot or as a full project? Are they prepared to commit to it for as long as you are?)
How will asylum seekers and refugees be involved in the design, delivery, management and evaluation of the project?	Will it be led by asylum seekers and refugees? Will this help with any skills development?
Will you involve beneficiaries in the design, delivery, management and evaluation of the project, and if so how?	Will they lead it? Will this help with any skills development?

**Activities** (List here what you will do - rather than achieve. No need to explain 'why' you want to do it here as you've already covered it)

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**Main deliverables** In other words, products or changes in the environment that the funder will be able to see at the end of the project (in other words, the main outputs or outcomes from the project). These should be a result of the activities quite naturally, for example "Publish a report" > "produce 500 copies of report")

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<p><b>Outline plan (If not definite, timings can be in the format "month 1, month 2..." or similar)</b></p> <p>&lt;Gantt chart, timeline or table of phases and milestones&gt;          &lt;Gates&gt;</p>	<p>Project duration (1, 2 or 3 years?) and why have you chosen this duration. Earliest possible start date (month and year). It can take up to 15-18 months to secure project funding but it can also be much faster... so please specify how quickly the project could start (and to be realistic, this date should take into account what is required at the very beginning of a project such as finding new premises, advertising for posts, recruiting staff, which can take a while).</p>
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**Budget and financial case** (how much it will cost - entire lifecycle including exit; how much it will make - if a commercial style activity, profit/loss, any uncertainties / confidence margin / contingency)

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**Exit strategy.** Funders will only commit to 3 to 5 years max on a specific project so you need to have a clear exit strategy. Will the government take over responsibility for the new service? Is the need limited in time and are we bridging a gap that is likely to exist only over the next 2 or 3 years? Will the project become self-financing due to income generation?

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<p><b>Monitoring and evaluation/key performance or success indicators</b> (how the project will be monitored and evaluated).</p>	<p>How do you propose to assess the effectiveness of your project? Tell us what methods you will use to measure and track whether the outcomes are being achieved. Indicators should be easily understood by anyone and measurable.</p>

<p><b>F- Initial Risk analysis</b> (<i>Mainly risks to the project achieving its stated benefits. Some will relate to assumptions. May also include risks to the organisation from this new project / activity.</i>)</p>	<p>Every project has risks, and awareness of them in advance will be more impressive to a funder. What risks do you think you will have to manage (for example health and safety, reputational, economic, sociological, environmental)?</p>		
<p><b>Description</b></p>	<p><b>Impact</b></p>	<p><b>Likelihood</b></p>	<p><b>Countermeasures</b></p>

<p><b>Scope/Reach</b> (regional, catchment area(s), beneficiary group(s), etc.)</p>	<p>Who will this project benefit?</p>
<p><b>a.</b></p>	<p><b>Exclusions</b> (What is definitely not included in the project. You can't mention everything here, but it is worth listing things that otherwise people might assume are in there such as free copies of a publication for members: yes or no? Both scope and exclusions are good for clarifying any possible ambiguities).</p>

<b>b.</b>	<b>Assumptions</b> (Any underlying assumptions for the project. Particularly those that if not true or if they change will have an impact).	Have you built in a rate for inflation? Any other assumptions that you have made to assess project costs?  Any assumptions you have made that have affected your decisions in terms of needs identified and activities (such as a new government policy, a new world event creating a new refugee crisis)?

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