UNIVERSIDAD PARA LA COOPERACIÓN INTERNACIONAL
(UCI)

PROJECT MANAGEMENT PLAN FOR THE TRAINING PROGRAM FOR VULNERABLE YOUTHS IN THE GRAND'ANSE DEPARTMENT

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APPROVAL PAGE

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DEDICATION

This work is dedicated to family, friends, and loved ones who in many ways have supported me through its development, especially to my children: Yourry Samuel, Yourry Daniel, and Younicee Ann and my brothers: Cleveland and Marconi Parnel, for giving me more than one reason to continue to strive for excellence.

To my parents: Marie Vastie and Jean Andre Seignon, for always pushing me to be a better woman, and finally, to my husband: Yourry Pierre for his support throughout this journey.

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ABBREVIATIONS AND ACRONYMS

AAP: An Aptitude Certificate (in french: Attestation d ’Aptitude Professionnelle).

ASEC: Assembly of the Communal Section.

CARE: Cooperative for Assistance and Relief Everywhere.

CASEC: Board of Communal Section.

CCIGA: Chamber of Commerce and Industry of the Department of Grand'Anse (Chambre de commerce et des industries du département de la Grand’Anse)

CCIH: Chamber of Commerce and Industries of Haiti.

EPJ: Professional School of Jérémie (in French Ecole Professionnelle de Jérémie)

HTG: Haitian Gourde.

IBESR: Institute of Social Welfare and Research (Institut de bien être social et de recherche)

ILO: International Labor Organization

IOM: International Organization for Migration.

INFP: National Institute of Vocational Training (Institut National de la formation Professionnelle)

MAST: Ministry of Social Affairs and Labor (Ministère des affaires sociales et du travail)

MENFP: Haitian Ministry of Education.

NGO: Non-governmental organization.

PMBOK®: Project Management Knowledge Guide.

PMI: Project Management Institute.

SWOT: Strengths, Weaknesses, Opportunities, and Threats.

TOR: Terms of References.

UNDAF: United Nations Development Assistance Framework

UNICEF: United Nations Children's Fund

WBS: Work Breakdown Structure.

ABSTRACT

The department of Grand'Anse is nicknamed the granary of Haiti because of the fact that it is one of the departments producing the most used foodstuffs in the country. By its geographical position, it is also one of the areas that is most exposed to natural disasters. The latest, Hurricane Mathieu, which took place in October 2016, destroyed most of the existing structures and plantations. Many people have had to leave their homes and their fields to migrate either to the capital or to the Dominican Republic. Since then, institutions have managed to recover by forming partnerships with the private sector or with national or international organizations.

It is in this context that the International Labor Organization (ILO) has signed an agreement with the National Institute of Vocational Training (INFP) to accompany them in their recovery process. The training project for 680 young people is one of many projects which the ILO has in partnership with training centers that are part of the national vocational training system with the aim of strengthening their management capacities while giving the necessary tools to young people in vulnerable situations to improve their chances of finding a decent job.

The work presented here was developed with the objective of contributing to this capacity building process, mainly the one from the Jérémie Training Center which is one of the six vocational training centers that exist for the whole Grand'Anse department. The parliament's education committee has seriously questioned their management capacity.

The general objective for the project is to develop a project management plan for the youth training project, enabling the Jérémie Training Center to effectively manage all resources and maintain stakeholder engagement while respecting the donor's quality principles. The specific objectives are to create a project charter that authorizes the project and gives the authority to apply organizational resources to the project to produce the project management plan, to develop a scope management plan defining requirements and expectations for this project, to create a schedule management plan to ensure that the work will be finished on time, to create a cost management plan for assigning costs to work packages, to develop a quality management plan outlining the minimum criteria for stakeholders' acceptance, to create a project resource management plan to allocate resources to work packages in an efficient manner according to national and international labor laws and conventions, to develop a communication management plan to ensure the timely production, transfer, monitoring, and management of program information to stakeholders, to create a sustainable risk management plan that identifies risks and risk responses for risks directly related to the project, to develop a procurement management plan to identify and award contracts to suppliers who can purchase sustainable goods and services, and to create a stakeholder management plan to ensure the appropriate identification, categorization, and participation of program stakeholders.

The methodology used for the research was analytical. The main sources used to collect information were the sixth edition of the *Project Management Knowledge Guide* (PMBOK® Guide) and interviews with members of the INFP, the EPJ, and the main donor

in this case, which is the ILO. The information was reviewed, verified, and analyzed before selecting each tool used to develop the project management plan for this professional training project. Throughout this research, the *PMBOK® Guide* (sixth edition) was the main tool. It provided a new approach and a new methodology to the project team to develop this project management plan that will serve not only for this training project, but also for the other projects that this center will have to perform.

Based on this methodology, a model for each of the processes responding to the different objectives of this work has been achieved. These results were achieved thanks to the support and collaboration of each of the stakeholders in this project. The project management plan allowed them to improve their way of doing things, by providing them with a methodology that they could adapt to the liking of the EPJ projects. It is recommended that the project team receive training on tools necessary for the institution and also on subjects such as children's rights and others to enable them to better meet the requirements of donors. This will allow them not only to grow as a training center but also to better serve the population.

1. INTRODUCTION

1.1. Background

Created in 1928, the vocational training center has trained hundreds of young people for the Grand'Anse department. The center receives these youths, normally from the age of 16, when they are finished with their basic classes. With a capacity of 350 youths per cohort, this center is the largest in the whole department and one of the six recognized by Haiti in this department.

This center has suffered many damages since birth. Located in the coastal town of Jérémie, it received damages by several hurricanes and earthquakes. Over the years, they have lost much of their infrastructures and equipment. The last hurricane that took place in October 2017 took away the roofs from the building housing the sewing and cabinet making workshops and the computer lab.

Since that horrible hurricane, the situation has gotten worse. Farmers have lost their crops, their homes, and most of their equipment, which caused the rural exodus to Port au Prince, the capital of the country. According to the latest IBESR data, 70% of street children in Port au Prince come from this department. The ongoing reintegration processes do not give the expected results because the rehabilitated children often return on the next bus to Port au Prince.

Several initiatives have been taken by the private sector or by civil society organizations so that the center can respond to the need for professional training that grows with each disaster. In December 2016, the center had a partnership with the NGO, ActionAid, to strengthen training on para-cyclonic construction. In 2017, another partnership with the International Organization for Migration (IOM) continued with this same program in order to retain young people who migrated illegally by risking their lives at sea in the department.

1.2. Statement of the Problem

Despite all these supports, the operation of this center, like many others in the country, is not going well. Many technical managers were fired as consequence of the political instability that led to the government change; people who did not meet the requirements replaced them, but unfortunately, they did not have the necessary skills for

this job. These changes have caused major management problems. According to the teacher association (Le Nouvelliste, 2017), funds arriving from the central government, were not used to the benefit of the center; teachers and workshop managers did not receive their payments on time, so equipment maintenance was not done in time, and, therefore, the quality of the training was affected.

The report of the Haitian parliament education committee already mentioned in 2017 various problems existing in 70% of vocational training centers including the Jérémie Training Center: "Arrears of salary, social security, wage adjustment, absenteeism and appointments in suffering, they (the vocational schools) suffer from all these problems". These same words were again taken up by the Deputy Ketel Jean Philipe, president of the education committee, in the Chamber of Deputies to describe the situation at the end of fiscal year 2018 (Le Nouvelliste, 2018, para. 4).

To alleviate all these management problems, an agreement has been reached between the private sector and the INFP so that a board of directors under a public-private partnership manages this center and several others. In Jérémie, this board of directors is composed of nine members, representatives of the private sector and the different sections of the center. Unfortunately, most of the representatives on this committee also represent the same political appointees from Port au Prince; this makes the bad practices continue.

Partnership relationships with other United Nations agencies or other national or international organizations concluded that there was a great need for managerial capacity building at this training center (UNDAF, 2017). It is in this sense that several ILO projects support the INFP either by strengthening the capacity of managers through training both in Haiti and abroad or by providing equipment or tools that can improve their centers' management capacity.

The Jérémie center is one of the first centers to benefit from this partnership with ILO through a contract for the vocational training of 680 young adolescents. Through this project, financial support will be given to the center for the improvement of these youth services, and technical support will be given to strengthen the managers’ management capacity.

With the support of ILO, this work will be responsible for providing a management plan for the project training 680 young people in vulnerable situations while accompanying managers in strengthening the managerial capacity of the center. The processes will help to strengthen the overall center management system.

1.2.1. Mode of Intervention

For the implementation of this project, the intervention mode of the center will have to be different; as for minor children, several institutions will have to be involved. Some of these partners will be present for the prevention of children's rights and others for protection and removal in addition to the partners involved in the child domestic worker protection program:

- Prevention: To do all this, the EPJ center will need a coordination of all relevant stakeholders for a good use and management of resources. This dialogue will have to come up with solutions aimed at working with young people at risk of falling into vulnerable situations, such as child domestic work, the streets, and juvenile delinquency.
- Support: That includes joint actions also covering curative measures, such as access to vocational training, in order to reduce vulnerability in relation to the main dangers of domesticity and inappropriate work. This type of intervention is not only combined with interventions aimed at improving financial independence alone, but also with management capacity, leadership, and negotiation skills as well as transferable technical skills.

1.2.2. Main Partners Involved

- The Chamber of Commerce and Industries of Haiti (CCIH):Thanks to an agreement with the Grand'Anse Chamber of Commerce and Industry, a board of directors, including members of the private sector who, thanks to their dedication, have been able to renovate and modernize certain workshops, now manages the center.
- National Institute of Vocational Training (INFP): This center is part of the network of vocational training centers of the Haitian state benefits from

agreements signed at national level to support the reform of vocational training in Haiti.

- International Labor Organization (ILO): ILO is the UNICEF partner for the vocational training components of the project for young people in domestic work in Haiti.
- Institute of Social Welfare and Research (IBESR): It is a state institution responsible for the welfare of children. As part of this project, they are responsible for the selection of young people of age to receive these courses.

1.3. Purpose

The proposed solution is to produce the necessary tools for the 680 youth training project to meet these needs while involving the various stakeholders in their actions which are also aimed at preventing and eliminating children working in domestic work. This work will develop a project management plan for the youth training project, incorporating the principles of sustainable development into the effective management of the project management process within the center. This will be a document that can be used by the center for other projects as it will take into account all the services provided by the center. It will detail the scope, deliverables, timelines, roles, and responsibilities of those involved in the center and in the six areas of this project implementation.

In this type of community, it is important to take into account the reality of the field and to call on the expertise of the area authorities for any proposal. In the case of this work, this proposal will be made in collaboration with community stakeholders; this will allow them all to keep good practices for the future.

1.4 Objective

To develop a project management plan for the youth training project, enabling the Jérémie Training Center to effectively manage all resources and maintain stakeholder engagement while respecting the donor's quality principles

1.5 Specific Objectives

1.5.1. To create a project charter that authorizes the project and gives the authority to apply organizational resources to the project to produce the project management plan

1.5.2. To develop a scope management plan defining requirements and expectations for this project

1.5.3. To create a schedule management plan to ensure that the work will be finished on time

1.5.4. To create a cost management plan for assigning costs to work packages

1.5.5. To develop a quality management plan outlining the minimum criteria for stakeholders' acceptance

1.5.6. To create a project resource management plan to allocate resources to work packages in an efficient manner according to national and international labor laws and conventions

1.5.7. To develop a communication management plan to ensure the timely production, transfer, monitoring, and management of program information to stakeholders

1.5.8. To create a sustainable risk management plan that identifies risks and risk responses for risks directly related to the project

1.5.9. To develop a procurement management plan to identify and award contracts to suppliers who can purchase sustainable goods and services

1.5.10. To create a stakeholder management plan to ensure the appropriate identification, categorization, and participation of program stakeholders

2. THEORETICAL FRAMEWORK

2.1. Company/Enterprise Background

EPJ was created in 1928. At that time, it was called an industrial school because the authorities thought it should give training only in plumbing, cabinet making, shoe repairing, and sewing. Since then, it has served young people from all the Grand'Anse department, which measures 1,912 km2 for 468,301 habitants, according to 2015 statistics. (Wikipedia, n.d.).

Since 1984, the article 28 of the law of 23 October 1984 on vocational training in Haiti mandates the INFP for the establishment of the National Training System by ensuring the coordination of all vocational training actions both in the public and private sectors. Thus, from the following year, this establishment is classified in the category of vocational training center.

Figure 1. Map of the Grand'Anse Department.
Source: Google Maps (2019).

This center gives the highest education level of vocational training in the department. Formerly reserved for students who have successfully completed their third secondary education, it now welcomes the majority of bachelors. The training lasts 3 years, and a technical diploma is issued at the end of the cycle. Certified people are usually middle managers of companies and industries.

In 1996, with the support of the Solidarité Laïque association, two sectors were added: building construction and electricity. After the construction and rehabilitation of the new buildings in 2014, the center has seven training courses. Today, this center is one of the six vocational training centers of the department recognized by the Haitian state.

2.2. Mission and Vision Statements

According to the National Institute of Vocational Training (INFP, 2017a) the centers are under the supervision of the state. For this, the law concerning vocational training in Haiti governs them. This same law allows these different centers to make agreements with others with the aim of strengthening them. Each center has to make a presentation document in which they present their mission, vision, and training offer. The following lines present the mission and vision of the EPJ according to their presentation sheet:

- Center’s mission: To develop the individual skills of young students to perform productive work and improve their professional qualifications for production and employment while playing a major role in the economic development of the Grand'Anse department (INFP, 2017a).
- Center’s vision: To contribute to the general, technical, and vocational education of young people as an instrument to fight against unemployment and to support the plans of specific groups of the population and society in general (INFP, 2017a).

2.3. Organizational Structure

As mentioned above, the EPJ is under the supervision of the INFP, which is itself an independent direction of the Ministry of Education and Vocational Training. According to the organic law of the Ministry, the INFP is responsible for the national system of vocational training.

“The article 28 of the Act of 23 October 1984 mandates the INFP for the establishment of the National Training System by ensuring the coordination of all vocational training actions in both the public and private sectors. The Ministry of National Education in the decree of March 14, 1985, goes further by placing under the control of the INFP “all public vocational training institutions under the Ministry of Education” (Haitian Ministry of Education [MENFP], 1984, art. 31) and under its supervision the “Private Establishments for Vocational Training and Technical Education” (Haitian Ministry of Education [MENFP], 1984, art. 32).

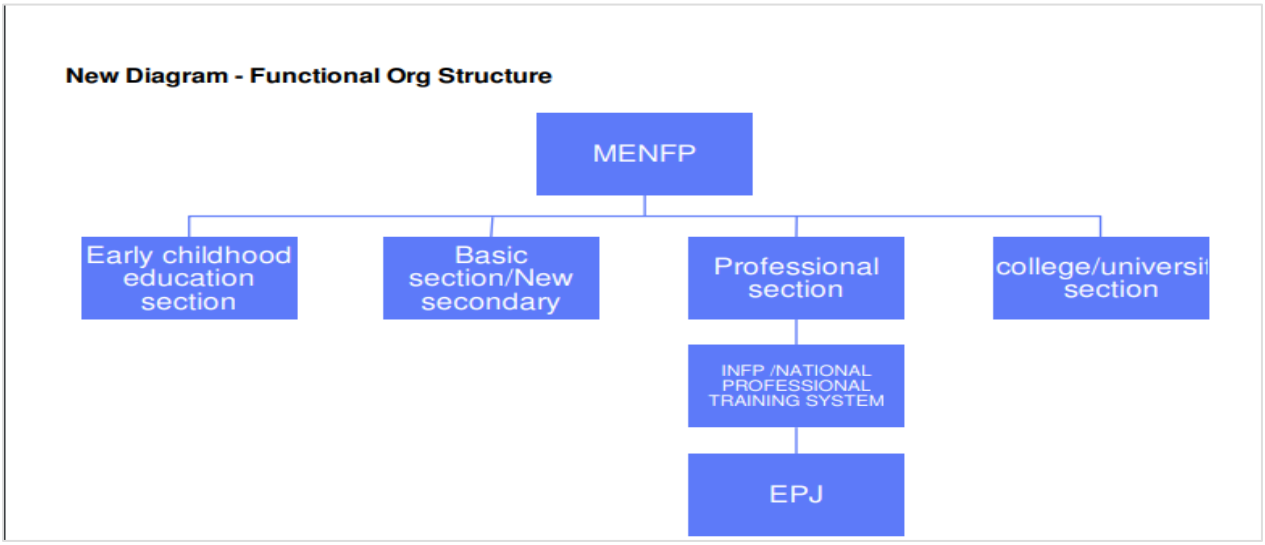


Figure 2. Functional Organizational Structure.
Source: National Institute of Vocational Training (2019).

2.4. EPJ Organizational Structure

The center management is carried out according to a new model inspired by the policy and strategy of technical and professional training proposed by the INFP. This model proposes proximity management, that is to say with the involvement of local actors who must identify their needs and direct their own professional training. Hence the participation of the private sector through the Chamber of Commerce and Industry of Grand'Anse (CCIGA) on the governing board.

Then comes the management committee, which reports on the internal functioning of the institution. The director of the center, the administrative head, and the teacher representative are part of this committee.

Below these two groups come the different people who work within this institution, as shown in the following organization chart. In total, they are 34 center employees, among which 19 teachers are paid directly by the Haitian state. The other members of the staff depend on projects from different partners.

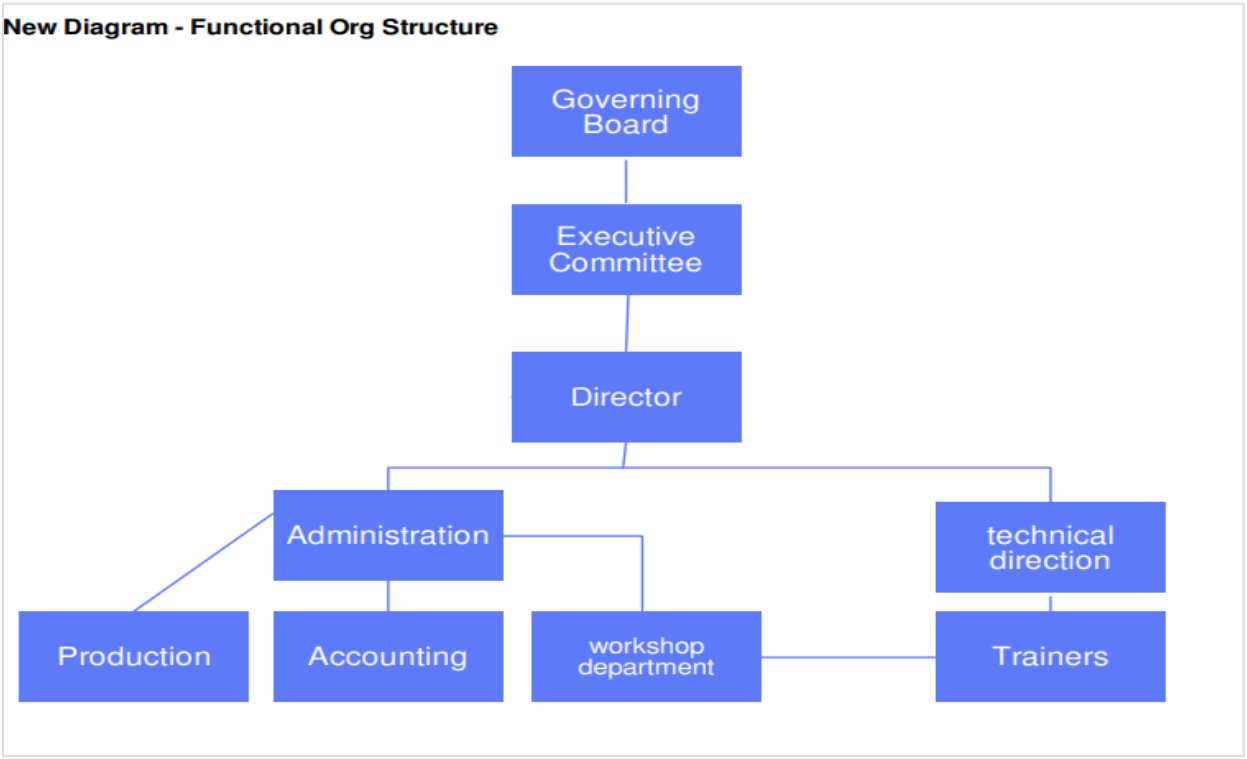


Figure 3. Organizational Structure of EPJ.
Source: National Institute of Vocational Training (2019).

2.5. Products Offered

The EPJ training center regularly offers seven training courses to young people in the department every year. To have access to these training programs, the young person must be 16 years old and must have already finished with his fundamental study cycle. However, at the request of partners, the center offers tailor-made training to young people in vulnerable situations who sometimes have no level of education. The center staff adapts the training modules according to the partner's request and the reality of the field.

Thanks to the different projects from different partners, the center is able to modernize its workshops and acquire new materials necessary for the proper functioning of the center.

2.6. Provided Regular Training and Diploma

Table 1. Provided Services by the EPJ

Level	Program Title
Certificate of Professional Aptitude	Cutting and Confection
Certificate of Professional Aptitude	Sanitary Installations
Certificate of Professional Aptitude	Building Construction
Certificate of Professional Aptitude	Wood Works / Cabinetmaker
Certificate of Professional Aptitude	Refrigeration
Certificate of Professional Aptitude	Electricity
Certificate of Professional Aptitude	IT for Office

Source: National Institute of Vocational Training (INFP, 2017a).

2.7. Project Management Concepts

2.7.1 Project

Since the earthquake of 2010, the word *project* is poorly understood in the Haitian rural community. Because of their experiences, when someone talks about a project, they automatically see a lot of money wasting in a very short time for something that is not worth it. For this reason, it is important to clarify this term taking into account the definitions of different authors.

The law on vocational training in Haiti does not give a concrete definition of the term project. However, it refers to the different activities that can be undertaken by training centers in partnership with other institutions to provide some service to the population, but all this taking into account the priorities defined by the Ministry of Planning and External Cooperation. As such, in addition to the regular activities of the training centers, the centers are allowed to carry out projects with the aim of improving the capacities of these centers.

According to the *Oxford English Dictionary* as cited by Argawan, Dhal, and Tayal in 2011, a project is “an individual or collaborative enterprise that is carefully planned and designed to achieve a particular aim: [e.g.] a research project /a nationwide project to encourage business development” (para.1).

According to the *PMBOK*, a project is defined as a temporary endeavor undertaken to create a single product, service, or result (Project Management Institute, 2017, p.4). In this context, this project is part of a larger program involving national and international partners, private sector people, the child protection system, and other civil society actors. This requires a good understanding and coordination of all actors for this project to achieve its results. It will last 1 year with the objective of giving 680 young people the tools they need for decent work.

2.7.2 Project Management.

Kerzner (2009), defined the project management like a series of planning, organizing, directing, and controlling the organization resources to achieve the specific goals and objectives.

Once again, the law on vocational training and the document governing training centers do not say anything concrete about project management. The draft law tabled in the Haitian Parliament in 2018 proposes that a board of directors involving stakeholders can decide how to manage projects taking into account the available resources and the community needs. This gives each center the freedom to manage as they want.

According to the Project Management Institute (PMI, 2017), project management is the application of knowledge, skills, tools, and techniques to project activities to meet project requirements. Through this document, the center will have a proposal for the application of these tools that will allow it to systematize their management mode of the various projects they receive.

2.7.3 Project Life Cycle.

Several sources define the project life cycle; some say it has five components while others give it only four steps. In this case, the work of three authors is related to the second category (four steps). According to Saravanan, Murugan, and James, the project life cycle is the sequence of phases which will evolve through the project. It consists of at least four phases, which are initiation, planning, execution, and closure.

This study will consider the project life cycle according to the *PMBOK* (please see figure below), which says that “it is the series of phases that a project passes through

from its initiation to its closure" (Project Management Institute, 2017, p.19). They can be iterative or adaptive.

- Starting the project
- Organizing and preparing
- Carrying out the project work
- Ending the project

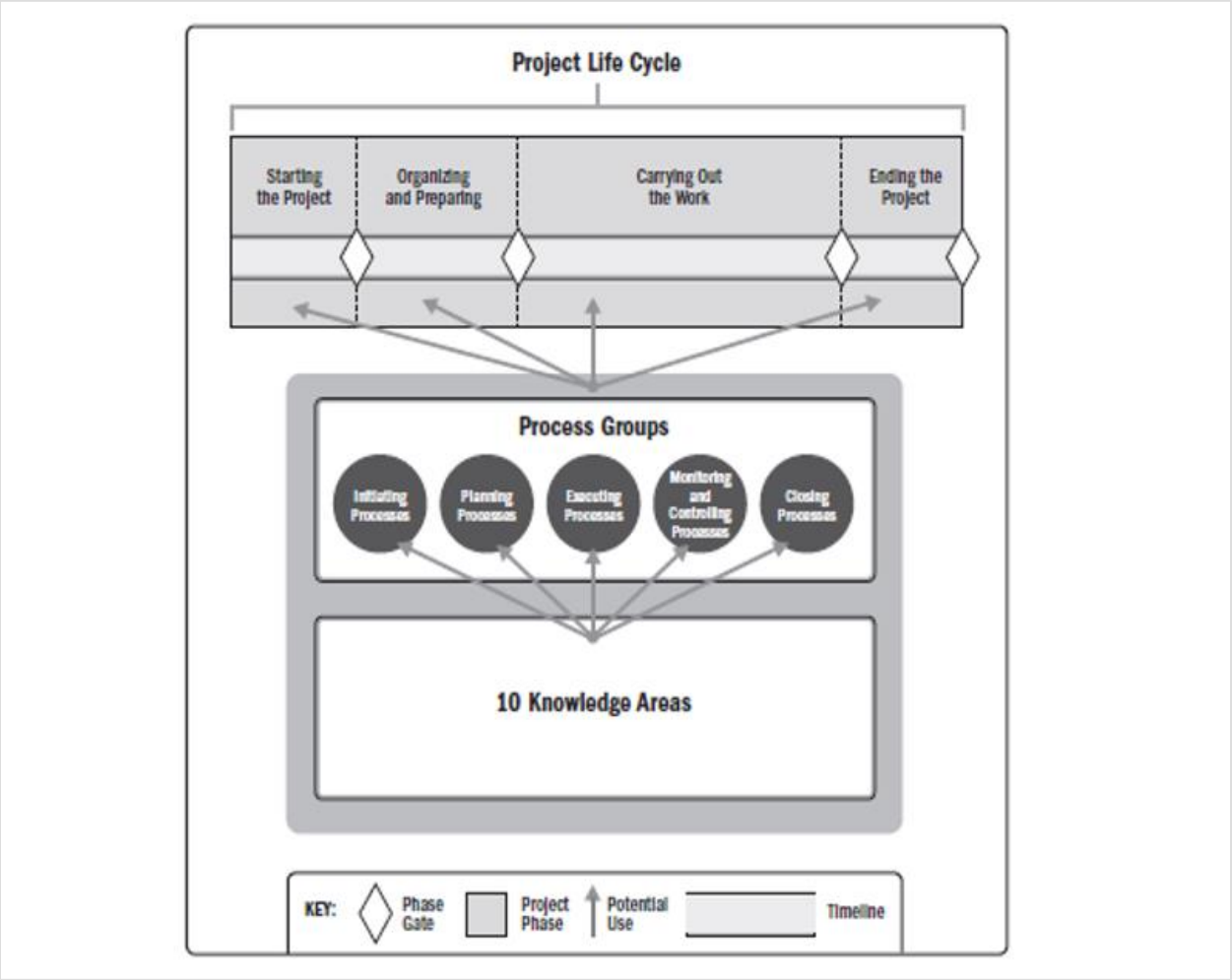


Figure 4. Key Components in Projects.
Source: Project Management Institute (2017, p.18).

There is no project life cycle defined in their documents for the center. For each project, it adapts to the donor's wishes. It will be important for them to systematize one of these methods that will put people at the center and allow them to adapt to the various disasters that happen to them every year.

2.7.4. Project Management Processes.

Project management processes fall into five groups according to the *PMBOK* (Project Management Institute, 2017): initialization, planning, execution, control, and closing.

- Initialization, whose purpose is to define and authorize the project. This process consists in formalizing the business justification, the origin of the project, and the resources to be put in place and appointing the project manager. This formalization is carried out by the publication of the project charter gathering this information and signed by the project sponsor.
- Planning, process defining or redefining objectives and planning actions needed to achieve these goals. During these processes, the project plan provides the roadmap to be followed, including details of:
  - Scope management
  - Schedule management
  - Cost management
  - Quality management
  - Human resource management
  - Communication management
  - Team management
  - Risk management
  - Purchasing management

- Execution, process where the following elements are executed.
  - The different actions planned in the project plan
  - The corrective actions planned or not in the project plan in the face of possible drifts of the objectives
  - Supervision and control of the objective, which is to regularly measure the progress of the project and to identify possible drifts
- Closing, whose objective is to formalize the end of the project and thus ensure the formal acceptance of the various deliverables.

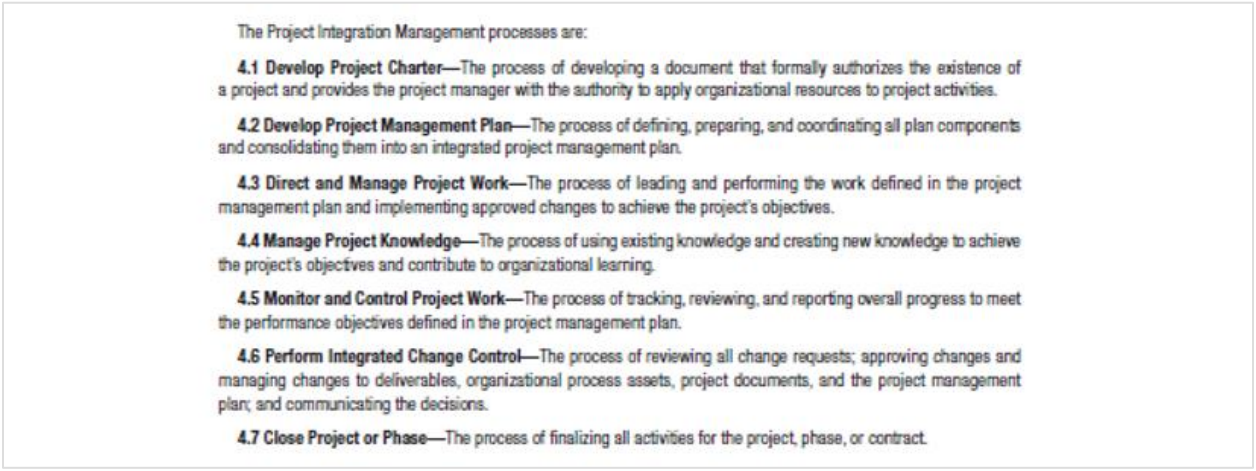
This work will focus on the first three processes, as the project will not yet be finalized during the next three months. However, the tools for supervision and control will already be adapted and may be adapted when needed.

2.8. Project Management Knowledge Areas

As stated by the *PMBOK* (Project Management Institute, 2017) there are 10 project management knowledge areas:

2.8.1. Project Integration Management

This knowledge area contains the tasks that hold the overall project together and integrate it into a unified whole. The project charter presents the project that will be implemented. The manager and the team, according to the guidance of a relevant stakeholder, will develop several tasks in this process. The project plan has to be approved by a particular sponsor, and the team has to integrate the changes when they are requested. The *PMBOK* (Project Management Institute, 2017) presents seven processes of this group of process that overlap and interact as shown below.



The Project Integration Management processes are:

4.1 Develop Project Charter—The process of developing a document that formally authorizes the existence of a project and provides the project manager with the authority to apply organizational resources to project activities.

4.2 Develop Project Management Plan—The process of defining, preparing, and coordinating all plan components and consolidating them into an integrated project management plan.

4.3 Direct and Manage Project Work—The process of leading and performing the work defined in the project management plan and implementing approved changes to achieve the project's objectives.

4.4 Manage Project Knowledge—The process of using existing knowledge and creating new knowledge to achieve the project's objectives and contribute to organizational learning.

4.5 Monitor and Control Project Work—The process of tracking, reviewing, and reporting overall progress to meet the performance objectives defined in the project management plan.

4.6 Perform Integrated Change Control—The process of reviewing all change requests; approving changes and managing changes to deliverables, organizational process assets, project documents, and the project management plan; and communicating the decisions.

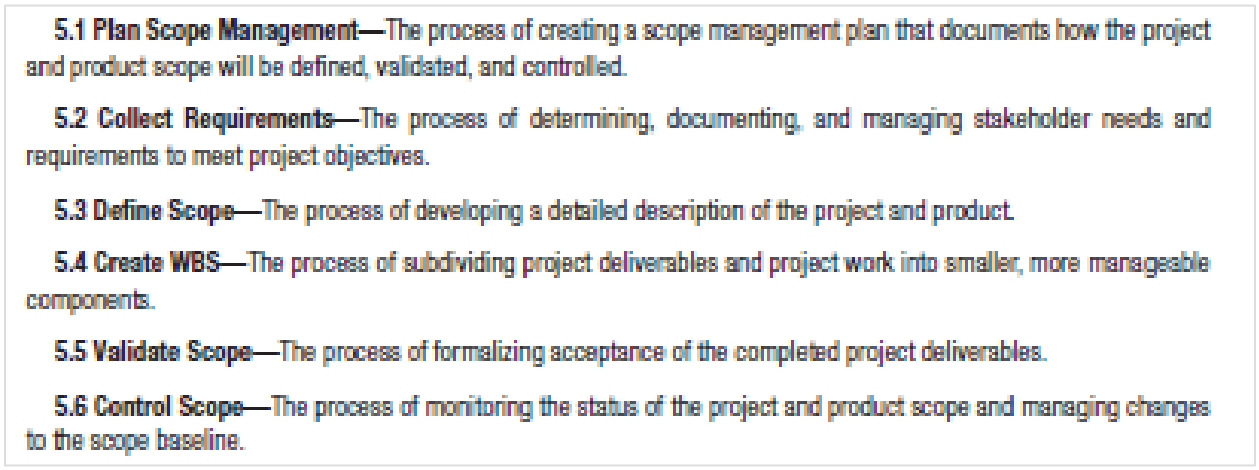
4.7 Close Project or Phase—The process of finalizing all activities for the project, phase, or contract.

Figure 5. The Project Integration Management Processes.
Source: Project Management Institute (2017, p.69).

2.8.2. Project Scope Management

The scope is the work that is included within the project. It will be important that the project be well defined and outsourced. The purpose of scope management is to ensure that the project includes all the work required, and only the work required, for completing the project successfully. This will make it possible to follow the work to be

done, to neglect none, and to add none. This scope should be defined, split into a task group, and then populated by the main actors involved. The figure below presents the processes according to the *PMBOK* (Project Management Institute, 2017).



5.1 Plan Scope Management—The process of creating a scope management plan that documents how the project and product scope will be defined, validated, and controlled.

5.2 Collect Requirements—The process of determining, documenting, and managing stakeholder needs and requirements to meet project objectives.

5.3 Define Scope—The process of developing a detailed description of the project and product.

5.4 Create WBS—The process of subdividing project deliverables and project work into smaller, more manageable components.

5.5 Validate Scope—The process of formalizing acceptance of the completed project deliverables.

5.6 Control Scope—The process of monitoring the status of the project and product scope and managing changes to the scope baseline.

Figure 6. Project Scope Management Processes.
Source: Project Management Institute (2017, p.129).

2.8.3. Project Schedule Management

During the life of this project, it will be very important to manage the schedule and the time allowed for the implementation of this project, it being only 1 year. The use of tools presented by the *PMBOK* allow to plan and define the activities and to control the times taking into account the different cuts. The schedule management plan contains information, such as how the schedule will be created, who will be responsible for it, and under what circumstances it will be changed. Normally, this process defines how the project schedule is managed throughout the project life cycle. It provides guidance and sets expectations for project schedule policies and procedures for planning, developing, managing, executing, and controlling the project schedule according to the *PMBOK* (Project Management Institute, 2017).

6.1 Plan Schedule Management—The process of establishing the policies, procedures, and documentation for planning, developing, managing, executing, and controlling the project schedule.

6.2 Define Activities—The process of identifying and documenting the specific actions to be performed to produce the project deliverables.

6.3 Sequence Activities—The process of identifying and documenting relationships among the project activities.

6.4 Estimate Activity Durations—The process of estimating the number of work periods needed to complete individual activities with the estimated resources.

6.5 Develop Schedule—The process of analyzing activity sequences, durations, resource requirements, and schedule constraints to create the project schedule model for project execution and monitoring and controlling.

6.6 Control Schedule—The process of monitoring the status of the project to update the project schedule and manage changes to the schedule baseline.

Figure 7. Project Schedule Management Processes.
Source: Project Management Institute (2017, p.173).

2.8.4. Project Cost Management

Project Cost Management includes the processes involved in planning, estimating, budgeting, financing, funding, managing, and controlling costs so that the project can be completed within the approved budget. The Project Cost Management processes are:

7.1 Plan Cost Management—The process of defining how the project costs will be estimated, budgeted, managed, monitored, and controlled.

7.2 Estimate Costs—The process of developing an approximation of the monetary resources needed to complete project work.

7.3 Determine Budget—The process of aggregating the estimated costs of individual activities or work packages to establish an authorized cost baseline.

7.4 Control Costs—The process of monitoring the status of the project to update the project costs and manage changes to the cost baseline.

Figure 8. Project Schedule Management Processes.
Source: Project Management Institute (2017, p.231).

Taking into account the uncontrollable devaluation of gourdes by the responsible authorities, this aspect will be very important for the project. The diagram below shows the level of devaluation since July 2018. Today, one dollar equals 91 gourdes; hence the importance of this process for the project success. The budget will be established through various estimating techniques and will be monitored to ensure there are no unnecessary changes that make stakeholders unhappy.

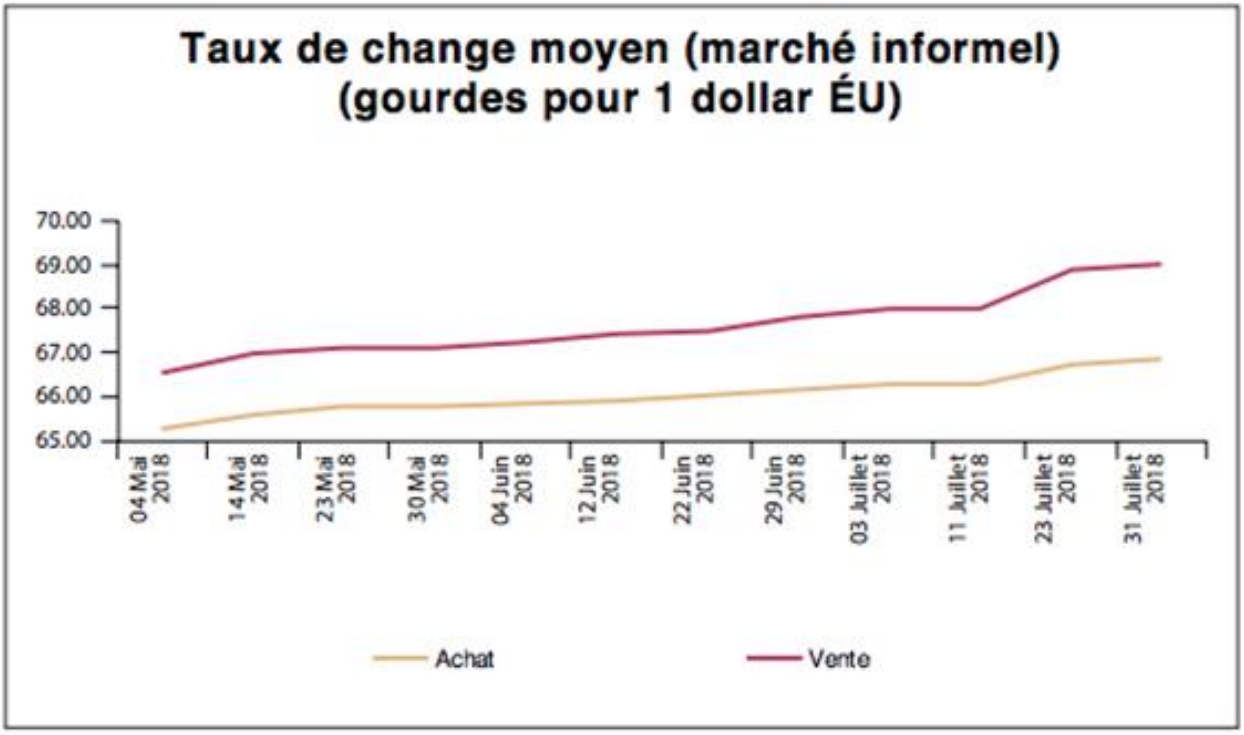


Figure 9. Gourd Devaluation Since July 2018.
Source: Olius (2018).

2.8.5. Project Quality Management

Quality is one of the triple constraints of time, cost, and quality. As part of this project, quality depends on several stakeholders. This document will propose a quality management plan that takes into account these different aspects and is based on the *PMBOK* (Project Management Institute, 2017), which defines the elements of this process as follows:

- Plan Quality Management is a section of the project management plan or a stand-alone document, and it contains the quality specifications for the product or service.
- Management Quality: The processes that ensure the quality of the deliverables must be inspected regularly to ensure they are working.
- Control Quality: The deliverables themselves are inspected to ensure they conform to the quality standards.

2.8.6. Project Resource Management

This knowledge area is concerned with acquiring the right team, ensuring their satisfaction, and tracking their performance. The *PMBOK* (Project Management Institute, 2017) defined it as follows:

Project Resource Management includes the processes to identify, acquire, and manage the resources needed for the successful completion of the project. These processes help ensure that the right resources will be available to the project manager and project team at the right time and place.

The Project Resource Management processes are:

9.1 Plan Resource Management—The process of defining how to estimate, acquire, manage, and utilize physical and team resources.

9.2 Estimate Activity Resources—The process of estimating team resources and the type and quantities of material, equipment, and supplies necessary to perform project work.

9.3 Acquire Resources—The process of obtaining team members, facilities, equipment, materials, supplies, and other resources necessary to complete project work.

9.4 Develop Team—The process of improving competencies, team member interaction, and the overall team environment to enhance project performance.

9.5 Manage Team—The process of tracking team member performance, providing feedback, resolving issues, and managing team changes to optimize project performance.

9.6 Control Resources—The process of ensuring that the physical resources assigned and allocated to the project are available as planned, as well as monitoring the planned versus actual use of resources, and performing corrective action as necessary.

Figure 10. Project Resource Management Processes.
Source: Project Management Institute (2017, p.307)

2.8.7. Project Communication Management

Communication with stakeholders is often the key factor that allows stakeholders to be satisfied even when unexpected changes happen. It is essential to develop a communication plan to keep all stakeholders "in the loop" throughout the project and communicate early and often when unexpected issues occur. The *PMBOK* (Project Management Institute, 2017) defines this process as it is shown below:

Project Communications Management includes the processes necessary to ensure that the information needs of the project and its stakeholders are met through development of artifacts and implementation of activities designed to achieve effective information exchange. Project Communications Management consists of two parts. The first part is developing a strategy to ensure communication is effective for stakeholders. The second part is carrying out the activities necessary to implement the communication strategy.

The Project Communications Management processes are:

10.1 Plan Communications Management—The process of developing an appropriate approach and plan for project communication activities based on the information needs of each stakeholder or group, available organizational assets, and the needs of the project.

10.2 Manage Communications—The process of ensuring timely and appropriate collection, creation, distribution, storage, retrieval, management, monitoring, and the ultimate disposition of project information.

10.3 Monitor Communications—The process of ensuring the information needs of the project and its stakeholders are met.

Figure 11. Project Communication Management Processes.
Source: Project Management Institute (2017, p.359).

In a project of this kind, community stakeholders can block the implementation of a project if they are not aware of what is being done. For this, it will be important to propose a communication management plan that takes into account the requirements of each partner even if their interest level is low.

2.8.8. Project Risk Management

Project risk management is a proactive approach that aims to anticipate events that may occur in order to better prepare or reduce the chances of them occurring. By knowing them better, the easier it will be to avoid it or to find the means to face them. This process is divided into several parts according to the *PMBOK* (Project Management Institute, 2017, p. 395):

The Project Risk Management processes are:

11.1 Plan Risk Management—The process of defining how to conduct risk management activities for a project.

11.2 Identify Risks—The process of identifying individual project risks as well as sources of overall project risk, and documenting their characteristics.

11.3 Perform Qualitative Risk Analysis—The process of prioritizing individual project risks for further analysis or action by assessing their probability of occurrence and impact as well as other characteristics.

11.4 Perform Quantitative Risk Analysis—The process of numerically analyzing the combined effect of identified individual project risks and other sources of uncertainty on overall project objectives.

11.5 Plan Risk Responses—The process of developing options, selecting strategies, and agreeing on actions to address overall project risk exposure, as well as to treat individual project risks.

11.6 Implement Risk Responses—The process of implementing agreed-upon risk response plans.

11.7 Monitor Risks—The process of monitoring the implementation of agreed-upon risk response plans, tracking identified risks, identifying and analyzing new risks, and evaluating risk process effectiveness throughout the project.

Figure 12. Project Risk Management Processes.
Source: Project Management Institute (2017, p.395)

2.8.9. Project Procurement Management

A procurement management plan documents how a project will conduct its procurement purchasing. It ensures that the components needed for a project arrive on time and within budget, and it works towards finishing the project. According to the *PMBOK* (Project Management Institute, 2017), it includes three processes:

12.1 Plan Procurement Management—The process of documenting project procurement decisions, specifying the approach, and identifying potential sellers.

12.2 Conduct Procurements—The process of obtaining seller responses, selecting a seller, and awarding a contract.

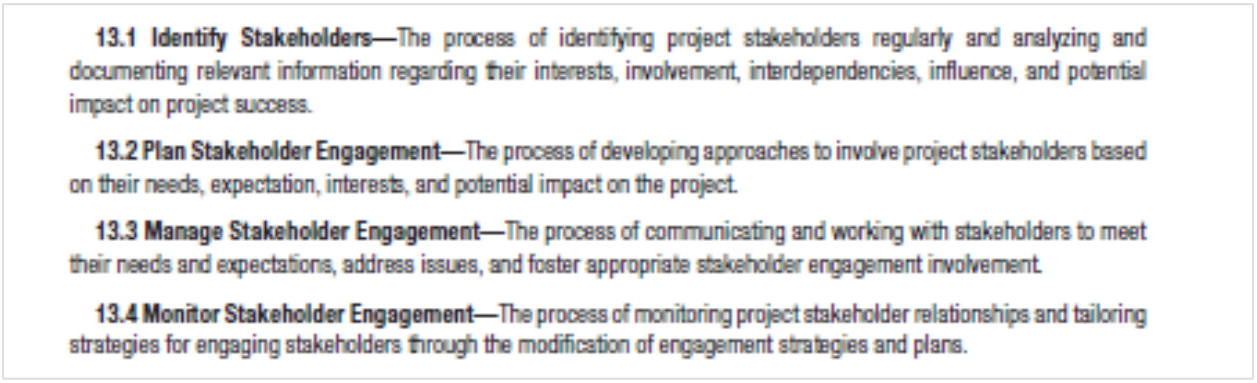
12.3 Control Procurements—The process of managing procurement relationships, monitoring contract performance, making changes and corrections as appropriate, and closing out contracts.

The procurement processes are presented as discrete processes with defined interfaces. In practice, procurement processes can be complex and can interact with each other and with processes in other Knowledge Areas in ways that cannot be completely detailed in the *PMBOK® Guide*. The processes described in this section are written from the viewpoint where goods or services are obtained from outside of the project.

Figure 13. Project Procurement Management Processes.
Source: Project Management Institute (2017, p.459).

2.8.10. Project Stakeholder Management

As stated by the *PMBOK* (Project Management Institute, 2017), project stakeholder management includes the processes required to identify the people, groups, or organizations that could impact or be impacted by the project, to analyze stakeholder expectations and their impact on the project, and to develop appropriate management strategies for effectively engaging stakeholders in project decisions and executions.



13.1 Identify Stakeholders—The process of identifying project stakeholders regularly and analyzing and documenting relevant information regarding their interests, involvement, interdependencies, influence, and potential impact on project success.

13.2 Plan Stakeholder Engagement—The process of developing approaches to involve project stakeholders based on their needs, expectation, interests, and potential impact on the project.

13.3 Manage Stakeholder Engagement—The process of communicating and working with stakeholders to meet their needs and expectations, address issues, and foster appropriate stakeholder engagement involvement.

13.4 Monitor Stakeholder Engagement—The process of monitoring project stakeholder relationships and tailoring strategies for engaging stakeholders through the modification of engagement strategies and plans.

Figure 14. Project Stakeholder Management Processes.
Source: Project Management Institute (2017, p.503).

Knowing this is, therefore, an essential success element of this project, and this work will try to propose a strategy allowing the center to properly manage the stakeholders of this project. Stakeholder expectations will be identified, and measures will be proposed to properly manage these expectations.

3. METHODOLOGICAL FRAMEWORK

3.1. Information Sources

Guzman and Verstappen (2001) stated, “An information source is a person, thing, or place from which information comes, arises, or is obtained” (p.15). This definition is taken from the document titled: *What is documentation*? They have published it to demonstrate the importance of documentation. It is, therefore, important to trace the sources of information. They explain that an information source is the origin of information, and it makes it possible to make a judgment on the validity of an information.

According to these same authors, depending on its nature, a written source can belong to three categories:

- That of primary sources, which are first-hand documents that reveal raw information; some of these sources can be considered of great value and should be kept.
- That of secondary sources, which are documents based on primary sources and which perform a work of synthesis, cross-checking, analysis, reformulation, confrontations, etc.
- In addition, tertiary sources are a selection and compilation of primary and secondary sources.

For this work, primary and secondary sources will be used.

3.1.1. Primary Sources

A primary source is "information collected directly by the author of a document" (Guzman & Verstappen, 2001). As part of this work, the interviews and meetings with the main actors of the project and experts of the various institutions governing the protection of children and vocational training in Haiti will be considered as the primary source of information.

3.1.2 Secondary Sources

A secondary source is "information collected by someone other than the person quoting it, analyzing it in a document or using it for other purposes, which means that there is reformulation” (Guzman and Verstappen, 2001).

For this document, the *PMBOK* (Project Management Institute, 2017) and the internet will be considered as secondary sources.

Table 2. Information Sources

Objectives	Information Sources	
	Primary	**Secondary**
1. To create a project charter that authorizes the project and gives the authority to apply organizational resources to the project to produce the project management plan	Meetings with the center manager, principal stakeholders, and experts from INFP	*The PMBOK Guide*
2. To develop a scope management plan defining requirements and expectations for this project	Meetings with the center manager, principal stakeholders, and experts from INFP	*The PMBOK Guide*, and the internet
3. To create a schedule management plan to ensure that the work will be finished on time	Meetings with the center manager and principal stakeholders	The internet and the *PMBOK Guide*
4. To create a cost management plan for assigning costs to work packages	Meetings with the center manager, principal stakeholders, and experts from INFP	*The PMBOK Guide*
5. To develop a quality management plan outlining the minimum criteria for stakeholders' acceptance	Meetings with experts from INFP, experts from ILO, from IBESR, and the center manager	*The PMBOK Guide* and the internet
6. To create a project resource management plan to allocate resources to work packages in an efficient manner according to national and international labor laws and conventions	Meetings with the center manager, principal stakeholders, and experts from INFP and MAST	*The PMBOK Guide* and the internet
7. To develop a communication management plan to ensure the timely production, transfer, monitoring, and management of program information to stakeholders	Meetings with the center manager and principal stakeholders	The *PMBOK Guide* and the internet
8. To create a risk management plan that identifies risks and risk responses for risks directly related to the project	Meetings with the center manager and with principal stakeholders	The *PMBOK Guide* and the internet
9. To develop a procurement management plan to identify and award contracts to suppliers who can purchase sustainable goods and services	Meetings with the center manager and principal stakeholders	The *PMBOK Guide* and the internet

Source: Own production, June 2019.

3.2. Research Methods

Perrin and Reuter (2006), define research method as: "the form taken by the work process of setting up to try to answer a question in a determined research discipline" (p.205). Furthermore, they explain that it is a dynamic process or a rational approach that allows to examine phenomena and problems to be solved and to obtain precise answers from investigations. This process is characterized by the fact that it is systematic and rigorous and leads to the acquisition of new knowledge.

The definition proposed by Creswell (2014, p.4): is not different. It distinguishes three research modes: the quantitative approach, the qualitative approach, and the mixed approach.

- “Qualitative research is an approach for exploring and understanding the meaning of a social or human problem” (Creswell, 2014, p.4). In this approach, the researcher starts from a concrete situation with a particular phenomenon that is to understand and not to demonstrate, prove, or control. This method uses qualitative research techniques to study particular facts (case studies, observation, semi-structured or unstructured interviews, etc.). The qualitative mode provides content data, not encrypted data.
- “Quantitative research is an approach for testing objective theories by examining the relationship among variables” (Creswell, 2014, p.4). This approach aims to collect observable and quantifiable data. This method is based on quantitative research instruments or techniques for collecting data, which, in principle, guarantee fidelity and validity. It results in numerical data that allow for descriptive analyzes, tables and graphs, statistical analyzes of links between variables or factors, correlation or association analyzes, etc.
- The mixed approach: “This approach is a combination of the two previous ones. It allows the researcher to mobilize both the benefits of the quantitative mode and those of the qualitative mode” (Creswell, 2014, p.4).

In this work, the qualitative approach will be used. The following table will show how this approach will be used for each specific objective.

Table 3. Research Methods

Objectives	Qualitative Research
1. To create a project charter that authorizes the project and gives the authority to apply organizational resources to the project to produce the project management plan	To achieve this objective, information collected through documentations of the project and interviews with key stakeholders will be analyzed.
2. To develop a scope management plan defining requirements and expectations for this project	To achieve this objective, information collected through interviews with key stakeholders will be analyzed.
3. To create a schedule management plan to ensure that the work will be finished on time.	To achieve this objective, information collected through interviews with key stakeholders will be analyzed.
4. To create a cost management plan for assigning costs to work packages	Information from similar projects being conducted in the area, from key stakeholders, and experts from INFP will be used to create the cost management plan.
5. To develop a quality management plan outlining the minimum criteria for stakeholders' acceptance	The quality criteria collected through interviews with the various actors involved, such as INFP, ILO, IBESR, and the private sector, will make it possible to propose a quality management plan for this project.
6. To create a project resource management plan to allocate resources to work packages in an efficient manner according to national and international labor laws and conventions	Interviews will be conducted with main project stakeholders to determine the need for staff according to the various international conventions and local laws.
7. To develop a communication management plan to ensure the timely production, transfer, monitoring, and management of program information to stakeholders	Collected information from similar projects and different stakeholders will produce a communication plan for this project.
8. To create a risk management plan that identifies risks and risk responses for risks directly related to the project	Interviews will be conducted with experts from different stakeholders, and information from similar projects will be used as a basis for producing this risk management plan.
9. To develop a procurement management plan to identify and award contracts to suppliers who can purchase sustainable goods and services	Interviews with key stakeholders and similar project document reviews will be analyzed to produce this procurement management plan.
10. To create a stakeholder management plan to ensure the appropriate identification, categorization, and participation of program stakeholders.	Project document interviews and reviews will be used to determine the roles and responsibilities of each stakeholder and thus prepare a stakeholder management plan.

Source: Own production, June 2019.

3.4. Tools

Tools are defined by the *PMBOK* as: “something tangible such as a template or software program, used in performing an activity to produce a product or result” (Project Management Institute, 2017, p. 725).

Table 4. Tools

Objectives	Tools
1. To create a project charter that authorizes the project and gives the authority to apply organizational resources to the project to produce the project management plan	Document analysis and Interviews
2. To develop a scope management plan defining requirements and expectations for this project	Expert judgment, interviews, document analysis, and multicriteria decision analysis
3. To create a schedule management plan to ensure that the work will be finished on time	Gant chart, activity list, and critical path method
4. To create a cost management plan for assigning costs to work packages	Expert judgment, data analysis, meetings, and analogous estimating
5. To develop a quality management plan outlining the minimum criteria for stakeholders’ acceptance	Expert judgment, interviews, decision making, and multicriteria decision analysis
6. To create a project resource management plan to allocate resources to work packages in an efficient manner according to national and international labor laws and conventions	Expert judgment, responsibility assignment matrix, text-oriented formats, meetings, analogous estimating, and parametric estimating
7. To develop a communication management plan to ensure the timely production, transfer, monitoring, and management of program information to stakeholders	Expert judgment, communication requirement analysis, communication technology, meetings, project reporting, and observation/conversation
8. To create a risk management plan that identifies risks and risk responses for risks directly related to the project	Expert judgment, interviews, meetings, assumption and constraint analysis, SWOT analysis, qualitative risk analysis, and documentation reviews

Objectives	Tools
9. To develop a procurement management plan to identify and award contracts to suppliers who can purchase sustainable goods and services	Expert judgment, market research, make-or-buy analysis, source selection analysis, and meetings
10. To create a stakeholder management plan to ensure the appropriate identification, categorization, and participation of program stakeholders	Expert judgment, meetings, documentation projects, stakeholder analysis, and prioritization/ranking

Source: Project Management Institute (2017).

3.5. Assumptions and Constraints

An assumption is “a factor in the planning process considered to be true, real or uncertain, without proof or demonstration” (Project Management Institute, 2017, p.699).

According to the *PMBOK*, a constraint is defined as: “a limiting factor that affects the execution of a project, program, portfolio, or process” (Project Management Institute, 2017, p.701). It also identifies six project constraints: scope, quality, schedule, budget, resource, and risk. Out of these six, scope, schedule, and budget are known as the triple constraints.

Table 5. Assumptions and Constraints

Objectives	Assumptions	Constraints
1. To create a project charter that authorizes the project and gives the authority to apply organizational resources to the project to produce the project management plan	Project documents will be available to develop the project charter.	Authorizations to consult and use project documents may delay the process.
2. To develop a scope management plan defining requirements and expectations for this project	All project documents will be available to develop the management plan. A strong project plan will be developed.	Some changes may be made along the way depending on the reality.
3. To create a schedule management plan to ensure that the work will be finished on time	A realistic schedule management plan will be created.	Political changes at the central level may delay the implementation of the project.
4. To create a cost management plan for assigning costs to work packages	A budget plan will be developed.	The instability or fluctuation of the local currency may not be controlled, in which case the budget will not be sufficient to implement the project.

Objectives	Assumptions	Constraints
5. To develop a quality management plan outlining the minimum criteria for stakeholders' acceptance	A quality plan including the quality criteria of the stakeholders will be defined.	Possible political change can create change at the partner level (state), and, therefore, their priorities and criteria may change.
6. To create a project resource management plan to allocate resources to work packages in an efficient manner according to national and international labor laws and conventions	An efficient project resource management plan will be developed.	Some resources may not be available in Jérémie.
7. To develop a communication management plan to ensure the timely production, transfer, monitoring, and management of program information to stakeholders	A communication management plan taking into account stakeholders' needs will be developed.	Some communication (electricity, internet) methods may not be available. .
8. To create a risk management plan that identifies risks and risk responses for risks directly related to the project	A risk management plan proposing the possible responses will be defined.	All resources may not be available to the center to manage risks.
9. To develop a procurement management plan to identify and award contracts to suppliers who can purchase sustainable goods and services	A procurement management plan taking into account all the requirements and the reality on the field will be developed.	Suppliers offering the necessary materials for the project will not be available in the area.
10. To create a stakeholder management plan to ensure the appropriate identification, categorization, and participation of program stakeholders	A strong stakeholder management plan will be developed taking into account all the requirements.	Possible political change can create change at the stakeholder level.

Source: Own production, June 2019.

3.5. Deliverables

"A deliverable is any unique and verifiable product, result, or capability to perform a service that is required to be produced to complete a process, phase, or project" (Project Management Institute, 2017, p.704).

Table 6. Deliverables

Objectives	Deliverables
1. To create a project charter that authorizes the project and gives the authority to apply organizational resources to the project to produce the project management plan	A project charter that formally authorizes the existence of the project and gives to the project manager the right to allocate resources to this project activities
2. To develop a scope management plan defining requirements and expectations for this project	A scope management plan
3. To create a schedule management plan to ensure that the work will be finished on time	A schedule management plan
4. To create a cost management plan for assigning costs to work packages	A cost management plan
5. To develop a quality management plan outlining the minimum criteria for stakeholders' acceptance	A quality management plan
6. To create a project resource management plan to allocate resources to work packages in an efficient manner according to national and international labor laws and conventions	A resource management plan
7. To develop a communication management plan to ensure the timely production, transfer, monitoring, and management of program information to stakeholders	A communication management plan
8. To create a risk management plan that identifies risks and risk responses for risks directly related to the project	A risk management plan
9. To develop a procurement management plan to identify and award contracts to suppliers who can purchase sustainable goods and services	A procurement management plan
10. To create a stakeholder management plan to ensure the appropriate identification, categorization, and participation of program stakeholders	A stakeholder management plan

Source: Own production, June 2019.

4. RESULTS

4.1. Project Integration Management

The *PMBOK* (Project Management Institute, 2017) was the main reference to develop the vocational training project management plan for the 680 young people at the EPJ center. The launch of the project has been delayed due to the process of signing partnerships, which has taken more time than planned. Authorizations for obtaining various documents that can help in the development of the project plan have been complicated by the lack of understanding between the partners, which are from different sectors. They weren't necessarily accustomed to working together. Market analysis for resource allocation has been skewed by the rapid gourd devaluation against the dollar, and the prevailing insecurity on the road prevents suppliers from providing resources to the capital. Coordination between all the involved actors was also difficult to facilitate, and the adoption of a common document was complicated. All of these aspects were taken into account in the development of the integration management document for this project.

The first objective of this work is, therefore, to create a project charter that formally authorizes the existence of the project and gives the project manager the right to allocate resources to the activities of this project. The signed agreement between the EPJ center and the ILO, the agreement signed between the ILO and the INFP, and the elements that are part of the environmental factors of the EPJ as the legal framework of operation were input data for this process.

Once the main documents were ready and the authorization of the main managers was acquired, the project charter was defined and included mainly the objectives, the description, the risks, the list of stakeholders, the requirements, the hypotheses and the constraints, the identification deliverables, the milestone schedule, and the overall project budget.

The EPJ center, with a high potential for the department, is subject to strong pressure from different structures in the area. These external factors often influence the smooth functioning of this institution in addition to internal elements often based on politics. This center, being the only one of the state, could benefit from many projects estimated at more than 10 million US dollars. Unfortunately, due to the lack of a project

management approach, the results of these eventual projects could not bring lasting results for the center.

In the case of this project, it was, therefore, important to have open-minded managers to this change while showing them the benefits that this new form of project management would bring to them. From there, there were several meetings and interviews with the leaders and representatives of the various involved partners, which constitute the information base for the development of the project charter.

4.1.1. Project Charter

Date:	**Project Name:**
August 16, 2019	Vocational training program for vulnerable youths in the Grand'Anse department.
Knowledge Areas / Processes	**Application Area (Sector / Activity)**
Knowledge areas: Integration, scope, time, cost, quality, human resource, communication, risk, procurement, and stakeholders **Process groups**: Initiation, planning, execution, and monitoring.	Social and informal economy
Start Date	**Finish Date**
July 1st, 2019	June 30, 2020
Project Objectives (General and Specific)	
General Objective: To support through vocational training 680 child victims of child labor or at risk of falling into child labor in the Grand'Anse department to enable them to be better equipped to face the labor market. Specific Objectives: 1- To accompany 680 adolescents who are involved or at risk to be involved in domestic work or in the worst forms of work through a qualifying career path 2- To set up mechanisms with the private sector to facilitate the accompaniment of young people after their professional training 3- To support the setup of the training centers in the six communes of the project so that they can receive young people from their area 4- To participate in the training of competent teachers for the training centers of the six (6) communes of the project 5- To develop quality training modules according to the market demand of each project intervention commune 6- To allow young people to have access to the state certificate by facilitating the follow-up of training modules validated by the INFP	

Project Purpose or Justification

The EPJ vocational training program for young people in vulnerable situations responds to ILO's request after the publication of the study on the situation of young domestic workers in the Grand'Anse department. EPJ, being the only existing training center for the state in the department, benefits from and will be able to benefit from many other partnerships that will allow it to improve its services and infrastructure. For that, it is essential for them to carry out this project while putting in practice the multiple recommendations, which will be given to them so that the center can increase and give better services to the population.

Thanks to this project, 680 girls and boys aged 14 to 17 will receive vocational training. The service provided by this project will enable them to have a qualification that will allow them to get a decent job in the future with which they will be able to access the labor market without being exploited. They will have the necessary tools that will allow them to recognize their rights and duties as people in their own rights.

Product or Service Description to be Generated by the Project – Project Final Deliverables

Business Objectives

This vocational training project will be executed by the EPJ Training Center. Through this training, the program hopes to contribute to the fight against child domestic work in the area. They will receive vocational training and will be accompanied for their insertion in employment. Concretely, the expected results are:

- Outcome 1.1: 680 young people will be trained in different sectors according to the labor market demand.
- Outcome 1.2: 680 young people will have received the accompaniment of the Chamber of Commerce.
- Outcome 1.3: Training modules will be developed and validated by the INFP.
- Outcome 1.4: Training centers will be established in the six project intervention communes under the supervision of the EPJ.
- Outcome 1.5: Qualified teachers will be available in the intervention zones thanks to the support of the EPJ.
- Outcome 1.6: State certification will be available to young people who have completed their training course thanks to the support of the INFP. In addition to this, there will be an increase in the qualified workforce to meet the needs of the area inhabitants following the needs presented by the Grand'Anse Chamber of Commerce.

Assumptions

- The project will take place during the hurricane period. It is assumed that there will be hurricanes; therefore, adjustments have been made to the calendar to allow young people to recapture lost days due to rain or flooding rivers.
- It is assumed that all training will take place during the weekends, but it is possible that the beneficiaries will not be available to finalize the weekend course, so the center will have to put in place a plan to receive them during the week.
- It is expected to have security problems during the election period; therefore, measures will be taken to facilitate young beneficiaries to recover all the period.

Constraints

The project should not exceed the amount approved by the donor, ILO, and the duration of the project must not exceed twelve (12) months in the six municipalities of the Grand'Anse department.

Preliminary Risks

- The material prices increase every day with the inflation that exists in the country.
- Risk of accidents for beneficiaries
- Local authorities could interfere in the project for personal or political interests, blocking these local elected representatives in case of refusal.
- Delay of the partners responsible for the selection of young people

Budget

ITEM	Total Cost	
1. Human resources	HTG	2,580,000.00
2. Operations	HTG	933,600.00
3. EPJ (250 future students)	HTG	13,837,500.00
5. Roseaux (130 future students)	HTG	556,001.00
6. Marfranc (90 future students)	HTG	5,360,100.00
7. Moron (90 future students)	HTG	5,457,150.00
8. Beaumont (100 future students)	HTG	2,512,500.00
9. Corail (100 future students)	HTG	6,112,500.00
10. Security materials	HTG	1,462,000.00
11. Didactic materials	HTG	81,220.00
Sub-total	HTG	38,892,571.00
Medical insurance	HTG	777,851.42
TOTAL	**HTG**	**39,670,422.42**
Rate	**$**	**417,583.39**

Milestones and Dates

Milestone	Start Date	End Date
• Establishment of the team • Formalization of the youth support structure	December 2, 2019	December 23, 2019
• Validation of the training modules • Structuring of delocalization of the centers in the communes	January 6, 2020	January 17, 2020
• Equipping the centers adequately	January 20, 2020	April 1, 2020
• Realization of the trainings	February 3, 2020	May 30, 2020
• Certification of the youths	June 30, 2020	June 30, 2020

Relevant Historical Information
The International Labor Organization (ILO) and its partners are carrying out interventions in Haiti to prevent and reduce the hazardous work of young adolescents by providing them with an accelerated vocational training and entrepreneurship training certified by the Institut National de Formation Professionnelle (INFP) and the International Labor Organization. In order to get sustainable results from this intervention, the ILO supports national constituents in their efforts to address this issue in a comprehensive framework with the involvement of key partners whether they are private sector partners or other partner associations. This project supports the prevention and removal of child workers in domestic work and in the worst forms of child labor by providing them with a state-certified accelerated vocational training program as well as professional experience (namely trainee, apprentice, or regular worker for people in working age – 16 years old). It is in this context that an agreement has been signed with the EPJ so that it can implement vocational training for 680 beneficiaries who are victims of child labor or who are at risk of falling into child labor. This project originated on the basis of the FAFO study, 2014, which demonstrated that: • The number of child domestic workers in both acceptable and unacceptable situations in Haiti is 407,000. • The number of child domestic workers in an acceptable condition is 207,000 (working more than 14 hours week). This vocational training project involving the actors in the area aims to reduce these figures by implementing a mechanism to prevent children from hazardous work and supporting the professional training for 680 young people who will be accompanied to enter the work environment in decent conditions.
Stakeholders
1- International Labor Organization (ILO) 2- The Professional School of Jérémie (EPJ) 3- The National Institute of Vocational Training (INFP) 4- The Chamber of Commerce and Industry of Grand'Anse (CCIGA) 5- The Institute of Social Welfare and Research (IBESR) 6- Local leaders, CASEC and ASEC 7-Ministry of Social Affairs and Labor (MAST)

Project Manager:	**Signature:**
Authorized by:	**Signature:**

4.1.2. Change Request

The duration approved by the donor is of 1 year. All activities and reports must be finalized from December 1, 2019 to June 30, 2020. If it should have a change request for extension, the request must be approved at the stakeholder monthly meeting on the basis of the presentation of an updated calendar. The project manager will have to submit this request to the lessor with the minutes of this meeting signed by the participants. He will be responsible for tracking the approval, sharing the new schedule, and its implementation.

4.2. Scope Management Plan

The second objective of this project is to develop a management plan defining requirements and expectations for this project. As part of this project, this aspect is really important since from the moment the local authorities heard about this project, they began to propose things that they thought would be of primary importance to the people in their area. There is often so much need in these kinds of communities that one would be easily convinced. That is why it was important for everyone to agree on the work that will be done.

To achieve this result, several meetings were necessary to present the basic idea of the project and thus obtain a consensus of all parties concerned for the project success. Firstly, it was important to profile the project beneficiaries. Following the objectives of the project, the discussions were undertaken, and it was, thus, decided as follows:

- Project beneficiaries must be between 14 and 17 years old with a minimum of 50% girls.
- The project actions should target young people with the following characteristics:
    - Adolescents already working in a work situation that prevents them from continuing their education, the number of working hours is excessive for their age, and the work they perform puts their health at risk
    - Adolescents who have dropped out of school looking for work
    - Teenagers at risk of dropping out of school to fill a resource gap
    - Adolescents who can at least read and write

Based on that, a scope management plan has been developed to get the scope of the project. This includes the project requirements, the WBS dictionary, scope verification, and the scope control that would guide the project management team throughout the project.

The process for planning the scope management plan was facilitated by the project charter already developed and the environmental factors of the institution. In addition, the tool that was used was mainly meetings with stakeholders. This process has also resulted in the requirement management plan as the second output of the plan scope management process.

4.2.1. Scope Management Plan

4.2.1.1. Introduction

This project is presented at ILO's request with the objective of preventing child labor in the Grand'Anse department and accompanying those young adolescents who have already passed the age of 14. EPJ, in collaboration with other partners in the field, will provide vocational training in six communes of the department to those 680 young people at risk of vulnerability or at risk of falling into domestic work. At the end of these courses, those young people who have acquired the necessary skills must be able to enter the labor market.

The scope management plan of this project presents the way in which the content has to be managed, validated, and executed. Being a small project in a large program where different partners are involved, this plan is done to clearly identify the management approach, the roles and responsibilities of the various stakeholders, the verification and control measures, the change controls, and the work breakdown structure of the project.

4.2.1.2. Scope Management Approach

For the smooth running of this project, the scope management will be under the responsibility of the project manager. The scope for this project is defined by the Scope Statement, Work Breakdown Structure (WBS), and WBS Dictionary. Together with his team, he will meet once a month with the main stakeholders of the project to present the progress and the challenges and to find together possible solutions to the problems that

may arise. Any possible scope change should be discussed at this monthly meeting. All participants will sign the minute, and this document will be one of the references for any requests for change to the lessor.

Once the lessor approves the modifications, the project manager will update all project documents and communicate the changes to all stakeholders through a change directive. He is responsible for following up the approval of the changes and for implementing them.

The project manager ensures the overall coordination of the training program and will submit project progress periodic reports (technical reports and financial reports).

4.2.1.3. Roles and Responsibilities

Being a small project that is part of a big program, the project manager and his team will play a key role in the scope management of this project. As such, they should be aware that their results feed this program, and, therefore, it is their responsibility to perform the work according to what has been validated.

The table below defines the roles and responsibilities for managing the scope of this project:

Table 7. Scope Management Roles and Responsibilities

Names	Role	Responsibilities
ILO	Project sponsor	1. To approve or deny scope change requests as appropriate 2. To evaluate the need for scope change requests 3. To accept project deliverables
Jean Rosanna	Project manager	1. Is the main contact for the project. 2. To provide overall coordination of the program 3. To control the human, material, and financial resources involved in the various training projects 4. To measure and verify the project scope 5. To facilitate scope change requests 6. To facilitate impact assessments of scope change requests 7. To organize and facilitate scheduled change control meetings 8. To communicate scope change request outcomes 9. To update project documents upon approval of all scope changes 10. To monitor and control pedagogically according to the objectives 11. To monitor compliance with the terms of the established contract 12. To collect data and submit project progress periodic reports (technical reports and financial reports)

Names	Role	Responsibilities
Project team	Team members (project assistant, chief of works, and coordinator of studies)	1. To participate in defining change resolutions 2. To evaluate the need for scope changes and communicate them to the project manager as necessary 3. To manage material resources according to the progress of the trainings 4. To support the coordination of practical field monitoring activities 5. To ensure the pedagogical management of each training project 6. To manage training and learning activities 7. To submit to the project manager a weekly report on the overall progress of each training project
Stakeholders	Partners (IBESR, INFP, MAST, CARE, UNICEF, CCIGA, and CASEC) and subcontractors	1. To participate in monthly meetings and to be able to propose changes 2. To offer solutions to the various problems that may arise

Source: Own production, November 2019.

4.2.1.4. Scope Definition

The scope of this project was defined further through a comprehensive requirement collection process. Being a small project of a large program involving several institutions, it was necessary to make the link with other partner's needs. An in-depth analysis of the regulations and standards on vocational training in Haiti, the laws and conventions to be respected for beneficiaries who are adolescents, the areas of origin of young people and the possibilities of follow-up after training, and finally, the donor's requirements have been the criteria for this analysis.

Project deliverables have been established based on the requirement collection process and input from experts like vocational training inspectors, representatives of the Chamber of Commerce and Industry, experts on children's rights, representatives of education, among others. In addition, the experiences of the EPJ on the vocational training of young people in situations of vulnerability were reviewed in order to collect the lessons learned.

4.2.1.5. Project Scope Statement

As explained above, this project is part of a larger program involving many partners, so it is essential to provide a detailed description of what is part of the project and what is not. This will prevent any misinterpretations and confusion among stakeholders.

4.2.1.6. Scope Description, Product Acceptance Criteria, and Project Deliverables

These 680 young people referred by the protection actors of the Grand'Anse department will have to receive professional training under the leadership of the EPJ. At the end of the project, these young people will have to be able to integrate to the labor market thanks to the support of the Chamber of Commerce and Industry. For this, the following criteria must be respected:

- The selected youths must receive a minimum of 250 training hours, of which 60% will be reserved for practice.
- The competency-based approach will be privileged during this training.
- Training rooms in all the six communes must meet the criteria established by the INFP.
- The training modules must reflect the market demand and must, therefore, be developed in collaboration with the CCI-GA. They must be adapted for the youths to facilitate their comprehension.
- The training modules must meet the INFP criteria.
- Practice equipment must be on site for each training.
- EPJ must recruit competent teachers to deliver the courses.
- Training must be organized according to the availability of young people from different municipalities so courses will not interfere with their school.
- Supervision and assessments must be done according to INFP criteria and with their inspectors.
- Evaluations must be done taking into account criteria from INFP.

4.2.1.6. Project Exclusions

- The identification and selection of young people is not part of the EPJ work.
- The vocational guidance of young people will be done by the heads of the CCI GA placement center.
- The care of young people in a situation of vulnerability will be handled by the protection actors, and in no case can the EPJ become involved.

4.2.1.7. Requirement Traceability Matrix

Table 8. Requirement Traceability Matrix

Outcomes	Indicator	Basic data	Target	Data sources	Collection method	Frequency	Responsible
Outcome 1.1: 680 young people will be trained in different sectors according to the labor market demand.	The number of children who have received their vocational training	0	680	Lists and reports	Monitoring	Quarterly	EPJ
Outcome 1.2: 680 young people will have received the Chamber of Commerce accompaniment.	The number of young people referred to the ICC for their accompaniment	0	680	Reports	Monitoring	Quarterly	EPJ
Outcome 1.3: Training modules will be developed and validated by the INFP.	The number of validated modules	0		Reports	Monitoring	Quarterly	EPJ and ILO
Outcome 1.4: Training centers will be established in the six intervention communes of the project under EPJ supervision.	The number of supported training centers	0		Reports	Monitoring	Quarterly	EPJ
Outcome 1.5: Qualified teachers will be available in the intervention zones thanks to the EPJ support.	The number of teachers qualified and available in the centers	0		Reports	Monitoring	Monthly	EPJ
Outcome 1.6: State certification will be available to young people who have completed their training course thanks to the INFP support.	Number of youths who receive the state certification	0	680	Reports	Monitoring	Quarterly	EPJ and INFP

Source: Own production, November 2019

4.2.1.8. Product Acceptance Criteria.

The acceptance criteria for this project mainly depends on the INFP, which is the regulating institution of vocational training in Haiti. For that reason, they will have an inspection and supervision role of the course of the formations. The criteria for evaluating the quality of training are:

- Firstly, the training module has to be validated by the INFP.
- It has to respect the minimum number of hours (250) for an aptitude certificate (AAP) according to the INFP criteria.
- Sixty percent of the time must be for practice.

As soon as EPJ has finished its work, in agreement with INFP, they will convene a stakeholder meeting where the product will be validated and officially handed over to ILO. ILO will verify that all and only the work captured in the scope baseline is completed. The narrative report should take into account the annexed template so that it can be easily included in the program report.

4.2.1.9. Work Breakdown Structure and Dictionary

To create the work breakdown structure (WBS), requirement documentation, such as the INFP regulations, the project document, and other environmental factors, was taken into account to have a document that contains deliverables and work subdivided into smaller components that are easier to manage. Each work package will be under the responsibility of a staff that will trace all concerns, challenges, or blockage to the manager.

The project is divided into five phases: the start-up phase, the design phase, the training phase, the post-training or evaluation phase, and the project closure phase. Each of these phases is then subdivided into work packages.

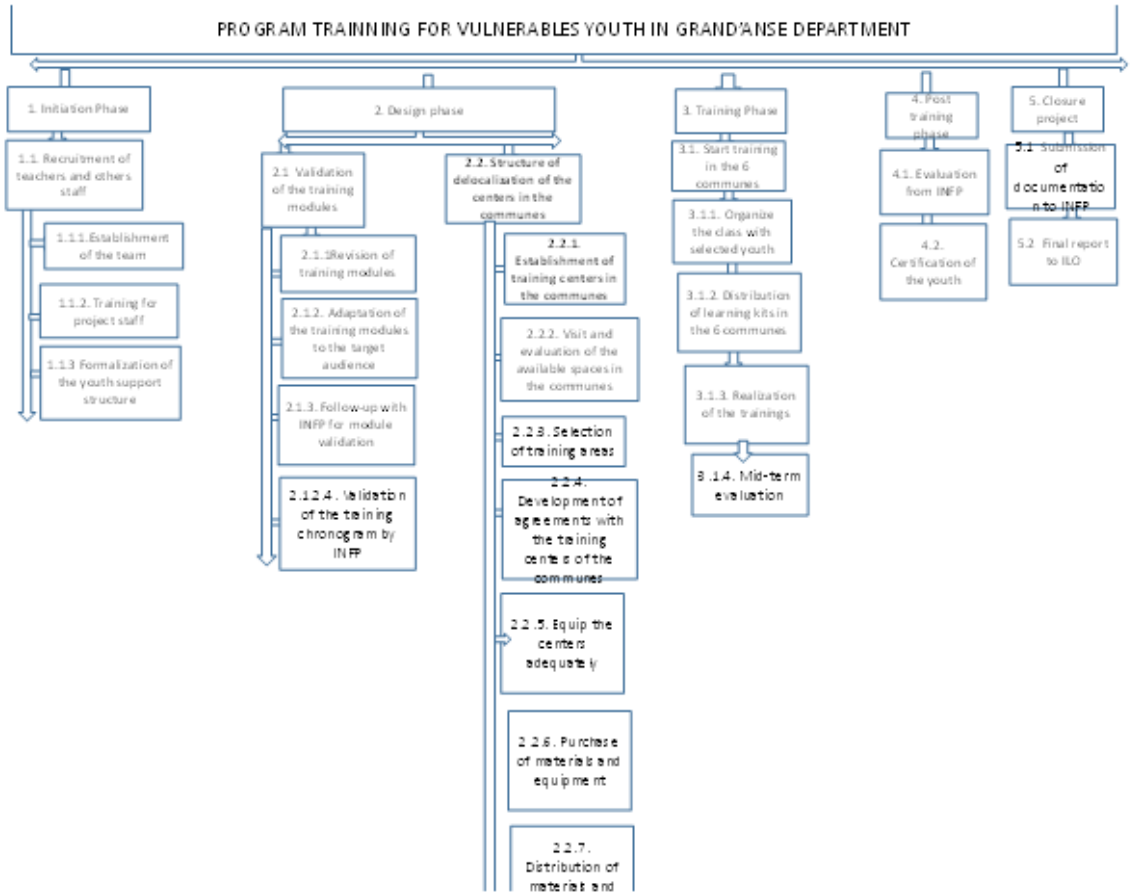


Figure 15. Program Trainning for Vulnerable Youths in the Grand'anse Department
Source: Own production, November 2019.

4.2.1.10. The WBS Dictionary

The following dictionary will serve as a reference for the project staff. It clearly defines the work needed to complete the project as well as the expected results. The project team will use the WBS dictionary as a statement of work for each WBS element.

Table 9. WBS Dictionary

Level	Code	Element name	Work description	Deliverables
1	**1.**	**Initiation phase**		
2	1.1.	Establishment of the team	During this phase, the staff will be selected, some may already be employees of the center and others may come from outside. It will be essential to determine who is doing what to support young people properly.	Staff recruited and properly trained to receive vulnerable youths
3	1.1.1	Recruitment of teachers and other staff		
3	1.1.2	Training for project staff		
3	1.1.3	Formalization of the youth support structure		
1	2.	**Design phase**		
2	2.1	Validation of the training modules		

Level	Code	Element name	Work description	Deliverables
3	2.1.1	Revision of training modules	During this phase, the training modules are revised, adapted to the abilities of young adolescents, and validated by the INFP.	Adapted and validated training modules
3	2.1.2	Adaptation of the training modules to the target audience		
3	2.1.3	Follow-up with INFP for module validation		
3	2.1.4	Validation of the training chronogram by INFP		
2	2.2	Structuring of delocalization of the centers in the communes	This second part consists in setting up training structures in the communes, evaluating them, and having an agreement with them for the use of space.	Contract signed with the different centers of the communes
3	2.2.1	Establishment of training centers in the communes		
3	2.2.2	Visit and evaluation of the available spaces in the communes		
3	2.2.3	Selection of training areas		
3	2.2.3	Development of agreements with the training centers of the communes		
2	2.3	Equipping the centers adequately	In addition, this third part of this phase consists of bringing the regulation space into conformity, equipping it with the necessary elements for the training of young people.	Adequately equipped training centers for training
3	2.3.1	Purchase of materials and equipment		
3	2.3.2	Distribution of materials and equipment		
1	3	**Training phase**		
2	3.1	Start of training in the six communes	This phase consists in establishing the classes according to the modules selected by the young people, launching training courses in the various municipalities and doing the mid-term evaluation.	Launched training
2	3.2	Organization of the class with selected youths		
2	3.3	Distribution of learning kits in the six communes		
2	3.4	Realization of the trainings		
2	3.5	Mid-term evaluation		
1	4	**4. Post-training or evaluation phase**		
2	4.1	Evaluation by INFP	This phase consists of planning with the INFP the evaluation and certification of young people after their training.	Youths evaluated and certified by the INFP
2	4.2	Certification of the youths		
1	5	**5. Project closure phase**		
2	5.1	Submission of documentation to INFP	During this phase, the team must submit all the youth documents to the INFP for archiving, and the final report must be submitted to the ILO.	Archived document and submitted final report to the donor.
2	5.2	Final report to ILO		

Source: Own production, November 2019.

4.2.1.11. Scope Verification

As the project progresses, the project manager will verify the intermediate project deliverables against what was planned. Once verified, the team will present the deliverables to the steering committee for stakeholder validation. Project sponsors will accept the deliverable by signing an acceptance document for the project deliverable. This will ensure that project work remains within the scope of the project on a consistent basis throughout the life of the project.

4.2.1.12. Scope Control

The project manager and the project team will work together to control the scope of the project. The project team will use the WBS dictionary as a statement of work for each WBS element. The project team will make sure to perform only the work described in the WBS dictionary and to generate the deliverables defined for each WBS element.

The project manager will oversee the project team and project progress to ensure that the scoping process is followed.

If a change in the scope of the project is required, the process for recommending changes to the scope of the project must be made. Any member of the project team or sponsor may request changes to the scope of the project. All requests for changes must be submitted to the manager who will review the request before deciding whether to bring it to the steering committee. After any changes, the project manager will update all project documents and communicate the scope directive to all members of the project team and stakeholders:

SPONSOR ACCEPTANCE
Approved by:
_____ Date: _____

4.3. Project Schedule Management

The third objective of this work is to create a calendar management plan to ensure that the work is completed on time. The first project time management process was the development of the schedule management plan that would be used to guide the life cycle of the project schedule. The project charter and the scoping plan were used as a baseline to gather information on the scoping baseline and milestone schedule. The tools and

techniques used came from expert evaluations and meetings to create the schedule management plan. Please see the schedule management plan below.

4.3.1. Introduction

The project schedule is very important for the execution; it is a guide on how the project will be implemented, and it provides the project team and the sponsor with a visual picture of the project situation at any time. With all the security challenges that come up, this schedule will help plan any possible extensions taking into account the results to be provided. This schedule management plan will allow the project team to know how to manage these changes after the approval of the standard schedule. This includes the identification, analysis, documentation, prioritization, approval or rejection, and the publication of any changes related to the planning.

4.3.1.1. Schedule Management Approach

Several documents were used for the realization of this schedule management plan. The project charter, environmental factors such as the regulations to be followed in the context of professional training in Haiti, and the criteria of the lessor were all input for this process. In addition, the meetings with the principal concerned were privileged.

The project schedule will take into account several important aspects. First, it will be necessary to count with the 250 minimum hours that all the young people must complete to have their certificate, this being the biggest activity of the project. In addition, it will be necessary to take into account the participation of the other partners involved in the execution of this project because that too is a prerequisite of the lessor and the INFP.

The activity list will determine the specific work packages to be completed to complete each deliverable and the link that must exist between each of them and their duration. It will also be important for each staff to perfectly understand the schedule, to know the tasks assigned to them, and thus be able to deliver on time.

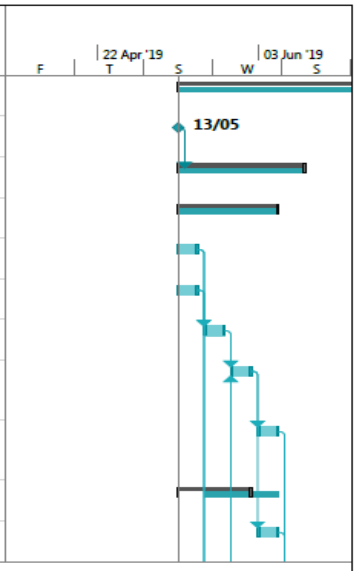
Table 10. Activity List

	TRAINING PROGRAM FOR VULNERABLE YOUTHS IN THE GRAND'ANSE DEPARTEMENT
	1. Initiation phase
	1.1. Establishment of the team
	1.1.1. Recruitment of teachers and other staff

	1.1.2. Training for project staff
	1.1.3. Formalization of the youth support structure
	2. Design phase
	2.1. Validation of the training modules
	2.1.1 Revision of training modules
	2.1.2 Adaptation of the training modules to the target audience
	2.1.3. Follow-up with INFP for module validation
	2.1.4 Validation of the training chronogram by INFP
	2.2. Structuring of delocalization of the centers in the communes
	2.2.1. Establishment of training centers in the communes
	2.2.2. Visit and evaluation of the available spaces in the communes
	2.2.3. Selection of training areas
	2.2.4. Development of agreements with the training centers of the communes
	2.3 Equipping the centers adequately
	2.3.1 Purchase of materials and equipment
	2.3.2 Distribution of materials and equipment
	3. Training phase
	3.1. Start of training in the six communes
	3.2. Organization of the class with selected youths
	3.3. Distribution of learning kits in the six communes
	3.4. Realization of the trainings
	3.5 Mid-term evaluation
	4. Post-training or evaluation phase
	4.1. Evaluation from INFP
	4.2. Certification of the youths
	5. Project closure phase
	5.1 Submission of documentation to INFP
	5.2 Final report to ILO

Source: Own production, November 2019.

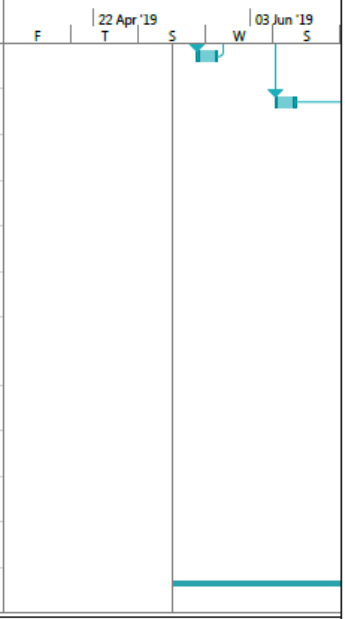
ID	Task Mode	Task Name	Duration	Start	Finish	Predecessors
1		**Final Graduation Project**	**130 days**	**Mon 13/05/19**	**Fri 08/11/19**	
2		FGP Start	0 days	Mon 13/05/1	Mon 13/05/1	
3		**1,Graduation Seminar**	**25 days**	**Mon 13/05/19**	**Fri 14/06/19**	2
4		**1.1,FGP Deliverables**	**20 days**	**Mon 13/05/19**	**Fri 07/06/19**	
5		1.1.1,Charter	5 days	Mon 13/05/1	Fri 17/05/19	
6		1.1.2,WBS	5 days	Mon 13/05/1	Fri 17/05/19	
7		1.1.3,Chapter I. Introduction	5 days	Mon 20/05/19	Fri 24/05/19	5,6
8		1.1.4,Chapter II. Theoretical framework	5 days	Mon 27/05/19	Fri 31/05/19	7,12
9		1.1.5,Chapter III. Methodological framework	5 days	Mon 03/06/19	Fri 07/06/19	8
10		**1.1.6,Annexes**	**15 days**	**Mon 13/05/1**	**Fri 31/05/19**	
11		1.1.6.1,Bibliography	5 days	Mon 03/06/19	Fri 07/06/19	8



Project: GP Schedule 29 July 20
Date: Tue 30/07/19

Task	Inactive Summary	External Tasks	
Split	Manual Task	External Milestone	
Milestone	Duration-only	Deadline	
Summary	Manual Summary Rollup	Progress	
Project Summary	Manual Summary	Manual Progress	
Inactive Task	Start-only		
Inactive Milestone	Finish-only		

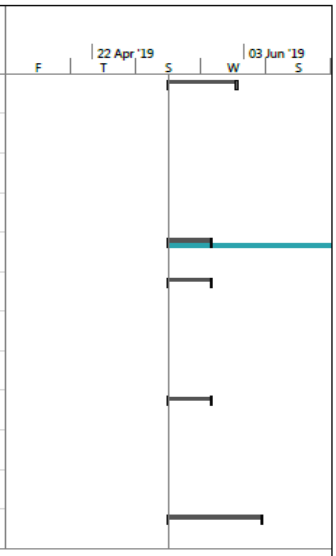
ID	Task Mode	Task Name	Duration	Start	Finish	Predecessors
12		1.1.6.2,Schedule	5 days	Mon 20/05/1	Fri 24/05/19	6,5
13		1.2,Graduation Seminar approval,	5 days	Mon 10/06/19	Fri 14/06/19	9,11
14		**2,Tutoring process**	**61 days**	**Mon 29/07/1**	**Mon 21/10/1**	
15		**2.1,Tutor**	**61 days**	**Mon 29/07/1**	**Mon 21/10/1**	
16		2.1.1,Tutor assigment	1 day	Mon 29/07/1	Mon 29/07/1	13
17		2.1.2,Communication	2 days	Wed 31/07/1	Thu 01/08/1	16
18		2.2,Adjustments of previous chapters (If needed)	5 days	Mon 05/08/19	Fri 09/08/19	16,17
19		2.3,Charter IV. Development (Results)	47 days	Mon 12/08/19	Tue 15/10/19	18
20		2.4,Chapter V. Conclusions	5 days	Wed 16/10/19	Tue 22/10/19	19
21		2.5,Chapter VI. Recommendations	5 days	Wed 23/10/19	Tue 29/10/19	20
22		Tutor approval	0 days	Mon 21/10/1	Mon 21/10/1	21
23		**3,Reading by reviewers**	**105 days**	**Mon 04/11/19**	**Fri 27/03/20**	



Project: GP Schedule 29 July 20
Date: Tue 30/07/19

Task	Inactive Summary	External Tasks	
Split	Manual Task	External Milestone	
Milestone	Duration-only	Deadline	
Summary	Manual Summary Rollup	Progress	
Project Summary	Manual Summary	Manual Progress	
Inactive Task	Start-only		
Inactive Milestone	Finish-only		

ID	Task Mode	Task Name	Duration	Start	Finish	Predecessors
24		3.1,Reviewers assigment request	15 days	Mon 13/05/19	Fri 31/05/19	
25		3.1.1,Assigment of two reviewers	2 days	Mon 16/09/19	Tue 17/09/19	22
26		3.1.2,Communication	2 days	Wed 18/09/1	Thu 19/09/19	25
27		3.1.3,FGP submission to reviewers	1 day	Fri 20/09/19	Fri 20/09/19	26
28		3.2,Reviewers work	10 days	Mon 13/05/19	Fri 24/05/19	
29		3.2.1,Reviewer	10 days	Mon 13/05/19	Fri 24/05/19	
30		3.2.1.1,FGP reading	9 days	Mon 23/09/1	Thu 03/10/19	27
31		3.2.1.2,Reader 1 report	1 day	Fri 04/10/19	Fri 04/10/19	30
32		3.2.2,Reviewer	10 days	Mon 13/05/19	Fri 24/05/19	
33		3.2.2.1,FGP reading	9 days	Mon 23/09/1	Thu 03/10/19	27
34		3.2.2.2,Reader 2 report	1 day	Fri 04/10/19	Fri 04/10/19	33
35		4,Adjustments	20 days	Mon 13/05/19	Fri 07/06/19	



Project: GP Schedule 29 July 20
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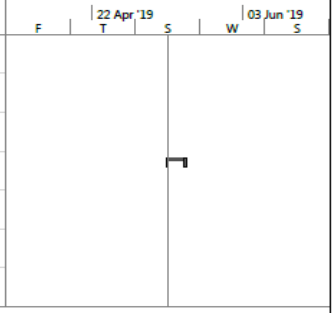
ID	Task Mode	Task Name	Duration	Start	Finish	Predecessors
36		4.1,Report for reviewers	9 days	Mon 07/10/1	Thu 17/10/19	34
37		4.2,FGP update	1 day	Fri 18/10/19	Fri 18/10/19	36
38		4.3,Second review by reviewers	10 days	Mon 21/10/19	Fri 01/11/19	36,37
39		5,Presentation to Board of Examiners	5 days	Mon 13/05/19	Fri 17/05/19	
40		5.1,Final review by board	2 days	Mon 04/11/19	Tue 05/11/19	38
41		5.2,FGP grade report	3 days	Wed 06/11/1	Fri 08/11/19	40
42		FGP End	0 days	Fri 08/11/19	Fri 08/11/19	41



Project: GP Schedule 29 July 20
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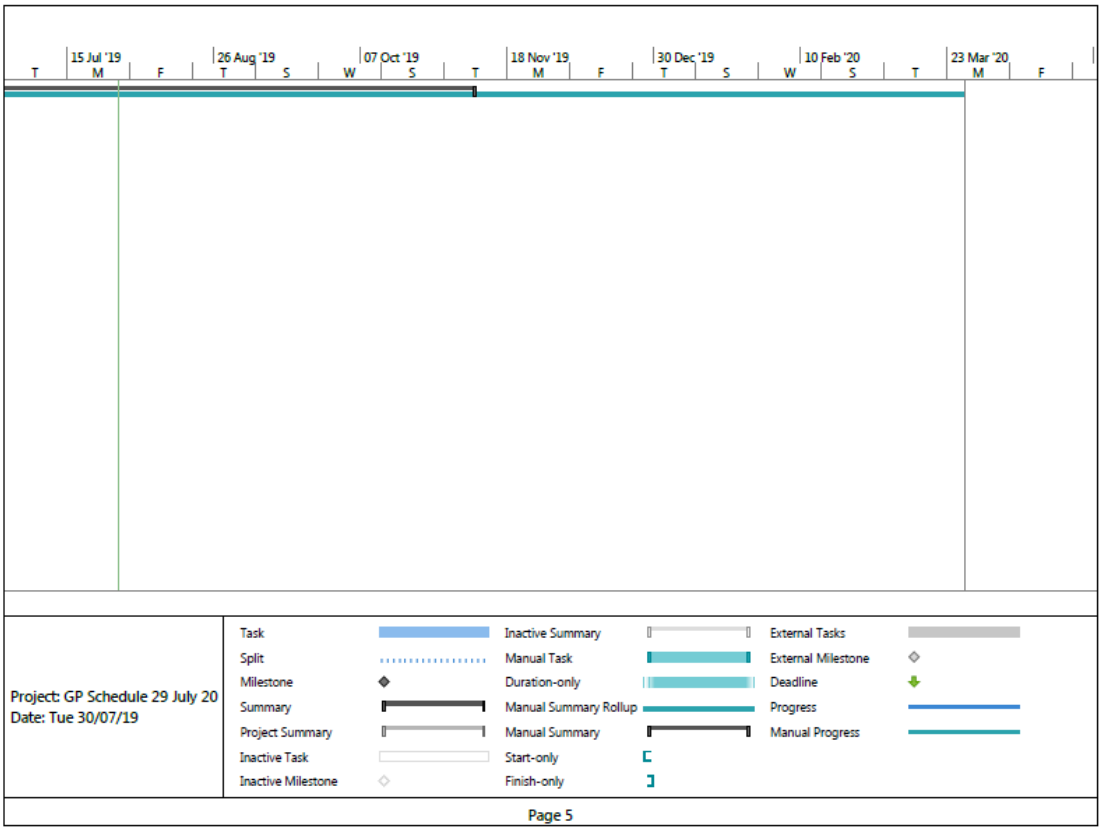
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Project: GP Schedule 29 July 20
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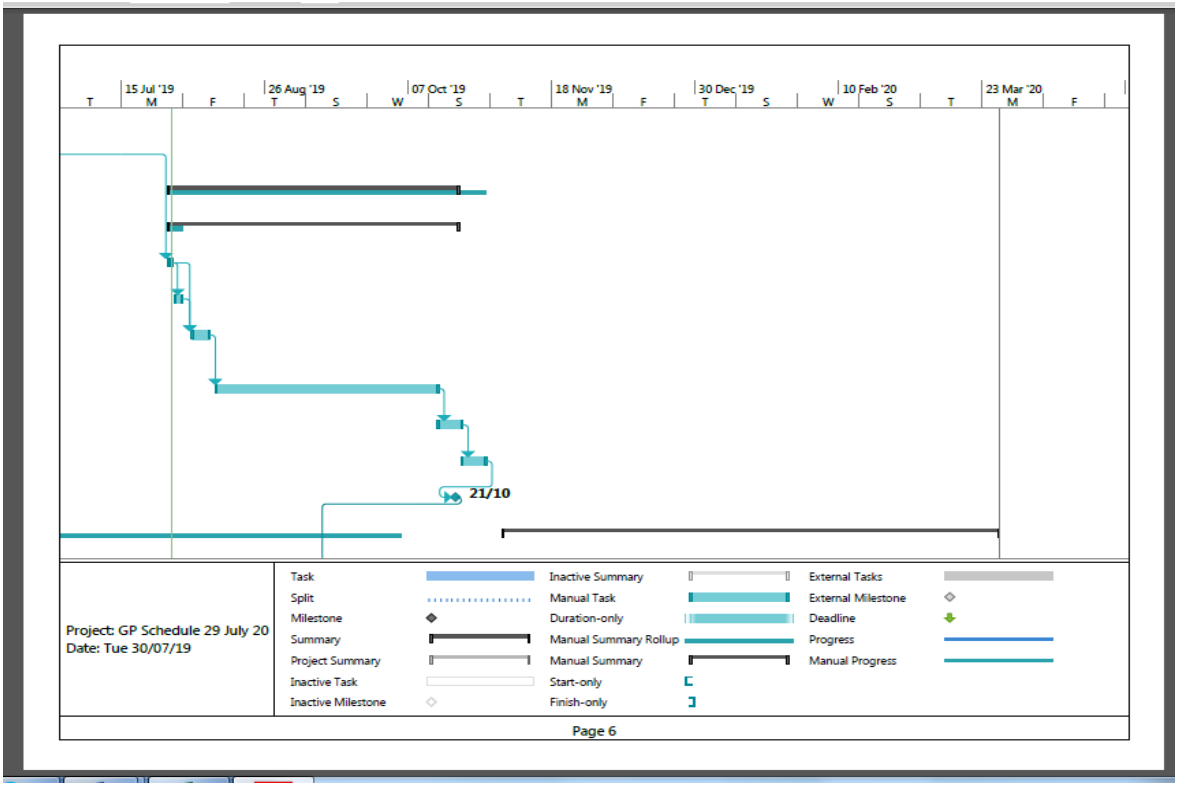
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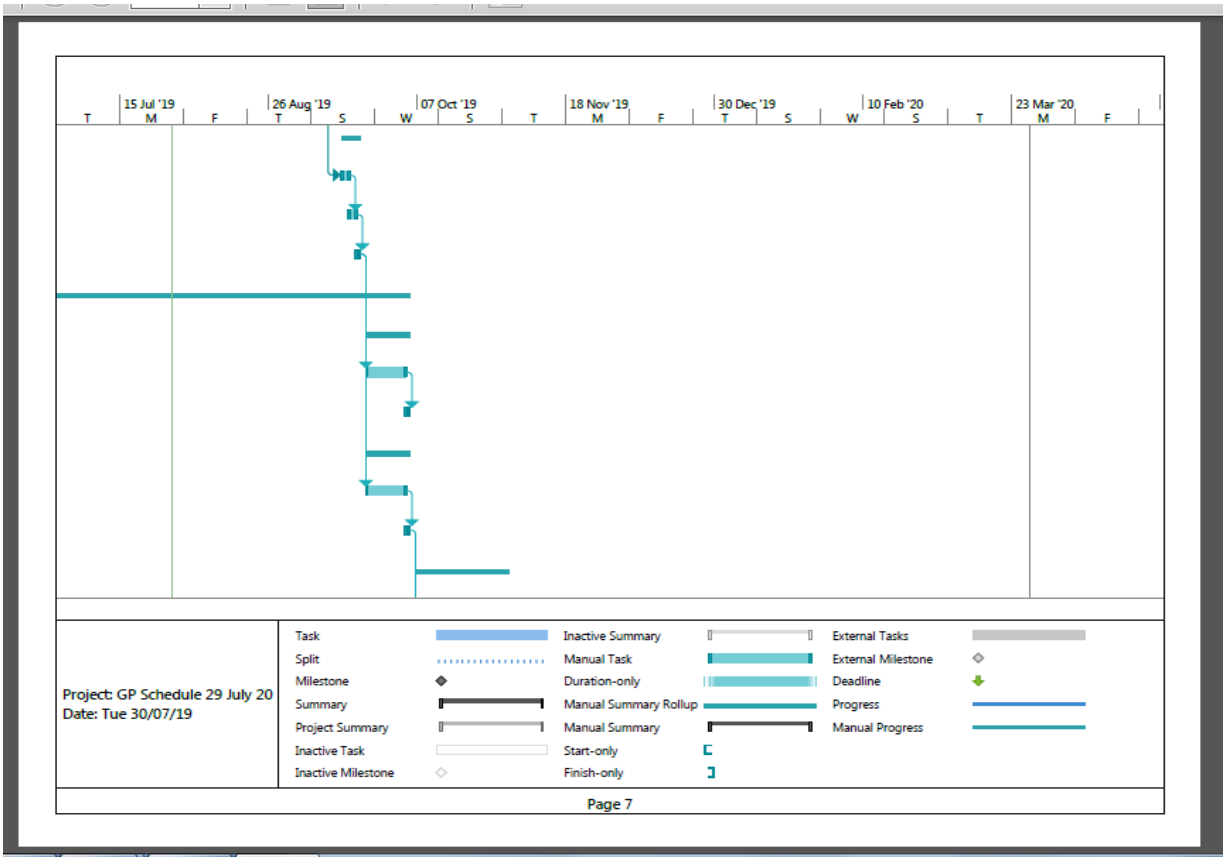
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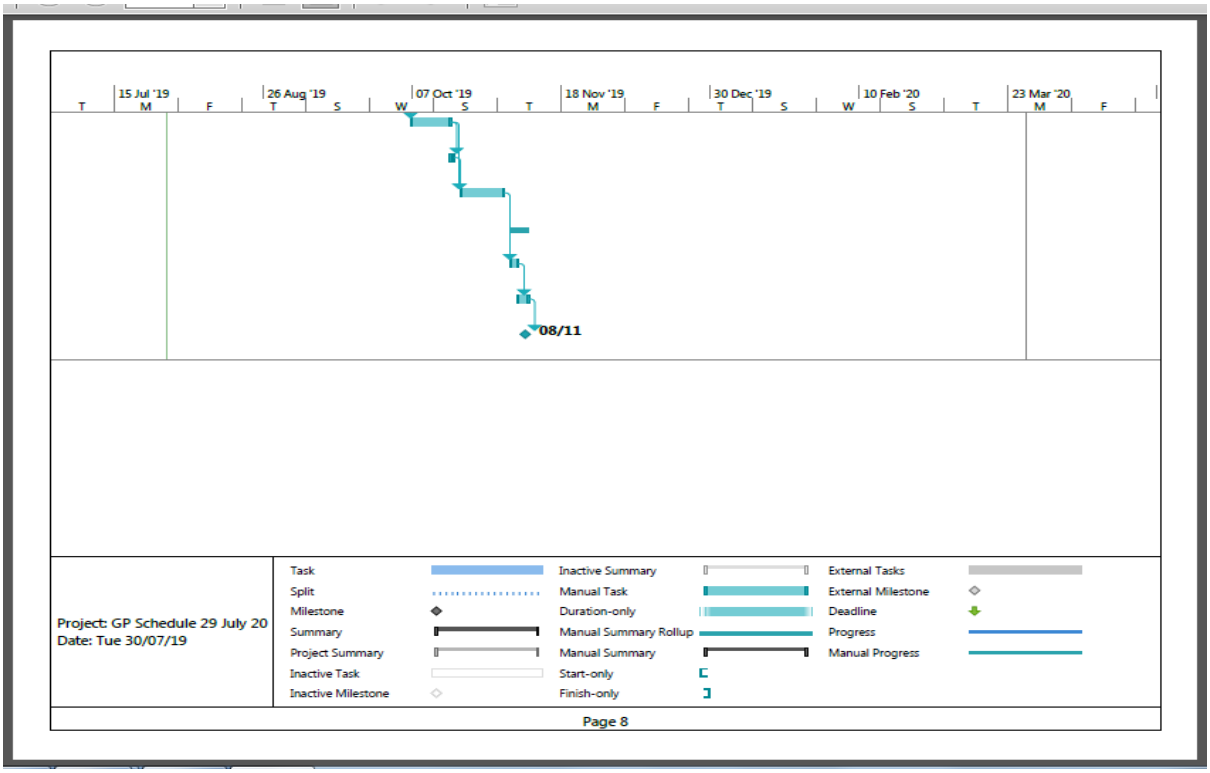
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Project: GP Schedule 29 July 20
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Start-only
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External Tasks
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Figure 16. Activity Chart.
Source: Own production, November 2019.

Once the initial schedule has been developed, the project manager and the assistant project manager evaluate it carefully to review the assigned project tasks. The project team must accept the assignments, times, and schedule of the proposed work packages. Once this goal is achieved, the project sponsor will review and approve the schedule, which will then be referenced. To carry out this work, the Microsoft Project Program will be used.

4.3.1.2. Activity Duration Estimate

The estimated duration of activities was based on activities already happening in the center with the particularity that most activities will take place during the afternoons and / or weekends. Administrative or management activities may take place in the morning, but all other activities involving children will have to be scheduled taking into account their availability. Knowing that each child requires about 250 hours of training, the number of work periods required to complete these trainings is adjusted due to delays or other elements that may arise. Some team members will also work during the holidays to allow the children to finalize their course.

Approved by:
_____ Date: _____
Project Sponsor
_____ Date: _____
Project Manager

In the case of this project, the number of hours will be referred to instead of days since the number of hours in a day can be varied from one day to another. The activities of less than 4 hours have been included as work to be done on certain days, but they have sometimes been carried out alongside other short-term activities.

4.4. Cost Management Plan

4.4.1. Introduction

For this project, the costs were defined during the submission by the EPJ leaders. This cost estimate was made taking into account the expenditures made for the other ongoing activities in the center. The cost management plan presented here will verify if this budget will be enough and how the control will be done. In addition, it will enable a more efficient and effective resource management allocated to the project, thus allowing the achievement of project objectives.

The project charter, the schedule plan, environmental factors, and asset data were the inputs for this process. Meetings were held with key stakeholders to finalize this cost management plan. The cost management plan will establish the management activities required to ensure that project activities can be completed within the defined budget. The plan will contain information relating to cost estimation activities, budget determination, and procedures to control expenses.

4.4.2. Cost Management Approach

Since the EPJ is a state institution, it relies heavily on its central office INFP for cost management, but since this project comes from an independent lessor, EPJ has had a special authorization to manage these funds. Taking into account this aspect, the cost management plan will be subject to different specificities from the other recurring center activities. To ensure the successful completion of the project within the allotted budget, this plan sets the format and standards by which the project costs are measured, reported, and controlled. Stakeholders will also need to chime in on the process, as their input is a determining factor of the overall success.

Even though this project is considered a small project that is part of a larger program, it is still important to have input from stakeholders in the cost management plan because, one way or another, they are involved and may have some influence on the project. In this context, in addition to the community stakeholders, it will also be necessary to take into account other program partners in general who will be in contact with the project beneficiaries during and even after the project implementation.

- International Labor Organization (ILO)

- The Professional School of Jérémie (EPJ)
- The National Institute of Vocational Training (INFP)
- The Chamber of Commerce and Industry of Grand'Anse (CCIGA
- The Institute of Social Welfare and Research (IBESR)
- Local leaders, CASEC and ASEC
- Ministry of Social Affairs and Labor (MAST)
- CARE

4.4.3. Cost Roles and Responsibilities

For the execution of the budget, a team of three people will be responsible for managing the budget: the project manager, the accountant, and the academic manager. According to the agreement with the lessor, the total budget will be paid in 3 installments: 30% at the signing of the contract, 50% at the handover and validation by the lessor of the first technical and financial report, and 20% at the handover and validation of the final report by the lessor. Each of the parties involved will have a role to play in ensuring that the reports are accepted and the payment is made on time by the donor. Any delay in the delivery of any important document may delay the approval of the lessor and thus cause a delay in payment, which will have a negative impact on the activity schedule of.

Table 11. Cost Roles and Responsibilities

Role	Description
Project sponsor (ILO)	• Provides financial resources (in 3 payments) for the project • Provides ultimate approbation
Project manager	• Is the principal responsible for cost management • Is responsible for managing and reporting on project costs • Is responsible for monitoring cost performance and verifying and predicting any cost discrepancies • Provides viable alternatives to address financial shortages or surpluses and other important financial issues • Makes budget changes when changes are less than 5% difference to restore the project budget • Coordinates the review of funding documents
Accountant	• Applies the rules for the use of the costs • Is the custodian of financial records • Recommends the allocation and expenditures of the project budget • Is responsible for notifying financial needs
Academic manager	• Is responsible for sharing the needs of financial resources for inputs • Authorizes expenses related to inputs for training

Source Own production, November 2019.

4.4.4. Estimate Cost/Determine Budget

For this project with a small scope, those two processes will be performed as a single process. The estimates in this project have been made based on comparisons with other similar projects. In addition to the material costs to be used, the forecast for human resources takes into account the number of days that will be spent on this project as part of the project plan and the social security coverage and legal aspects. Based on the experiences of the center, historical data were used to identify key cost drivers to calculate an estimate for different parameters, such as cost and duration.

Another technique used is the use of expert judgment experts, such as project managers in the centers who manage input purchases and participate in meetings to estimate the cost of the project.

The costs presented here are based on salaries of human resources mobilized internally according to the number of days they will have to provide, the cost of external human resources, such as a consultant or a subcontractor, and the cost of buying and / or renting materials, supplies, and materials specific to the project (rooms, computers, software, building materials, tools).

The cost baseline presented here is simply the approved version of the time-phased project budget, which excludes any management reserves. The cost baseline can only be changed through formal change control procedures. The project budget will include all the funds authorized to execute the project.

Using the analog estimation method, the budget was distributed taking into account the current expenses of each municipality, the number of hours that will be worked, and the transport of teachers who will come from far away. The budget presented in the charter project and the general budget have been modified following this work with the team.

Table 12. Project Budget

ITEM	Quantity	Unit cost	Period (month/days)	Total cost
Human resources				
Coordinator	1	HTG 45,000.00	12	HTG 540,000.00
Secretary-accountant	1	HTG 35,000.00	12	HTG 420,000.00
Per diem for trainer	12	HTG 15,000.00	9	HTG 1,620,000.00
Sub-total				**HTG 2,580,000.00**
2. Operations				
Office furniture	1	HTG 10,000.00	12	HTG 120,000.00
Fuel	80	HTG 250.00	12	HTG 240,000.00
Copying and printing	5000	HTG 3.00	12	HTG 180,000.00
Ink for printing	4	HTG 8,200.00	12	HTG 393,600.00
Sub-total				**HTG 933,600.00**
Training expenses				
3.1 EPJ (250 future students)				
Materials for plumbing teaching (sanitary level) at Jérémie	250	HTG 5,800.00	1	HTG 1,450,000.00
Materials for sewing teaching at Jérémie	100	HTG 1,875.00	1	HTG 187,500.00
Catering	250	HTG 250.00	180	HTG 11,250,000.00
Plumbing kits for students	100	HTG 5,000.00	1	HTG 500,000.00

Sewing kits for students	150	HTG 3,000.00	1	HTG 450,000.00
Sub-total				**HTG 13,837,500.00**
3.2 Relocation				
3.2.1 Roseaux (130 future students)				
Materials for plumbing teaching (sanitary level)	30	HTG 5,800.00	1	HTG 174,001.00
Materials for sewing teaching	100	HTG 1,875.00	1	HTG 187,501.00
Space rental	1	HTG 5,000.00	9	HTG 5,009.00
Transportation of materials and trainers	1	HTG 6,800.00	9	HTG 6,809.00
Catering	130	HTG 250.00	180	HTG 32,680.00
Plumbing kits for students	30	HTG 5,000.00	1	HTG 150,001.00
Sewing kits for students	100	HTG 3,000.00	1	HTG 300,001.00
Sewing machine	25	HTG 25,000.00	1	HTG 625,001.00
Sub-total				**HTG 556,001.00**
3.2.2 Marfranc (90 future students)				
Materials for plumbing teaching (sanitary level)	30	HTG 5,800.00	1	HTG 174,000.00
Materials for sewing teaching	60	HTG 1,875.00	1	HTG 112,500.00
Space rental	3	HTG 5,000.00	9	HTG 135,000.00
Transportation of materials and trainers	3	HTG 6,800.00	9	HTG 183,600.00
Catering	90	HTG 250.00	180	HTG 4,050,000.00
Plumbing kits for students	30	HTG 5,000.00	1	HTG 150,000.00
Sewing kits for students	60	HTG 3,000.00	1	HTG 180,000.00
Sewing machine	15	HTG 25,000.00	1	HTG 375,000.00
Sub-total				**HTG 5,360,100.00**
3.2.3 Moron (90 future students)				
Materials for plumbing teaching (sanitary level)	40	HTG 5,800.00	1	HTG 232,000.00
Materials for sewing teaching	50	HTG 1,875.00	1	HTG 93,750.00

Space rental	3	HTG 5,000.00	9	HTG 135,000.00
Transportation of materials and trainers	3	HTG 8,200.00	9	HTG 221,400.00
Catering	90	HTG 250.00	180	HTG 4,050,000.00
Plumbing kits for students	40	HTG 5,000.00	1	HTG 200,000.00
Sewing kits for students	50	HTG 3,000.00	1	HTG 150,000.00
Sewing machine	15	HTG 25,000.00	1	HTG 375,000.00
Sub-total				**HTG 5,457,150.00**
3.2.4 Beaumont (100 future students)				
Materials for plumbing teaching (sanitary level)	40	HTG 5,800.00	1	HTG 232,000.00
Materials for sewing teaching	60	HTG 1,875.00	1	HTG 112,500.00
Space rental	3	HTG 5,000.00	9	HTG 135,000.00
Transportation of materials and trainers	3	HTG 14,000.00	9	HTG 378,000.00
Catering	100	HTG 250.00	36	HTG 900,000.00
Plumbing kits for students	40	HTG 5,000.00	1	HTG 200,000.00
Sewing kits for students	60	HTG 3,000.00	1	HTG 180,000.00
Sewing machine	15	HTG 25,000.00	1	HTG 375,000.00
Sub-total				**HTG 2,512,500.00**
3.2.5 Corail (100 future students)				
Materials for plumbing teaching (sanitary level)	40	HTG 5,800.00	1	HTG 232,000.00
Materials for sewing teaching	60	HTG 1,875.00	1	HTG 112,500.00
Space rental	3	HTG 5,000.00	9	HTG 135,000.00
Transportation of materials and trainers	3	HTG 14,000.00	9	HTG 378,000.00
Catering	100	HTG 250.00	180	HTG 4,500,000.00
Plumbing kits for students	40	HTG 5,000.00	1	HTG 200,000.00
Sewing kits for students	60	HTG 3,000.00	1	HTG 180,000.00
Sewing machine	15	HTG 25,000.00	1	HTG 375,000.00

Sub-total				**HTG 6,112,500.00**
Security materials				
White blouses	680	HTG 500.00	1	HTG 340,000.00
Protective glasses	680	HTG 200.00	1	HTG 136,000.00
Helmets	680	HTG 600.00	1	HTG 408,000.00
T-Shirts	680	HTG 600.00	1	HTG 408,000.00
Gloves	680	HTG 250.00	1	HTG 170,000.00
Sub-total				**HTG 1,462,000.00**
Didactic materials				
Craft job guide, booklet, chalk, and so on…	262	HTG 310.00	1	HTG 81,220.00
Sub-total				**HTG 81,220.00**
TOTAL				**HTG 38,892,571.00**
Medical insurance				HTG 777,851.42
TOTAL				**HTG 39,670,422.42**
				or
Rate	95 HTG for 1 $			**$ 417,583.39**

Source: Own production, November 2019.

4.4.5. Reserve Analysis

For this project, the donor would not agree to pay more than 7 % as a budget reserve. However, taking into account the gourd devaluation that was 19 % during the last six months, they have agreed to increase by 9% unless there is good management on the budget and all financial reports are clarified before the last payment, which is 20 % of the total amount. They accept that there is 5% as management reserve and 10 % as contingency risk.

The management reserves are a planned amount of money or time which is added to an estimate to address unforeseeable situations, and the contingency reserves are a planned amount of money or time which is added to an estimate to address a specific risk. It will be calculated as below:

Table 13. Management Reserves

TOTAL		**HTG**
		39,670,422.42
Management reserves	5%	1,983,521.12
Contingency reserves	10%	3967042.242
TOTAL		45,620,985.78

Source: Own production, November 2019.

4.4.6. Cost Change Control Process

It will not be necessary to involve all these stakeholders for all change requests in the budget, but the project manager, the accountant, and the academic manager will have to present a document supporting the arguments justifying a request for change. The changes can be of two types: a change in budget lines previously approved, which would lead to a budget revision, and a change for increase or decrease of the overall budget allocated to the project.

All change requests will be submitted for evaluation by the project manager. He will then assess the impact resulting from the requested changes on the cost of the project and send it to the lessor for final approval. Once approved, the project manager will communicate the cost change to stakeholders and update related documents.

Approved by:

_____ Date: _____

4.5 Quality Management Plan

The quality plan for this project was developed taking into account the different EPJ environmental factors. Project documents, such as the regulations to be respected and the materials required for training, are important elements for this process. In addition, it is important to review stakeholders' criteria to determine the product quality of this project. This plan will also propose continuous improvement activities depending on the criteria of requirements so that the final product is accepted at the end of the project. The most used tool in this process was meetings.

4.5.1. Introduction

Making the management plan for this project consisted of identifying the quality requirements and / or standards to be met for the project and its deliverables and documenting how the project will demonstrate compliance with the appropriate quality requirements and / or standards. It also made it possible to identify the levels of criterion with respect to the different stakeholders.

4.5.2. Quality Management Approach

The quality management approach for this project will ensure that quality is planned for both the product and the process. Throughout the training, several quality criteria will have to be respected according to the agreement signed with the donor. In addition, being a project whose beneficiaries are minors, it will also take into account the legal aspects in this quality process.

Emphasis is placed on the quality of training received by children, and, for this, the INFP standards and criteria must guarantee that sought quality.

The project manager will document all the quality standards specific to the EPJ for all the areas of the training. All of this documentation will be part of the project management plan and will be used in the final project evaluation to assess whether the quality criteria have been met or not. The following criteria will be included in others:

- Training module content
- Percentage of practice / theory
- Materials used during practices
- Compliance with codes of conduct
- Criteria for qualifications required by employers

Team members will be able to identify throughout the project if there is a need to reinforce or review quality criteria and propose leads. The project manager will be responsible for studying these proposals and deciding whether or not to apply them.

4.5.3 Quality Requirements / Standards

As explained earlier, this project has many stakeholders coming from the fact that this project is part of a big program. These stakeholders, depending on their roles and

responsibilities in the project, may have quality requirements. This table summarizes the most important stakeholders and their requirements.

Table 14. Stakeholders' Requirements

Stakeholders	Role	Responsibilities	Quality requirements
EPJ	School in charge of the project	- To train young people - To accompany them during the training - To help them settle into their accounts after training - To ensure that the necessary resources are available for the realization of training	Use of the competence-based approach in teaching
IBESR	State representative	- To identify young people and send them to EPJ - To ensure compliance with legal standards	Application of legal regulations and compliance with codes of conduct
INFP	National Institute of Vocational Training, representative of the state which regulates and certifies vocational training	- Inspection and supervision - Evaluation of young people after training - Certification of young people after their evaluation	The trainings must have lasted at least 250 hours. Sixty percent of the training time must be for practice.
ILO	Sponsor	• To provide financial resources (in 3 payments) for the project • To provide ultimate approbation	Compliance with the regulations established by the state authorities

Source: Own production, November 2019.

4.5.4. Quality Control

Quality control will be provided by several partners depending on their role in the projectto ensure that all quality criteria are met.

- EPJ, applying its competency-based approach model, will need to ensure that after each class, the child has at least one skill. For this, the teacher in charge

will have to use the following table, which will be given at the end of each course to the academic coordinator.

Table 15. Skill Tracking Table

Student name	Day	Training	Competency acquired	Professor's signature

Source: Own production, November 2019.

- INFP will ensure inspections and supervision. During these inspection visits, they will check that the educational criteria, the quotas between practice and theory, the use of appropriate materials, and the principles of safety for each profession are respected.
- IBESR will follow up on codes of conduct and compliance with legal instruments during these different visits and report any discrepancies to the competent authorities.
- ILO will organize supervisory visits and meetings with each partner to find out if the quality criteria are respected. ILO will also assess by itself, according to pre-established indicators, whether the training meets the qualifications required by employers.

Approved by:
_____ Date: _____

4.6 Human Resource Management Plan

It was necessary to create a human resource management plan for this project. Since this center is a state institution that already has its own resources, it was important to clarify the roles of those who would be involved in this project. Taking into account the reality of the center, the operation mode of the employees, the internal regulations, and the work load normally attributed, this plan was intended as an instrument that would progressively lead to a change in the way employees function.

The work breakdown structure presented in the scope management plan and the schedule of activities were inputs for this work. In addition, expert judgment and meetings

in the form of personal interviews, were the tools and techniques used to identify the human resources required, the roles and responsibilities of each, and how they will be managed at the same time along the project lifecycle.

To identify the human resources required for this project, several aspects were taken into account, including the nature of the tasks to be performed and the duty station. Training as such, will take place on weekends or in the afternoons, so some will have to work during the weekends and others during the week. Some staffs will have to move to go to the communes to either give training or supervise.

After the different meetings with the different concerned, it was decided that in addition to the project manager and his administrative team, it will be necessary to have a technical team for academic and logistic follow-up in the 6 communes. This plan will, therefore, present a table of the team member's roles and responsibilities throughout the project, a project organization chart, and a performance management plan during the year that the project will last.

4.6.1. Roles and Responsibilities

During the discussions with the EPJ staff, it was noted that several staffs had never received their task description, especially those who are the highest. This plan will, therefore, outline the roles and responsibilities of these positions, and for others not mentioned here, they will refer to the EPJ's internal policy manual.

- The project manager

The project manager is responsible for the overall coordination of the submitted training program. He is responsible, among other things, for:

  - The control of the human, material, and financial resources involved in the various training projects
  - The budgetary control (eligible costs, budgeted costs, costs incurred ...)
  - The monitoring and pedagogical control according to the fixed objectives for each module of the various training proposals
  - The availability and accessibility of materials (work and tool materials) of operation for the different formations

- The coordination of all activities involved in the training of learners in agreement with the other entities (the chief of works office and the coordinator of studies and accounting)
- Monitoring the respects of the terms of references (TOR)
- Establishing permanent synergy between the INFP and the training coordination
- The follow-up of the post-training program (assistance to graduating beneficiaries)
- Listening to beneficiaries, trainers, and other administrative staff for a better understanding of the program and an effective flow of information
- Submitting project progress periodic reports (technical reports and financial reports).

- The chief of works

The chief of works manages the material resources of the training project. He is responsible among others for:

- Supplying each training in the field with works and tools necessary for the smooth running of learning activities according to the budgeted costs
- Managing material resources according to the progress of the program
- Coordinating practical follow-up activities in the field
- Monitoring the application of various techniques, safety rules, and disciplines related to each proposed training

- The academic coordinator
  - Ensuring the pedagogical management of each training project
  - Managing training and learning activities in accordance with the objectives defined for each module of each training proposal
  - Ensuring the regularity of trainers and learners in the various training courses
  - Submitting to the project manager a weekly report on the general state of each training project progress

- Monitoring the application of various techniques, safety rules, and disciplines related to each proposed training

- Monitoring officer
  - The daily monitoring of attendance in classes and practice workshops
  - The contact with recipients to obtain information on the reasons for certain absences
  - The monthly training follow-up with beneficiaries
  - The establishment of a complaint and feedback mechanism to ensure systematic contact between the center and the beneficiaries

Depending on the activities, there will be more staff or not. From the moment the trainings begin, the six centers will work simultaneously. There will be a need for more staff able to deliver on time because of the distance between the training centers. The following timeline shows the team as all formations begin.

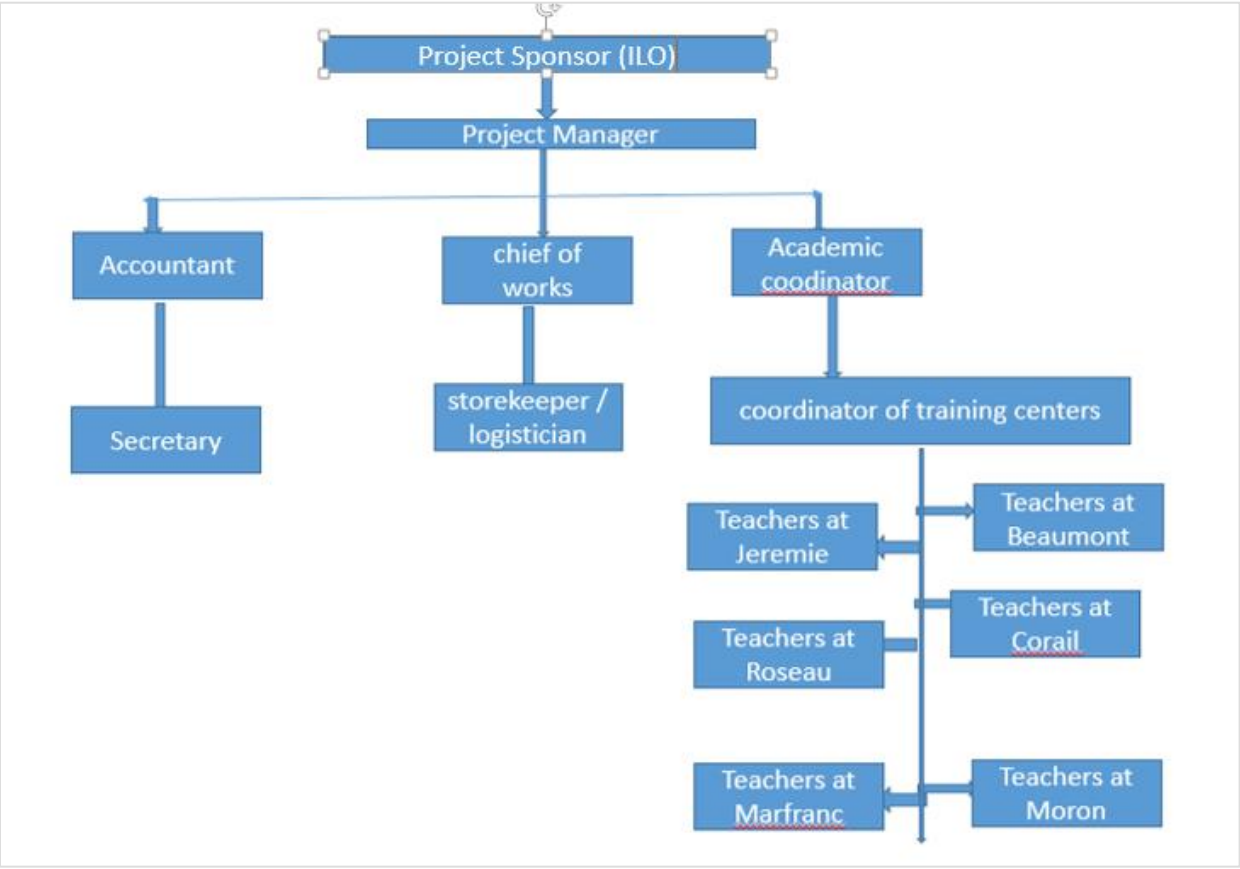

Figure 17. Organizational Chart.
Source: Own production, November 2019.

4.6.2. Staff Acquisition

Staff will be acquired as needed. The calendar will guide the acquisition process. The opportunity will be opened first internally so that the employees of the centers can express their interest and then externally. For those already working for the center, they will have to present a work plan containing the working hours and the results to be achieved so as not to encroach on the usual work of the training center.

In addition, the acquisition of the staffs will be done according to the standards established by the labor code and the international conventions ratified by Haiti. Taking into account the diversity of the tasks that will be carried out, there will be part-time or full-time contracts, but all of them will have to respect the legal criteria.

To avoid insurance and contribution problems, the project will follow the processes already established by EPJ for the staffs already working at the EPJ, and for the others, the modalities will have to be discussed with the managers of the MAST work direction service.

4.6.3. Training Required to Develop Skills

Several trainings are planned for the staff to help them do this work. It is true that most of them are used to working with young people, but for this project, there may be cases of different vulnerabilities, and they need to know how to deal with them. So, in addition to the training sessions required by the INFP, they will also have to receive training on children's rights, as the law on child labor says, and skills on how to deal with child victims of violence. The trainings are planned to be taken in group or individually and by short modules, so as not to overload the staff.

- How performance reviews will be conducted

To evaluate staff performance, easy and simple tools will be used. Two times during the project, the supervisor will have to produce a report on the staff performance. In addition to this, for teachers or other staff working with young people, there will be assessments made by students themselves on the quality of service offered by these staffs. The instruments to be used for these different assessments are included in the EPJ's internal rules. In addition, since the project will be implemented in six (6) different locations, it will be important to compare and analyze the performance of staff from each

area taking into account their specificities. This information will be used to identify were help is needed or not.

- Recognition and rewards system

Being a small project of short duration, it is not allowed to reward the staffs with money or gifts, but one or two hard-working staffs can benefit from short-term training either in Port-au-Prince or outside the country.

Approved by:
_____ Date: _____

4.7. EPJ Communication Management Plan.

As part of this project, the purpose of the communication management plan is to provide the center with a framework that will enable it to meet the expectations of all project stakeholders and to neglect none. The communication management plan will also help people know what to communicate, when, and to whom to communicate it. As mentioned earlier, the project is being carried out in a community that has been devastated by disasters, and politicians tend to use these kinds of projects to build their political capital. Since it is important to work with them, this plan will help keep them informed as much as needed. To ensure that the information provided on the project over its life cycle will be disseminated to the appropriate parties in a timely manner, the communication management plan shown in the following figure was developed using the *PMBOK guide*. ®. The plan details how each stakeholder would receive information from members of the project team, the frequency of communications, the information that would be communicated to them, and the person responsible for ensuring that the communication transmitted the correct information.

Table 16. Communication Plan

Stakeholder name(s)	**Role**	**Responsibility**	**#**	**Stakeholder information requirements**	**Timeframe / frequency/ trigger**
ILO	Sponsors	To provide resources to enable the project and to provide high-level requirements and overall approval for the project and results	1.	To receive written project updates	Monthly
			2.	To provide input to requirements	Prior to the completion of significant project milestones
			3.	To receive demos and provide feedback	Upon completion of significant project milestones
EPJ	Training school	To be the school in charge of the project	4.	To receive directions and updates from ILO	Monthly
Rosanna Jean	School management	To coordinate overall project activities	5.	To receive updates on the project progress	Weekly and ad hoc as needed
			6.	To provide the updated schedule to team members	Weekly
			7.	To direct communications with the tech team	Ad hoc as needed
David Petit	Responsible manager	To provide day-to-day project direction and requirements	8.	To receive updates on the project progress	Weekly and ad hoc as needed
			9.	To provide input to requirements	Weekly and ad hoc as needed
			10.	To direct communications with the tech team	Weekly and ad hoc as needed
Staff	Team members	To implement training	11.	To provide and receive updates on the project progress	Weekly
			12.	To direct communications with the manager	Weekly and ad hoc as needed
IBESR	State representative	To identify young people and send them to EPJ	13.	To provide and receive updates on the project progress	Monthly
			14.	To provide information from the youths	Before the start of the training and as needed
INFP	State representative	To approve and validate training	15.	To receive a list of modules to validate	Prior to the starting of the training

			16.	To provide input to requirements	Prior to the starting of the training
			17.	To provide a report for the certification of the youths	After completion of significant project milestones / functionality
CCI GA	Chamber of Commerce	To be the link between the youths and the employers	18.	To receive updates on the project progress	Monthly
			19.	To provide a report from the employers	Monthly
Local leader	Observers	To ensure compliance with the regulations	20.	To provide and receive updates on the project progress	Monthly
MAST	State representative/observers	To ensure compliance with the regulations	21.	To provide and receive updates on the project progress	Monthly

Source: Own production, November 2019.

Since the EPJ is in an area where electricity or internet power cuts are frequent, the manager will always be in charge of communicating by email, mail, and then making sure by phone that the information has been well received to prevent any blockage in the fluidity of the formation.

Approved by:

_____ Date: _____

4.8. Sustainable Risk Management Plan

This project is being realized in a period where several elements can delay or even block the project. This year, the country is facing political unrest that has blocked almost all the country's activities. In addition to this, the project will be executed in the hurricane period. For that, this plan will try to take all these elements and envisage an answer plan so that the project can come to end without problem.

In addition to the individual risks associated with the different project objectives, the overall risks associated with this type of project will be the subject of sustained attention in the response management plan, which will be presented below. To facilitate the use of this plan, a table will present the risk identification and the response strategy. This table will be reviewed during the monthly meetings or the project manager will be in charge of checking whether the risks still hold or whether there is a need to update the strategies. Any changes made must be communicated to the donor and to each stakeholder concerned according to their level of involvement in the project.

The project charter, the WBS and the stakeholder list were used as inputs for this process. The tools and techniques used were analytical techniques, expert judgment, and meetings.

Table 17. Risk register

RBS code	Cause	Risk	Consequence	Probability	Impact	P x I	Trigger	Owner	Strategy
3	Individual and social variables	Sudden increase in youth drop out	Negative perception of the project / tarnished reputation	1	4	**4**	Negative influences/ poverty	Management team/key stakeholders	**Accept.** To have the councilors meet with the youths involved on an ongoing basis to gauge their receptiveness to the program. Without discussing personal information, councilors can help to provide a forewarning on potential drop out.
3	Poor rural economic developments	Lack of resources or poor accessibility of employment	It can create poor participation and lack of motivation to take part in program.	1	4	**4**	Poor employment accessibility in the country	CCI/GA	**Transfer**. The Chamber of Commerce of the area is involved in this project to encourage the recruitment of young people in companies after their training. They will have to set up a structure to enable young people to meet employers, to know what skills they need, and to encourage their participation in training.
2.3	Poor finance budgeting control	Failure to maintain effective financial management and accountability	Payment delays/financial issues	1	4	**4**	Ineffective budget management	Financial management	**Mitigate**. To put into place policies and procedures to guide the financial management and accountability All people on the project are expected to know and follow the proper procedures and ensure that payment requests are submitted in a timely manner.
4.1	Change in government	Change in ideas to evaluate and certificate the youths	Project termination or delays	1	5	**5**	Political unrest	Sponsor	**Mitigate**: To ensure that there is a commitment from the technical representatives of the INFP and so, if there is a change of government, the technical team can continue to support the project until the promotion is made to the new authorities
3.3	Lack of ineffective safety/	Earthquakes / hurrican	Devastation of building/resour	1	5	**5**	Poor safety measures	Management team	**Accept and educate the stakeholders**: To provide for off-peak periods during the

RBS code	Cause	Risk	Consequence	Probability	Impact	P x I	Trigger	Owner	Strategy
	disaster programs	es (Natural Disasters)	ces, financial loss						hurricane season and add additional time for the delivery of deliverables. To work with risk and disaster management institutions to effectively educate partners on the risks, disasters, and actions to take in these cases
2.2	Lack of leadership at local levels	Poor involvement between the community and families (parents)	Decrease in youth motivation / declining enrolment impact	2	3	**6**	Poor stakeholder internal and external communication/engagement	Management team/support team	**Accept and mitigate**: To take action to show them the benefits of the project for their locality and thus draw their attention to their importance for the success of the project
3	Lack of awareness of project to citizens	Lack of response from youths to produce the desired outcome	Project objectives not met	3	4	**12**	Under registration of youths for programs	Marketing team	**Avoid**: To ensure that the project ideas and importance are properly promoted and conveyed to citizens, especially those in need of economic lifestyle enhancement
3	Lack of trained instructors in the Grand'Anse department	Unavailability of qualified and technical expertise as instructors	Poor educational achievements / objectives might not be met	5	4	**20**	Lack of support from INFP	Management team / INFP	**Accept**: To bring trainers of trainers from outside in collaboration with the government

Source: Own production, November 2019

Approved by:

_____ Date: _____

4.9. Procurement Management Plan.

As part of this project, a special budget is planned to be spent in the implementation of the centers in the different municipalities. Since this is a small project, the procurement management plan will be a proposal that the center will be able to use for these other larger projects. A procurement management plan required to acquire the materials and services needed to achieve the project objectives will be presented here in tabular form. The focus will be on the people involved in the process, their responsibility, and their level of authority.

For this process, the EPJ will follow the regulations of its tutor institution: the INFP, which is under the control of the Ministry of Economy and Finance. In addition to this, it will take into account the specificities of the donor with regard to the regulation on the protection of the environment, contracts with suppliers using child labor, and all that is included in the heading of general clauses linking the ILO and the EPJ.

The formats for the purchase authorizations for the contracts will be those which are used in general for the EPJ. The project manager must approve these purchases and contracts. The project manager has direct responsibility for ensuring that all projects comply with the various regulations mentioned above. The specific roles and responsibilities of the following are identified in the following table.

Table 18. Procurement Authority

Name	Role	Responsibility	Procurement authority
Rosanna Jean	Project manager	• To be responsible for managing and reporting on project costs • To be responsible for monitoring cost • To be responsible for enforcing Ministry of Finance regulations and regulations referenced in contract clauses	• Provides ultimate approbation
	Accountant	• To apply the rules for the use of the costs • To be the custodian of financial	• Provides the first approbation for every contract
Davidson Petit	Academic manager	• To be responsible for sharing the needs of financial resources for inputs • To be responsible for defining criteria for the purchase of materials needed for training	• Authorizes expenses related to inputs for training

Source: Own production, November 2019.

Approved by:

_____ Date: _____

4.10. Stakeholder Management Plan

4.10.1. Introduction

The last process for this work has been created to include a stakeholder management plan to ensure the appropriate identification, categorization, and participation of program stakeholders. This process was done with the help of tools like meetings and expert judgment. Knowing that the center already has its way of working in the area, it was also important to receive their input on how to involve or manage different stakeholders.

This stakeholder management plan will ensure the appropriate identification, categorization, and participation of program stakeholders in processes, decisions, and activities throughout the project lifecycle. This will facilitate the achievement of project objectives by gathering support from stakeholders to mitigate resistance and internal or external conflicts related to the project.

4.10.2 Identification of Stakeholders

To identify the stakeholders in this project, the project charter, the agreement signed with the donors, environmental factors, and assets of the center were the input data. The tools used were expert judgment and stakeholder data analysis. This identification allowed to know how to manage the stakeholders and the direction to follow for each one of them. With this project running in a department retreat, the risks of having too many parties interested in this project and wanting to pass their opinion are high. This is why this process has been very important in order to delimit and prioritize them according to the needs of the project.

A list of relevant stakeholders has, therefore, been created explaining who the individuals or groups are who are, in any way, perceived to be affected or likely to affect the project. In addition, their relevant information is documented and analyzed to allow the adequate and appropriate engagement of each person, organization, or group throughout the project lifecycle. Here, the potential impact, influence, participation, interests, and / or interdependencies among project stakeholders will be reviewed and planned as this information will directly influence the success of the project.

Stakeholder analysis is the most important element of this process. It will be conducted in such a way that the levels of interest and influence associated with project modifications and outcomes are assessed for each stakeholder. This analysis will take into account the following criteria:

- Beneficiaries of the project, i.e., all the people who will be affected by the project actions
- Project partners, i.e., organizations with a role to play whose actions can influence the project
- Project providers, i.e., institutions that can influence the availability of project resources
- A last group of people who might be able to resist and obstruct the execution of the project

That being said, during project implementation, these elements may change from where it will be an evolutionary process that the project manager will need to update in time for project success.

4.10.3. List of Stakeholders

Table 19. Stakeholder List

Stakeholders	Role	Reason
EPJ	School in charge of the project	They are in charge of all the project.
Staff	Trainers, project manager, and others working for EPJ	They are in charge of the implementation of activities.
IBESR	State representative	They have to identify young people and send them to EPJ.
INFP	National Institute of Vocational Training, representative of the state which regulates and certifies vocational training	They are in charge of inspection and supervision, evaluation, and certification of young people after their evaluation.
ILO	Sponsor	It provides financial resources.
CCI GA	The link between the youths and the employers	They are in charge of orientation and placement of the youths.
Local leader	Observers	They help in the identification of the youths.
MAST	State representative	It ensures compliance with the regulations.

Source: Own production, November 2019

4.10.4. Management of Stakeholder Engagement

To allow a good management of stakeholders' participation or implication, it is important to know their level of influence and / or power, which is presented in the following table:

Table 20. Stakeholders' Matrix

Stakeholders	Impact	Interest	Power	Influence
EPJ	High	High	High	High
Local leaders	Medium	Low	Low	Medium
INFP	Low	Low	High	Medium
Trainers	High	Medium	Medium	High
Project manager	High	High	High	High
Youth	Medium	High	Low	Medium
MAST	Medium	Medium	Low	Low
ILO	High	High	High	High
IBESR	Medium	Low	Low	Low
CCI GA	Medium	Low	Low	Low
Providers	Medium	Low	Medium	Low

Source: Own production, November 2019

Stakeholder prioritization may be needed for this project, considering that they belong to the community and that the relationship between them and the EPJ can become complex at any time. This is an analysis that will have to be done throughout the project, thus making it possible to capture any change among the stakeholders. For example, discussions at the beginning of the project showed that:

- Partners like local leaders and suppliers do not have a great influence on the project, but they can by their actions block or facilitate the implementation of the project.
- The state partners like IBESR and the MAST will not be too much influenced by the project, but they can also block the implementation of the project if their requirements are not respected.
- On the other hand, taking into account that the project is of short duration, the project team can have a great influence on the execution of the project.

This information will be summarized in a table like the one below and will allow the project manager to use a specific strategy for each stakeholder:

Table 21. Stakeholder Engagement

Stakeholder	Unaware	Resistant	Neutral	Supportive	Leading

Source: Own production, November 2019

Any changes among the stakeholders will have to be notified to the other project partners to avoid leakage of confidential information. These changes may be required by any project member, but they will be evaluated and validated by the project leader.

4.10.4. Management of Stakeholder Engagement

The information obtained from the stakeholder prioritization process will help define a strategy for their full involvement, diminish the resistance that could be expected from some, and establish a relationship of trust between them all. Bilateral meetings will, therefore, be held to allow managers to share the necessary information, receive questions, and respond as quickly as possible to any expectation from stakeholders. They will be invited to participate in official events according to their level of interest and may even be invited to speak in order to pass on their points of view. The project team should define a strategy for each of these stakeholders taking into account the project schedule and the activities that will take place. The following table can serve as a guide for the staff when updating the strategy for stakeholder participation:

Table 22. Stakeholder Participation Strategies

Stakeholder	Power	Interest	Strategy

Source: Compile by Own production, November 2019

4.10.5. Control of Stakeholder Engagement

Taking into account the peculiarity of the area, stakeholder engagement can quickly change. The political context may be the cause, but also the application of a bad strategy on the part of the project manager. For this, it will be important to rely on the communication skills of the project team to ensure that the important information from

both formal and informal conversations goes back to the issues and that a quick return is given. The sharing of documents such as reports should follow the schedule, and meetings should be well planned taking into account important information to be shared and the preparation for any other issues that may arise.

It will also be important to use skills for conflict management given the discussions that may arise between different stakeholders because of their political affiliation. Whenever possible, meeting spaces should be neutral spaces, without any religious or political color. All of this will help maintain or enhance the efficiency and effectiveness of stakeholder engagement activities as the project progresses.

5. CONCLUSIONS

- This project management plan was created using the sixth edition of the *PMBOK® Guide*. Tools from the guide will be adapted and replicated for use by the project team. The development of this project management plan raised questions from center managers who were very open to reviewing their approach. The plan reviewed with them methods for effectively planning project activities according to schedule and budget, while ensuring the sustainability of these actions for beneficiaries.
- The project charter was the first result of this project plan according to the objectives. The development of this project charter provided an opportunity to review the needs and objectives of the EPJ, the project description, the preliminary scope statement, the initial risks of the project, the project deliverables, summaries of milestones, and the project budget. The project charter also included the donor's permission for project start-up.
- The second objective is to define the scope of the project. This process made it possible to specify the scope management plan, to create the WBS, and to see how any change in the scope of the project will be managed.
- The schedule management plan, the result of the specific objective number three, was created with the list of activities, the resource allocation table, and the Gantt chart of the project in order to identify and orchestrate each project activity correctly to ensure its completion within the prescribed deadlines. It should be noted that due to the execution of certain activities during only the weekends, the duration of the project was extended following this plan.
- To create the cost management plan, as a result of the specific objective number four, the analogue method was used taking into account the expenses of the usual activities of the center and the cost management plan to propose a model that could help them manage the necessary budget until the end of the project. At the end of this process, the amount for carrying out this project was changed and received the donor s' approbation.

- To develop the quality management plan, the result of the specific objective number five, the success criteria of different stakeholders have been taken into account. This plan allowed seeing areas to improve for the success of the project.
- As a result of the Human Resource management plan the objective number 6 was fulfilled or answered. It was necessary to review certain forgotten employee regulations, to meet them, and to know their needs. This allowed producing a plan reflecting their work situation and providing tools for its improvement
- The project's communication plan answered to the objective number seven and has been developed in collaboration with the entire EPJ team and representatives of key stakeholders. This made it possible to understand the needs of each party and to consider them in the presented table.
- For the purpose, preliminary meetings were conducted with part of the team to enable them to understand the usefulness of such a plan and how to use it. Thanks to the different discussions, it was possible to create the table summarizing the different parts of the risk management plan for this project. No quantitative risk analysis was performed during this process as the tools were not available for use.
- For the procurement management plan, a search of procedures was important. Since it is a state institution, the plan should take into account the existing state regulations and then review the clauses of the contract relating to the EPJ and the ILO. Following these revisions, a table presenting the people involved and their level of responsibility was presented.
- Despite the drawbacks, the stakeholder management plan was very important for the project team. This fulfilled the last objective of this work. The discussions with the project team mentioned the difficulties they had with stakeholders from the political and / or religious background. This plan gave them the opportunity to prioritize them and find a strategy to manage each category.
- During this work, the level of enthusiasm of the center managers was remarkably observed. They were all involved and concerned because this plan

could help them get back on track and be better equipped to receive larger projects. The organizational structure and existing culture of the EPJ and the fact that they are under the guidance of the INFP for certain questions have all been fully taken into account in order to facilitate the real-time application of the project components.

6. RECOMMENDATIONS

This work was carried out with the aim that the EPJ could strengthen its capacity to offer its services to young people in the department. There is a strong demand for labor in the area, according to information received from the Grand'Anse Chamber of Commerce and Industries. Therefore, this work, while giving the project team the necessary tools to carry out the project, has also strengthened the capacity to achieve the overall objectives of this center. Once this work is completed, the student proposes the following recommendations to the EPJ team. These recommendations not only relate to the management plan of the project to combat child domestic work, but also aim to contribute to the growth of the center.

- The first recommendation will be to the project management team: it is important to follow and use the management documents and not get bogged down in the routine. Using the documents as established will allow them to be more efficient and effective.
- A review of the institution's internal regulations will have to be done to allow the team to know what exists, what can be used, or what needs to be changed.
- The review and popularization of EPJ's internal regulations with its employees
- The development of complementary training modules for EPJ staff (effective use of project management tools, techniques, and materials).
- Exchanges between the EPJ and other vocational training institutions both nationally and internationally to enable them to see and modernize their approach
- To encourage the participation of EPJ employees in sensitization sessions against child labor for greater involvement on their part
- Lastly, it would be important for the EPJ to invest in a restructuring of its computer system. This would solve both communication problems and archives and digitize the management tools used in this project.

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8. APPENDICES

Appendix 1: FGP Charter

PROJECT CHARTER	
Date: May 19, 2019	**Project Name:**
May 19, 2019	Project Management Plan for the Professional Training Program in the Grand'Anse Department.
Knowledge Areas / Processes	**Applicacion Area (Sector / Activity)**
Knowledge areas: Integration, scope, time, cost, quality, human resource, communication, risk, procurement, and stakeholders **Process groups**:Initiation, planing,execution, and monitoring.	Social and informal economy
Start Date	**Finish Date**
May 19, 2019	November 2019
Project Objectives (General and Specific)	
General objective: To develop a project management plan for the youth training project, enabling the Jérémie Training Center to effectively manage all resources and maintain stakeholder engagement while respecting the donor's quality principles Specific objectives: 1.5.1 To create a project charter that authorizes the project and gives the authority to apply organizational resources to the project to produce the project management plan 1.5.2 To develop a scope management plan defining requirements and expectations for this project 1.5.3 To create a time management plan to ensure that the work will be finished on time 1.5.4 To create a cost management plan for assigning costs to work packages 1.5.5 To develop a quality management plan outlining the minimum criteria for stakeholders' acceptance 1.5.6 To create a human resource management plan to allocate resources to work packages in an efficient manner according to national and international labor laws and conventions 1.5.7 To develop a communication management plan to ensure the timely production, transfer, monitoring, and management of program information to stakeholders 1.5.8 To create a sustainable risk management plan that identifies risks and risk responses for risks directly related to the project 1.5.9 To develop a procurement management plan to identify and award contracts to suppliers who can purchase sustainable goods and services 1.5.10 To create a stakeholder management plan to ensure the appropriate identification, categorization, and participation of program stakeholders	
Project Purpose or Justification (Merit and Expected Results)	
This project was born from a major program implemented since October 2017 by different partners like United Nations International Children's Emergency Funds (UNICEF), International Labor Organization (ILO), and other international and national organizations and state institutions. This program itself was born after the completion of the study on child domestic work in Haiti conducted by the Ministry of Social Affairs and Labor (MAST) in collaboration with ILO and UNICEF between 2014 and 2015, which showed that more than 215,000 children are in an unacceptable situation of domestic work. Throughout the country, projects have been born to try to meet all these needs, but it is clear that the institutions on the spot do not often have the capacity to take charge of these actions by the fact that many of them are directed by political people without the necessary technical capacities. In the case of this project, vocational training institutions are most concerned by the fact that they are responsible for training	

vulnerable young people to improve their chances of having a decent job. They are under the tutelage of the National Vocational Training Institute (INFP), which at the national level seeks partnerships with organizations to strengthen the capacities of the centers at the local level and to overcome the different problems.

Partnership relationships with other United Nations agencies or other national or international organizations concluded that there was a great need for managerial capacity building at this training center (UNDAF, 2017). It is in this sense that several ILO projects support the INFP either by strengthening the capacity of managers through training both in Haiti and abroad or by providing equipment or tools that can improve their centers' management capacity.

The Jérémie center is one of the first centers to benefit from this partnership with ILO through a contract for the vocational training of 680 young adolescents. Through this project, financial support will be given to the center for the improvement of these youth services, and technical support will be given to strengthen the managers' management capacity.

With the support of ILO, this work will be responsible for providing a management plan for the project training 680 young people in vulnerable situations while accompanying managers in strengthening the managerial capacity of the center. The processes will help to strengthen the overall center management system.

Thanks to this project, 680 girls and boys aged 14 to 17 will receive vocational training and will be accompanied for integrated labor market. They will receive psychosocial support and will be able to strengthen their life skills thanks to the intervention of different partners in the field. ILO is responsible for executing this project and has subcontracted the Vocational School of Jérémie (EPJ), which will directly provide professional training. This project management plan is proposed to enable them to achieve the project objectives in the short time remaining by involving all relevant stakeholders.

Description of Product or Service to be Generated by the Project – Project Final Deliverables

This project will be run with a state institution as a large partner that does not have a good project management capacity,but unfortunately, in this department, it is the only one to have spaces and equipment necessary for this implementation. Aware of this lack, this project will provide the necessary tools to the project team so that they can bring the project to a successful conclusion, which can guarantee them to have other projects. The FGP will provide the following tools:

A project charter
A scope management plan
A schedule management plan
A cost management plan
A quality management plan
A resource management plan
A communication management plan
A risk management plan
A procurement management plan
A stakeholder management plan

Assumptions

It is assumed that ILO will allow to do the FGP with the EPJ.
It is assumed that all the information will be available for the FGP.
It is assumed that the EPJ will accept to share information and accept products of this FPG.

Constraints

Taking into account that the FGP is for 3 months, it will be difficult to see the application of this proposition.
The information from ILO and from EPJ is confidential.

Preliminary Risks

If there are hurricanes this year, the project will be delayed because of the exposure of the execution area.
The election period is supposed to be in October, if there is contestation after the election, the implementation of the project must be delayed.

Budget

General Cost Estimate of Main Items/Deliverables for Project Budget

DESCRIPTION	Unit	Quantity	Unit Price	Total Price
1-Human resources				
Coordinator	1	12	HTG 50,000.00	HTG 600,000.00
Trainers	8	12	HTG 40,000.00	HTG 3,840,000.00
Accountant secretary	1	12	HTG 30,000.00	HTG 360,000.00
2-Raw materials	680	12	HTG 10,000.00	HTG 816, 000,000.00
3-Material of security and equipment	680	12	HTG 100,000.00	HTG 816,000,000.00
6-Operation costs	7	12	HTG 65,000.00	HTG 5,460,000.00
Total				HTG 862,260,000.00

Milestones and Dates

Milestone	Start Date	End Date
Introduction Theoretical framework Methodological framework	June 1, 2019	July 30, 2019
Development (results)	August 1, 2019	August 30, 2019
Conclusions Recommendations Bibliography Appendices	September 1, 2019	September 15, 2019

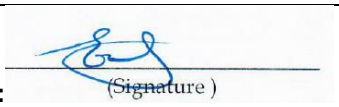
Relevant Historical Information

Brief basic company information
Documentation of previous works or similar efforts related to the project
The ILO has been more present in Haiti after the earthquake of 2010. Since then, there have been many projects with different partners whose main objectives were to strengthen local institutions. Agreements have been signed with several state institutions such as the National Institute of Vocational Training in order to strengthen this sector which was really lacking during this period. Since then, projects have been

implemented in several cities across the country targeting young people while providing them with the tools they need to cope with the job market. It is in this context that the ILO has had several contracts with institutions at the local level to support them in their recovery.
In the Grand'Anse department, this partnership will be made with the EPJ, which was created in 1928. After the construction and rehabilitation of new buildings in 2014, the center has seven training courses, and plans to expand day by day. Since December 2016, the center has implemented several projects for young people in vulnerable situations with different partners, and according to their conclusions, this is a center that must continue to be supported, especially at the management level.

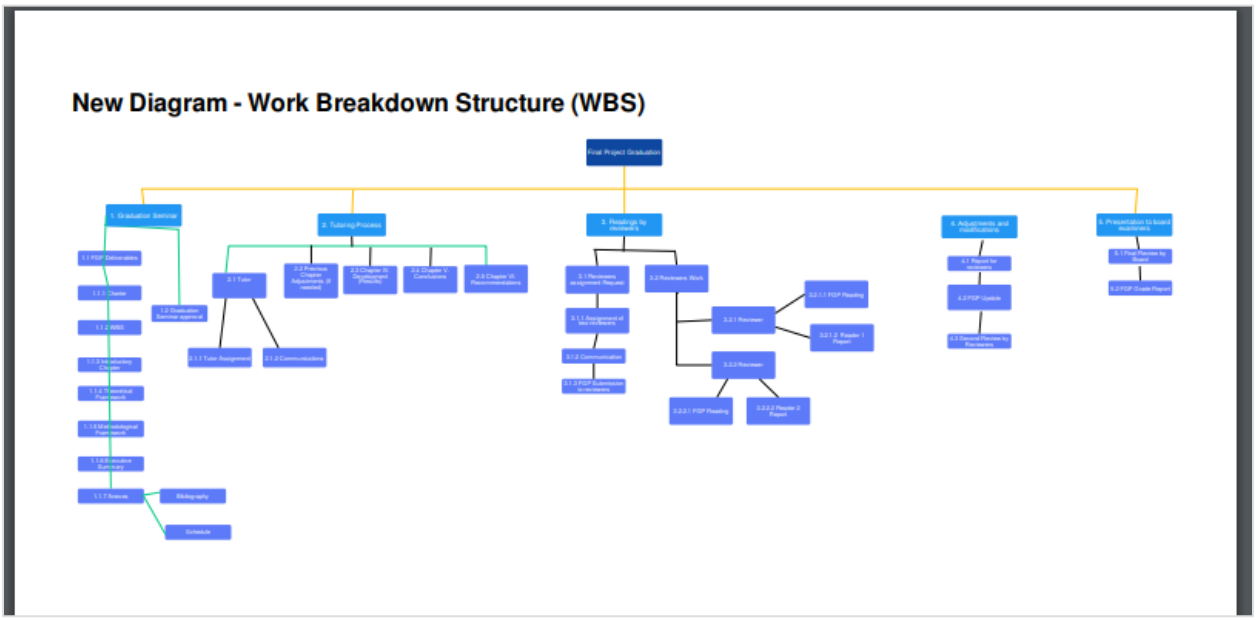
Stakeholders

Direct stakeholders: Many partners are directly involved in this project, and they each have their roles to perform for the success of the project.
1- International Labor Organization (ILO), in this case, the donor
2- The Professional School of Jérémie (EPJ), the executant
3- The National Institute of Vocational Training (INFP), the institute which controls the vocational training in Haiti
4- The Chamber of Commerce and Industries of Grand'Anse (CCIGA), which will make the placement of young people in companies after training
5- The Institute of Social Welfare and Research (IBESR), the institute that controls the protection of children
Indirect stakeholders: There will also be a number of indirect stakeholders, including:
1. The New Grand'Anse University (UNOGA)
2. Local leaders, CASEC and ASEC
3. The Ministry of Social Affairs and Labor (MAST)

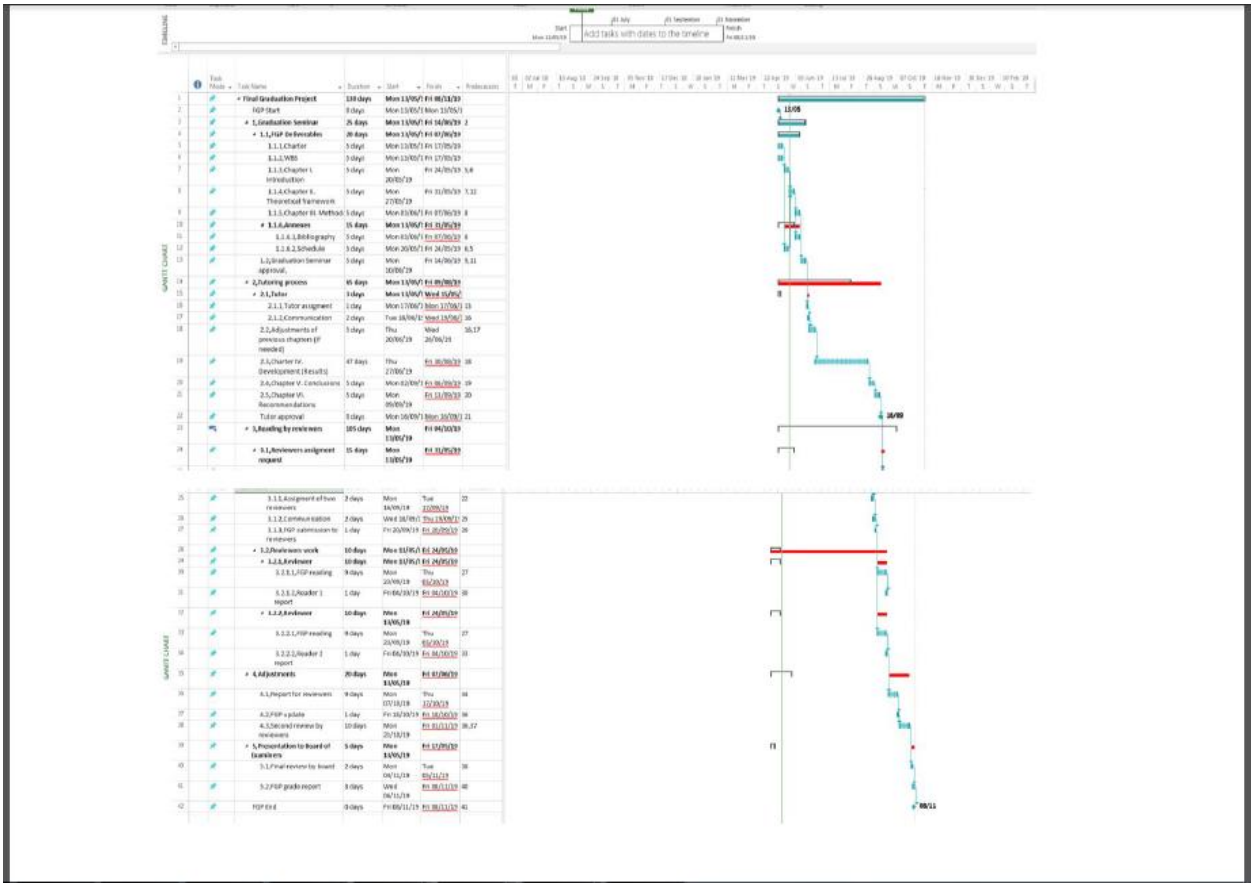
Project Manager: **Eunice Seignon**	**Signature:**  (Signature)
Authorized by: **Eunice Seignon**	**Signature:**

Appendix 2: FGP WBS

WBS FOR THE PROJECT MANAGEMENT PLAN FOR EPJ



Appendix 3: FGP Schedule



Appendix 4: Proofreading letter

San José, December 20th, 2019

Universidad para la Cooperación Internacional (UCI)

To whom it may concern

Natalia Alvarado Mata, identification number 305030705, Bachelor in English with a focus on translation, hereby states that the project title: **PROJECT MANAGEMENT PLAN FOR THE TRAINING PROGRAM FOR VULNERABLE YOUTHS IN THE GRAND'ANSE DEPARTMENT**, carried out by the student Seignon Eunice, has been checked.

The project was done to obtain the Master in Project Management Degree. Aspects such as paragraph form, language quirks in written language, orthography, punctuation, and other aspects related to syntax and grammar were checked and proofread. Therefore, taking into account the changes made, the project is ready to be presented.

Sincerely,

Natalia Alvarado

Natalia Alvarado Mata
English translator and proofreader
natalia.alvarado@filologos.cr

Appendix 5: Other Relevant Information