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ETHICS IN PROJECT MANAGEMENT AND NONFORMAL EDUCATION

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1 INTRODUCTION
1.1 NON FORMAL EDUCATION
Non-formal education (NFE) has been defined as any intentional and systematic educational enterprise (usually outside of traditional schooling) in which content is adapted to the unique needs of the students (or unique situations) in order to maximize learning and minimize other elements which often occupy formal school teachers (i.e. taking roll, enforcing discipline, writing reports, supervising study hall, etc.).[5]

Non-formal learning (NFL) takes place alongside the mainstream systems of education and training and does not typically lead to formalised certificates. Non-formal learning may be provided in the workplace and through the activities of civil society organisations and groups (such as in youth organisations, trades unions and political parties). It can also be provided through organisations or services that have been set up to complement formal systems (such as arts, music and sports classes or private tutoring to prepare for examinations). [1]

1.2 PROJECT MANAGER
Project management is the skills, the tools and managements processes required to

undertake a project successfully.

The project manager is the one who is responsible for making decisions in such a way that risk is controlled and uncertainty minimized. Every decision made by the project manager should ideally be directly benefit the project. [9]

The project manager as a moral person is characterized in terms of individual traits; as a moral manager, he is thought of as conveying an ethics message that others take notice of in their views and behaviours.

1.3 ETHICS

The term "ethics" comes from the Greek word ethike that means "character," and indeed the ancient Greeks conceived issues about what people should do in terms of impact upon

character. Nowadays, "ethics" seems to be an inclusive term for concerns also referred to by "morality," "value," and "justice." [6] The term ethics may be described as the moral considerations of the activities of an organization or a system, or code of conduct that is based on universal moral duties and obligations that indicate how one should behave. It deals with the ability to distinguish good from evil, right from wrong, and propriety from impropriety. The keywords here are moral duties and obligations. It has been suggested that ethical leadership includes two pillars: the moral person and the moral manager.

2 ETHICS IN PROJECT MANAGEMENT

Every day, managers, project managers and employees need to make decisions that have moral implications. And those decisions impact their companies, company shareholders, and all the other stakeholders in interest. Conducting business in an ethical manner is incumbent upon everyone in an organization for legal and business reasons.

Applied ethics is the branch of ethics which consists of the analysis of specific, controversial moral issues such medical ethics, business ethics, environmental ethics, teachers ethics, project managers ethics etc. The field of business ethics examines moral controversies relating to the social responsibilities of capitalist business practices, the moral status of corporate entities, deceptive advertising, insider trading, basic employee rights, job discrimination, affirmative action, drug testing, and whistle blowing.

Project manager's ethics is the rules or standards of conduct a profession – project manager.

Project team members are required to work in different environments that have unique cultural value systems, morals, and ethics. It is expected that people in the project management field have both personal and professional ethics. Project personnel must clearly understand and accept their adherence to a policy on code of ethics developed and disseminated by the organization to which they belong.

There are several interrelated key responsibilities involved in having a successful ethics policy:

• The development of policies which establish ethical principles and standards for the organization.

• Appointment of an individual within the organization that has primary responsibility for the design and administration of ethics policies.

• The distribution of these policies to the members of the organization.

• Proactive teaching and guidance of the organizational members about the ethic policies.

• Provide counselling to organizational members about ethical issues in their roles in the organization. [2]

Professional Ethics for Project Managers can help you to:

• Reduce risk, manage costs, enhance productivity and individual performance.

• Increase motivation and commitment as well as foster better recruitment and retention

of quality people.
• Make better decisions and increase personal responsibility.
• Reduce potential legal issues while also strengthening the competitive position within the industry.
• Increase communication and trust as well as increase reputation within the organization and community.

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Professionalism and ethics both relate to proper conduct. Professionalism is demonstrable awareness and application of qualities and competencies covering knowledge, appropriate skills and behaviours. Ethics covers the conduct and moral principles recognised as appropriate within the project management profession. [8]

3 CASE STUDY

The project **A New Chance - Training Educators for Non Formal Education** presents a pivotal program for educators and teachers who have been already involved or would like to be involved in the area of non-formal education. [10] The project derives from the fact that the work in non-formal education differs qualitatively from working in primary, secondary or tertiary education. Educators who work in the area of non-formal education need special skills, competencies and knowledge. They must observe and analyze future development trends in order to tackle upon raising issues and to build their successful professional career. The project took place in Slovakia, Bulgaria and Cyprus. It's built on the partnership of three organizations - Democratic trade union confederation of Cyprus, Independent Christian trade union of Slovakia, Promyana (Bulgaria). The coordinator of the project is Open Education Centre Foundation from Bulgaria; the technical support is covered by the organization Noema from Finland. The target group of the project consists of trade union members, teachers, adult educators, as well as other employees and volunteers operating in the area of education. Each group of 30 participants from involved countries has undertaken specially designed educational program. **The main objective of the project** is to provide teachers and educators with knowledge, competencies and skills which are inevitable for developing their professional career in the area of non-formal education. In order to achieve the goals of the project it is necessary to execute an analysis in every participating country. This analysis is composed of defining the needs and the current situation in the field of non-formal education. The second step is to develop and promote European spirit as well as national dimension of the non-formal education, the third is to show the examples of good practices from European countries and provide the second chance and development of professional career for teachers in non-formal education.

National coordinators and managers of this project face the same crucial questions:
• Is the project based on an ethical foundation?
• Will initial position, objectives and constraints of the project be accepted within and outside the project team?
• Can I myself fully align with the project goals?
• What are the long-term effects of the project?
• Is the project and its consequences economically, ecologically, legally and socially sustainable, and in line with the expectations of the stakeholders?

Finding out and balancing the values and roles of different persons, teams and organisations for defining the complex values of the outputs, outcomes and impacts of a project, a programme or a project portfolio and the project organisation.
• Defining project, programme and portfolio objectives and deliverables is influenced by the ethical context of the project, programme or portfolio.
• Managing projects, programmes or portfolios always needs actions and produces

output, which are influenced by and influence themselves ethical aspects.
• How do ethics influence a project manager's view on risk management?
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