



Addis Ababa University
College of Business and Economics

An Assessment of Project Management Practices and
Challenges of local NGOs: the case of Rehabilitation Service for
the Deaf Association (RSDA)

By: Assefa Tadess Feyissa

Advisor: Jemal Abagissa (PhD)

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local NGOs: the case of Rehabilitation Service for the Deaf Association
(RSDA)

BY: ASSEFA TADESSE

APPROVED BY BOARD OF EXAMINERS

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Advisor	Signature	Date

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Internal examiner	Signature	Date

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External examiner	Signature	Date

DECLARATION

Declare that this MA, thesis is my original work, has never been presented for a degree in this or any other university and all source of materials used for the thesis have been duly acknowledged.

Assefa Tadesse

Signature

Date

LETTER OF CERTIFICATION

This is to certify that Assefa Tadesse carried out this research entitled as An Assessment of Project Management Practices and Challenges of local NGOs: the case of Rehabilitation Service for the Deaf Association (RSDA). This work is original and suitable for submission to the award of Master of Arts Degree in Public Management and Policy.

Jemal Abagissa (PhD)
(Advisor)

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I would like to thank all the respondent participants especially all team members Rehabilitation Service for The Deaf Association (RSDA) project staff members and board members who have willingly shared their precious time.

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Abbreviations

AAU	=	Addis Ababa University
RSDA	=	Rehabilitation Service for the Deaf Association
CSFs	=	Critical success factors
HoH	=	Hard of Hearing
PMBOK	=	Project Management Body of Knowledge
PMI	=	Project Management Institute
SPSS	=	Statistical Package for Social Scientists
MDG	=	Millennium Development Goals
EFA	=	Education for All
SDG	=	Ethiopia Sustainable Development goal

Abstract

The main purpose of the study was to identify and evaluate the challenges encountered through project management practices in Rehabilitation Service for the Deaf Association (RSDA). The study aims to point out these difficulties and thus improve the project management practice in order to benefit from the findings. A descriptive research method is used in order to achieve the intended purpose of the study. Closed-end and Open-end questionnaire were used for the purpose of collecting required data for the study. From 230 target population of the study in the inclusive education project and its stakeholders, I took 70 sample size by using the solving formula. $n = \frac{N}{1+N} (e) 2$. Out of 70, 68 questionnaires were collected by distributing the questionnaire to those eight groups by purposive sampling method. The data were analyzed using software Statistical Package for Social Science (SPSS V.22) to generate mean, frequencies, standard deviation and percentages of the statics.

A project scope management challenge is a challenge in RSDAs project management practice. This indicates that the RSDA Project Management is to work with special emphasis on this. On the other seven factors, however, good project management experience was evident. In addition to that, the study suggested that emphasis should be given to items like Item `` the project office does not use all the options to make the budget source secure and sustainable`` because the respondents have no confidence on the sustainability of the project. Success factors are inputs for the management system that lead directly or indirectly to the success of the project.

Key words: Rehabilitation Service for the Deaf Association (RSDA) project (local NGO),
Project management practices and project management challenges.

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Chapter one

Introduction

1.1 Background of the study

Inclusive Education refers to an education system that is open to all learners regardless of poverty, gender, ethnic backgrounds, language, learning difficulties and impairments. In addition, UNESCO (2003) affirms that inclusion is a dynamic approach of responding positively to pupil diversity and of seeing individual differences not as problems but as opportunities for enriching learning. Inclusive education is a Conceptual approach aimed at achieving quality education by making changes to accommodate all learners regardless of their physical, social or psychological differences. Inclusive education differs from the previously held notions of 'integration' and 'mainstreaming', which tended to be concerned principally with 'special educational needs' or exclusive education.

The Ethiopian Government appears to show commitment to the Millennium Development Goals (MDGs) and "Education for All" (EFA) by ratifying different international conventions and enshrining them in its various domestic laws, policies, strategies, and programs. However, the reality on the ground indicates that there is limited progress towards implementing these legal instruments when it comes to the education of children with special needs.

(Tirussew, 2005). It is the same on Ethiopia Sustainable Development goal (SDG). Rehabilitation Service for the Deaf Association (RSDA) was registered (Reg. No 871) in July 2002 with the ministry of justice and re-registered in October 2009 with charities & societies Agency and renewed in September 2019 civil society organization. (RSDA) is an association and has established and operated in Ethiopia with aims to create access and Equity for Deaf and hard of hearing children.

The overall objective of the association is doing towards inclusive education and inclusive society for children with deafness & Hard of Hearing (HoH) in the short and long time period. One of the association objectives is Development and expansion of sign language as a communication means for all concerned bodies to build inclusive society.

Inclusive Education is not provided in government schools by the government. The government did not do much about this. RSDA is the only NGO which works as a project providing this education to many deaf children in 18 elementary schools in ten sub-cities of Addis Ababa. Effective project management can give a strong competitive advantage in project delivery, provide quality services, and reduce project costs. Excellence in effective project management can also guarantee measurable and tangible results based on scope, time, and cost, which are the cornerstone to project success (Kerzner, 2017).

My motive for working on this project starts with the information I have got when I was learning sign language for deaf and hard of hearing children. I felt then that if I do my study on project management practice and challenges and suggest solutions to these challenges, I would put in personal contribution to the good work being done by RSDA.

1.2. Statement of the Problem

Deaf and hard of hearing people are disadvantaged groups and live under abject poverty in Ethiopia mainly due to lack of equal access to economic and social opportunities. The experience that organizing only deaf people with in special environment was practiced and exercised for long years ,however this strategy paved the way for further exclusion and isolation of the Deaf people by forcing them to adjust themselves with the hearing community and this in turn created situations for wrong perception of the society about the deaf people. Recognizing this problem, a group of few hearing and Deaf people have organized themselves and established this rehabilitation service for the Deaf association.

There are legal, policy, and program provisions supporting "education for all" in Ethiopia. However, socio-cultural, economic and practical problems appear to limit the provision of special needs/ inclusive education in Ethiopia. Hence, enrollment of children with special needs is alarmingly low in Ethiopia. The quality of educational services provided to those enrolled is still worrisome. (Tirussew, 2005).

The 1994 national population census put the number of deaf people at about 194,000... Whereas research conducted by the Institute for Educational Research, Ethiopia shows that the percentage of the population with disabilities is 3(3%) out of which 14.4% are deaf. Therefore, many deaf children do not go to school like their peers when they reach school age. Rehabilitation Service for The Deaf Association's (RSDA) vision is to see the Deaf people are fully integrated with other hearing community with equal participation and access to equal social and economic opportunities.

Of course, there are others who, like Tolosa (2011), have done research on inclusive education in Ethiopia. However, their study is different from mine in terms of time, attention and area of focus, in addition to that as far as I Know no research has been done to address the practice and challenges of Inclusive Education project in the study area.

Thus the study intends to fill this research gap by trying to identify major challenges of Inclusive Education project in RSDA project management practice areas.

1.3. Research questions

- What is the project management practice in Inclusive Education project in RSDA?
- What is the project management challenges encountered in Inclusive Education project in (RSDA)?

1.4. Objectives of the study

1.4.1 General Objective

The general objective of this study is to identify the practices and challenges of project management in RSDA project.

1.4.2 Specific Objectives

Based on the general objective of the study and the research questions above, this study has the following specific objectives.

- To assess project management practice in Inclusive Education project by RSDA.
- To identify challenges encountered in Inclusive Education project.
- To suggest solutions to tackle the project management challenges.

1.5. Significance of the study

This research project paper will particularly help to look in to challenges encountered while implementing project management in Inclusive Education project undertaken by Rehabilitation Service for The Deaf Association (RSDA). This study aims to point out these difficulties and thus improve the project management practice in order to benefit from the findings. Project managers and project teams who are involved in the planning, designing, implementation and control of Inclusive Education project could make use of the obtained information of this study. Finally, it will also contribute for project management knowledge in that the research paper follows a different approach in categorizing the challenges with project management knowledge areas that can be used as a base line for further study.

1.6. Scope of the study

The study includes six elementary schools. The focus of this study is investigating the practice and challenges of project management in Inclusive Education project in Rehabilitation Service for The Deaf Association (RSDA).

RSDA project is funded for three years from 1 October, 2019 to 31 December, 2022. Therefore, the study covers the last one year and three months. However, due to the Covid19 pandemic, the project activity has been restricted; I was forced to look into previous works and documents where needed.

The research does not represent all the project management challenges and it may skip some minor challenges which may affect the project manager repeatedly. The developed model

suggests some key points which may be taken as a guideline in order to avoid these challenges. Nearly fifty percent of the respondents are equal or less than 12th grade in their education so sometimes it was difficult to get detailed information.

I went repeatedly to collect questionnaires, beside that I had to explain the questionnaires to some respondents, so I needed more time, energy, and money than I could have imagined.

Chapter Two

Literature Review

This chapter discusses the concept of project, project management, project success and failure factors and the context of project management practice in Inclusive Education project to help us underline the research subject and objectives

2.1 Definition of Project

According to PMI (PMBOK, 2013) a project is defined as a temporary endeavor undertaken to create a unique product, service, or result. This definition implies that the temporary nature of projects shows that a project has a definite beginning and end. Temporary may not necessarily mean short period of time. PMBOK (2013) says, 'Every project creates a unique product, service, or result.

According to Kerzner,(2017) A project can be considered to be any series of activities and tasks that fulfill the following conditions: have a specific objective, have defined start and end dates, have funding limits(if applicable), consume human and non-human resources (i.e., money, people, equipment),are multifunctional` (i.e., cut across several functional lines) (Kerzner, 2017).All projects share one common characteristic: the projection of ideas and activities into new endeavors.

2.2 Project Management

According to Oisen (1971) project Management is described as a collection of tools and techniques to direct the use of diverse resources toward the accomplishment of a unique, complex, one time task within time, cost and quality constraint. Each task requires a specific mixture of these tools and techniques structured to suit the task environment and life cycle (from conception to completion) of the task (Cited in Atkinson, 1999).

Project Management is also expressed as planning, organizing, monitoring and controlling of all the aspects of a project and the motivation of all the involved stakeholders to achieve the project objectives (APM, 1995).

According to (PMI, 2004), project management is an application of data , skills, tools and techniques to project activities to satisfy project requirements.

According to De Wit (1988) “project management success tends to be measured against the normal measures of performance, namely, cost, time and quality”. In De Wit’s (1988) view, ‘success criteria ask the measures by which success or failure of a project or business are going to be evaluated’; whereas success factors are those inputs to the management system that lead directly or indirectly to the success of the project or business(cited in Camilleri, 2011).

2.3 Why Project Management?

According to Roberts and Furlonger (2000)There is little question that organizations today face more aggressive competition than within the past and therefore the business environment they operate in may be a highly turbulent one. This scenario has increased the necessity for organizational accountability for the private and public sectors, resulting in a greater focus and demand for operational effectiveness and efficiency. Effectiveness and efficiency could also be facilitated through the introduction of best practices that are ready to optimize the management of organizational resources. Project management can support the achievement of project and organizational goals; and supply a greater assurance to stakeholders that resources are being managed effectively. Research by Roberts and Furlonger (2000)

2.4 The Perception of a Successful Project

According to De Wit (1988) “project management success tends to be measured against the traditional measures of performance, namely, cost, time and quality”. In De Wit’s (1988) view, ‘success criteria are the measures by which success or failure of a project or business are going to be evaluated’; whereas success factors are those inputs to the management system that lead directly or indirectly to the success of the project or business(cited in Camilleri, 2011).

2.4.1 Project Scope

Project scope defines what needs to be done. According to the Project Management Institute Standards Committee (2004), scope planning is the process of developing a written scope statement because the basis for future project decisions, including the criteria used to determine if the project or phase of a project has been completed successfully. Its purpose is to make sure that the project embraces all the work that's required, by subdividing project outputs into smaller more manageable components, thus increasing the probability that the project will be successfully completed.

The project scope stage is critical because it lays the inspiration for the eventual project success. Project managers should not be pressured or compelled into finishing the project scope unless they are fully satisfied that they have documented the fundamental nature of the project. Research shows that an inadequate project scope will haunt a project throughout its life cycle. Therefore, project scope must be planned and defined in a way that's clear and unambiguous and doesn't cause conflicts.

According to Camilleri (2011) Project scope failure influencing factors

- Lack of project definition;
- Project scope not fully understood;
- Impractical design for desired operational outcomes;
- Overambitious or impossible requirements;
- User requirements not firmly agreed upon before undertaking work;
- Incomplete or unstable requirements and specifications;
- Losing sight of project requirements;
- Questionable economic feasibility of the project;

4.2.2 Project Organization Structure

The abundant literature on organization structure recognizes that the task of organizing may be a distinctive managerial function. Numerous studies of organization structures are undertaken in diverse industries, like manufacturing, finance, administration and multinational organizations,

demonstrating that organization theories and practices are well established. Organization structure theory is usually applicable to the study of complex organizations. Small to medium enterprises where the organization structure consists of one or a few supervisors and therefore the number of employees is comparatively modest which do not usually get to spend tons of efforts on: Organizational structure design; Job design; Departmentalization; Building relationships between the work holders or between units.

The structure of a corporation is an important aspect to the performance of the organization. this means that the project organization structure would doubtless affect the project delivery performance. The two basic components of the organization structure are its horizontal breadth as implied by the spans of control, and its vertical height as denoted by the hierarchy levels of decentralization. There's evidence to suggest that the organization structure of an enterprise reflects the management sort of corporate management and more importantly, supports the organizational corporate strategy.

Project organization structure failure influencing factors

- Lack of project manager autonomy in low risk projects;
- Failure to specify roles and responsibilities;
- Lack of independent quality assurance group.

2.4.3 Project Planning and Control

Project planning and control may be a predominant and important issue in project management. Therefore, care, skill and an appropriate amount of time and effort should be applied immediately at the project outset towards the establishment of a planning and control mechanism. Often project managers argue that when considering the project planning and control issue, one should differentiate between small and large projects. For example, small projects have tight budgets and short schedules that translate into project managers having little or no room for error in planning, tracking and control. However, whatever the project, a suitable planning and control mechanism is required that is sufficiently flexible to accommodate a diverse range of projects in terms of size and complexity. The outcome without such a

mechanism is an outwardly disorganized muddle that exhibits excessive duplication of effort, enormous cost overruns in proportion to the first cost estimate and important shortages of resources.

Project planning and control embraces a number of functions, such as generating a network of actions that depict the relationship between these actions and their order of occurrence. It also includes project scheduling, which links an idea into a time-frame, also as smoothing out resource level variations and measuring job progress, reviewing the plan and rescheduling when conditions change. When one considers the quantity of effort needed with planning a project, the novice may sometimes be astonished that projects are accomplished in the least.

An appropriate planning and control mechanism in situ will facilitate a project being executed on time and be ready to interact effectively with the client, suppliers and therefore the tasks assigned to the organization's employees. A proper planning and control mechanism allows those involved in the project to fully understand what is required. In addition, any arising concerns are anticipated and dealt with before they may cause harm to the project.

According to Camilleri(2011) Project planning and control failure influencing factors

- Poor estimation and lack of adequate planning;
- Inadequate initial plan as baseline;
- Lack of budget monitoring and budget overruns;
- Lack of adequate resources;
- No project scope reviews;
- Inadequate monitoring and control system in place;
- Excessive reliance on earned value systems to watch projects;
- Inadequate statistical quality control process in place

2.4.4 Management and Leadership

Ask project managers about what they think are the most difficult situations encountered in delivering projects and most of the time their answer is related to the people side of project management. It is common knowledge among project managers that technical difficulties,

although a concern, are normally resolved without much fuss. However, people problems are often much more troublesome to deal with. What is more, when we refer to people, we are referring to individuals, with each individual having different needs and concerns. Hence, project managers need to adapt their leadership behavior to match different individuals' needs and circumstances.

The quotation, effective leaders need to inspire confidence in themselves, but truly great leaders inspire confidence within the people they lead, to exceed their normal performance level. However, a universal attribute in effective leadership is the aptitude of a project manager to portray a strong role model to the project team. For instance, remaining calm in chaotic circumstances and inspiring others with the ability to find the way through difficult conditions. The project manager also needs to exhibit the ability to be flexible in the leadership conduct towards various team members, changing relationship behaviors according to circumstances and individual characteristics.

Management and leadership failure influencing factors

- Effective management by project sponsor/project management agency;
- Poor decision making;
- Project manager lacks appropriate skills and experience.
- Inefficient management by project sponsor
- Ineffective project leadership;

2.4.5 Employee Commitment and Participation

Employee commitment is viewed as being a key prerequisite for the effective execution of projects, operational processes and thus the successful implementation of organizational change programs. it's particular significance for the successful accomplishment of all types of projects. Reichheld (1996) write: "Loyalty is by no means dead`. Employee commitment remains one of the great engines of business success."

- A committed employee is an individual:
- Attends work on a daily basis;

- Defends the organization;
- Contributes a full day's effort and more;
- Is supportive of the organization's goals and objectives.

Employees must therefore be encouraged to participate within the formulation of selections and in decision taking. An appropriate level of employee participation fosters their understanding of the projects being undertaken and may influence them to increase their commitment to both the projects and thus the organization generally.

- Employee commitment and participation failure influencing factors
- Lack of executive support or poor buy-in;
- An inappropriate degree of executive sponsorship;
- Lack of user involvement
- Goal commitment of project team

2.4.6 Internal and External Communication

Effective internal and external communications are key factors that contribute to successful projects. Internal communication has the target of informing employees of developments that are influencing their organization, particularly the projects that they're collectively involved. Internal communication is a vital ingredient for successful employee participation and facilitates the development of affective work commitment. Both these factors were showed as being essential for increasing individual and organizational performance.

This will focus on the internal and external communications aspects. The section on internal communication will consider the underlying principles of employee communication, the importance of leadership involvement within the internal communication strategy and establishing a shared vision to ensure that everybody involved within the organization is pulling within the same and proper direction. The section on external communication will focus on the importance of identifying the active and influential stakeholders that are likely to have an impact on the success of the project and to establishing an adequate external communications strategy that mitigates the concerns of the identified stakeholders.

Internal and external communication failure influencing factors

- Lack of communication through well-documented process;
- Poor or ineffective communication;
- Lack of internal and external communication;

2.4.7 Project risk management

All projects carry a certain magnitude of risk. However, frequent and thorough risk analysis and risk management techniques can help to resolve concerns before they arise or become serious. A risk is often viewed as an event that may happen and if it occurs, it may have a favorable or unfavorable impact on the project. Examples of unexpected effects include delays in project delivery dates and budget overruns, resulting in the demoralization of project team members and harming the reputation of the project manager. Hence, a risk (of an event) features a probability attached thereto and therefore the consequence of it happening may have a positive or negative effect on the project.

An important point to recollect is that risk is not always bad. There are both opportunities and threats. The opportunities represent the beneficial risks, whereas the threats are the adverse risks. Therefore, project risk management consists of processes, tools and methods that will aid the project management team to increase the likelihood and impact of positive events and to decrease the probability and impact of negative events. Project risk management, therefore, is a progressive process to be conducted during the entire project and should particularly be commenced early in the project.

Project risk management failure influencing factors

- New technology (untested or lack of experience with new technology);
- Lack of transparency and regulatory institutions;
- Bribery and corruption; National cultural factors;
- Physical factors, such as, heritage artifacts, natural disasters or hostilities;

2.4.8 Project Sustainability

The Relevance of Sustainability to Stakeholder Theory: In the previous sections, we introduced two divergent aspects of stakeholder theory and its relevance to project management. In this section, we'll explain how these core aspects of stakeholder theory are linked to sustainability. This is done through unpacking the concept of sustainability itself and building the bridge to attach this idea to stakeholder theory. Nevertheless, the relevance of sustainable development through the management for stakeholders approach is evaluated into the controversial and unsure context of major infrastructure and construction projects, which depicts an interesting perspective for the study.

Elkington(1997) introduced the triple bottom lines of sustainability as economic, social, and environmental. From Elkington's it's noticeable how the ecological, economic, and social dimensions (planet, profit, and people) are interrelated and influence one another . In this respect, sustainable development aims at reconciling economic, social, and environmental efforts through the elaboration of more comprehensive long-term strategies and societies' wider involvement in deciding (Meadowcroft 2013; Rickards et al. 2014; Zeemering 2018). The 1972 book, 'The Limits to Development' Meadows et al. (1972), concludes that the mixture of worldwide increase and economic development would cause depletion of natural resources. Dyllick and Hockerts (2002) emphasized that the balance between economic growth and social well being has been around as political and managerial challenge for over 150 years. Therefore, especially in recent turbulent economic conditions, now quite ever, it's essential to attenuate the waste of public resources by creating a far better deciding process that catalyzes policy makers resources and efforts` (Greenspan 2004; Matti et al. 2017; NETLIPSE 2016).

2.5 Project Management Practices in inclusive education Projects

Organizations of peoples with disabilities play important roles in the implementations of inclusive education. UNESCO (2001) acknowledges the contributions of disability organization for successful implementations of inclusive education in inclusive schools. Some of the contributions include:

1. The associations can give teachers advice and guidance on how to deal with specific disabilities in school;
2. They can supply information leaflets for parents;
3. They may be able to provide special equipment and devices to assist the pupil in school or at home;
4. Members of the association could be available for training teachers and parents. For example, deaf people can teach sign language;
5. The members can be valuable role models for people with disabilities;
6. school-leaver can be encouraged to join the associations and to go on training courses they organize;
7. They may be willing and able to do fund-raising for schools either locally or internationally
8. Keep a list of Peoples with disability's organizations and parent associations both locally and nationally (UNESCO, 2001, pIII).

This indicates without the supports of peoples with disability organizations' it is difficult to think about successful inclusions of children with disability in general school. It is important for persons with disabilities to organize and associate in order to participate in day-to-day activities and make equal decisions in life.

Similarly, the government of Ethiopia recognizes the roles of organizations of people with disability in the implementation of inclusive education. For instance, the Ministry of Education has established a committee to follow up implementation of special needs or inclusive education. The committee has representatives from the associations of peoples with disabilities and it was assigned the task of maintaining regular dialogue with the associations of people with disability and the responsibility of following up the developments in the education sector from the point of view of the (beneficiaries') children with disabilities (MOE 2006).

2.6 Empirical Framework

This section provides a summary of the literature research findings. It shows the frequency that a particular category of project success–failure dimension was cited in the various literature sources. For instance, Project Planning and Control was cited 84 times in the literature as being the cause for project success or failure, followed by Project Strategic Fit with 48 occurrences. Therefore, the table shows an indication of the ranking of each project success–failure dimension. Emanuel Camilleri (2011, p-39)

Table 2.1 Number of literature citations by factor category

Factors	Failure	Success	Total	%
Project Planning and Control	26	58	84	23.60
Project Strategic Fit	13	35	48	13.48
Project Scope	19	24	43	12.08
Commitment and Participation	7	32	39	10.96
Communication	10	21	31	8.71
Management and Leadership	8	19	27	7.58
Project Risk Management	10	15	25	7.02
Project organization Structure	4	16	20	5.62
Information Flow and Knowledge Mgt.	3	15	18	5.06
Project Team Structure	4	13	17	4.78
Project Competency development	0	4	4	1.12
Total	104	252	356	100.00

2.7 Conceptual framework

Project management tools and techniques implementation considered as a success and challenge of project management. Hence proactively tackling these challenges helps to avert any possible situations that can become barriers to effective implementation of project management practices. Project management is the application of data, skills, tools and techniques to project activities to satisfy project requirements.

For example when we take scope as the success factor tool, the project scope stage is critical because it lays the foundation for the eventual project success. It should be recognized that if the project is inadequately defined and not suitably linked with organizational strategy, then there is a high probability of project failure because the scope is creep. Therefore, project scope needs to be planned and defined in a way that is clear and unambiguous and does not lead to conflicts this lead to meet expectation.

Table 2.2 conceptual Framework

PM tools and techniques	Project activities challenge	Meet project requirements
<ul style="list-style-type: none"> - Scope - Plan - Human resources - Communications - Risk management -Stakeholder management 	<ul style="list-style-type: none"> -Lack of clear goals and Success criteria -Lack of communication -Lack of accountability -Scope creep -Inadequate risk management 	<ul style="list-style-type: none"> - Satisfies stakeholder groups - Meets requirements - Meets expectations - Within cost deadline - Delivers sustained and actual benefits;

CHAPTER THREE

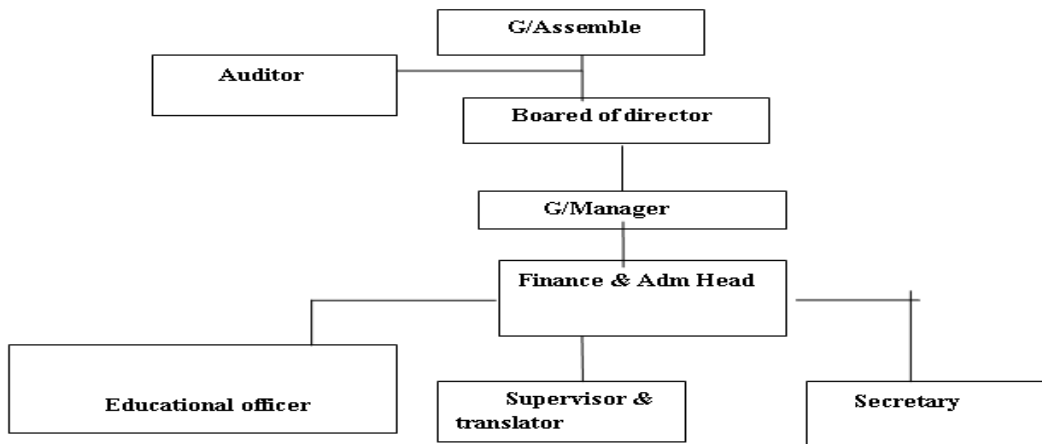
This chapter deals with the research design and methodology used in this paper to conduct the research. It discusses the source of data, the data collection method and methods of data analysis technique used in this study.

3.1 Background of the organization

The RSDA was established in 2002 EC and has since received funding from light for the world. Rehabilitation Services for the Deaf Association (RSDA) has been one of the partners of Light for the World over the last ten years; and this NGO funds to RSDA. It has been implementing inclusive education projects in the 10 sub cities of Addis Ababa City Administration.

Its vision is to see the deaf people are fully integrated with other hearing community with equal participation and access to equal social and economic opportunities. In addition to this to see the sign language, the natural language of the deaf, expands and develop like any other languages. The RSDAs mission is advocate protect the right and needs of the deaf people.

Fig 3.1 Management structure of the Association (RSDA)



Source: RSDA three years project planning template (2019).

3.2 Research Design

Descriptive research design was adopted to undertake this study. As a result the researcher believes that this design enables to identify and define the opinion and attitude held by participants of the study on challenges of project management practices of inclusive education Projects in Rehabilitation service for deaf association. The research approach adopted for this study is mixed qualitative and quantitative methods, which involve close-ended and open-ended questions in the questionnaire administered.

Descriptive statistical method was used to summarize the data obtained from survey and was analyzed by calculating the frequency of the responses, the average/mean and percentages using statistical package for social sciences (SPSS) software, version 22 and the result was presented in tables and a chart.

3.3 Target population

The target population of the study were Inclusive education project and its stakeholders. These are:

1. Those who work on the project office and board members.
2. Primary school Deaf Children Parents as beneficiaries and Teachers and administrators directly involved in the Inclusive education work in this 18 Primary school as stakeholders.
3. Employees of working in departments of Woreda Education Biro as stakeholders.
4. Five sister association working with people with disabilities, as stakeholders.
5. One NGO as a fund provider and a Stakeholder.

3.4. Sample Size

The researcher took the sample size by using this solving formula.

$$n = N / (1 + N(e)^2)$$

Where, n refers to the number of the sampling size

N refers to the number of the targeted population
 e refers to the level of sample error which is 10%
 $n = \frac{(230)}{1+230(0.01)}$ $n = 230/3.30$ $n = 69.7 = \underline{70}$

Therefore the sample size was 70 but 68 questionnaires were collected by distributing the questionnaire to these eight groups using purposive sampling method,

Table 3.1 Sample size breakdown

No	Sample category	No of Target population	Sample size
1	School principals	18	4
2	Five Sister Organization Managers	5	4
3	Head of three Weredas Education Bureau	8	4
4	Managements of the NGO as fund provider	4	1
5	Project office staff	13	8
6	Members of the Project Office Board	5	6
7	Teachers supporting the work(SNE)	17	10
8	Deaf children parents	160	33
	Total	230	70

3.5. Data Collection Instrument

Questionnaire was chosen as Instrument for Data Collection in this research, since the questionnaire is probably the most widely used data collection technique for conducting surveys. Questionnaires have been widely used for descriptive methods because it enhances confidentiality, supports internal and external validity, facilitate analysis, and save resources. Most of the questions in this research were close-ended to enable the researcher obtain the exact information needed for the study purpose, the rest of the questions are open-ended to elicit further information. In addition to this, taking into consideration their academic status, questionnaires were translated to Amharic for some of the respondents, while for others it was prepared in the English language.

3.6 Validity and Reliability

The validity and reliability of the research were taken into consideration. Questionnaire developed from Research topic. The variables are from the book project success critical factors and behaviors by EmanuEl CamillEri. I worked with respondents by understanding during data collection. Based on this, the researcher believes the sample taken in this study adequately represents the total population characteristics.

Furthermore a reliability test of Cronbach's Alpha was made for the Likert scale type questions on SPSS 22. Cronbach's alpha is a measure used to assess the reliability, or internal consistency, of a set of scale or test items, in most social science research situations. The Cornbach's alpha test using SPSS indicated that 810% of reliability as shown in the next table.

Reliability Statistics

Cronbach's Alpha	N of Items
.810	68

3.7 Ethical Considerations

I have followed ethically acceptable processes throughout the research process. The participants were informed of the purpose of the study before information was collected from them thus conforming to the principle of voluntary and informed consent. In this regard, the names of the respondents were not disclosed and Information was not available to anyone who were not directly involved in the study. The researcher further considers that all the sources used in this research report have been properly recognized and acknowledged as in-text-citation and reference list.

CHAPTER 4

This chapter presents data collected from respondents through questionnaires with close-and open-end questions. Data collected from the open end questions were analyzed qualitatively and presented in narratives. Data gathered from close-end questions were analyzed quantitatively and are presented in tables with the frequency of respondents, percentages, mean and Standard deviation.

This chapter presents the analysis and interpretation of both the qualitative data and the empirical data together, collected through the process described in Chapter 3, discussing and linking key findings (practice) to theory.

For the purpose of this study, a set of questionnaires was distributed to 70 respondents and only 68 participants responded. All the questionnaires returned were completely done. The overall response rate to the survey was 97.14%. The analysis was signposted with pre-identified thematic areas that reflect the objectives of the research and the findings secured from the analyzed data such as current project practice in the case NGO, project management, challenges in project management and mechanisms employed to cope up with experienced challenges in the case NGO. The analysis begins with demographic data of respondents.

4.1 Characteristics of the respondents

4.1.1 Respondents' response rate

For the purpose of this study, 70 questionnaires were distributed and 68 participants responded. All the questionnaires returned were completely done. The overall response rate to the survey was 97.14%. Two of the respondents from among sister organizations' managers said that they don't have sufficient knowledge about this project. So they did not fill in the questionnaires they were supposed to.

The table below summarizes the questionnaire return rate from respondents

Table 4.1 Respondents' response rate

Variables	No of representatives	No of response	Response rate (%)
School principals	4	4	100
Five Sister Organization Managers	4	2	50
Head of Weredas Education Bureau	4	4	100
Manager of the NGO as a fund provider	1	1	100
Project office staff	8	8	100
Members of the Project Office Board	6	6	100
Teachers supporting the work(SNE)	10	10	100
Deaf children's parents	33	33	100
Total	70	68	97.14

Source: Own survey 2021

4.1.2. General profile of the Respondents

The table below shows the demographic compositions of the respondents with age category (Below 30) 13.2 %, (30-40)66.2%, (40-50) 19.1% and (Above 50)1.5%.; With the sex category 57.4% female, 29.6% male,

All respondents are Ethiopians, 50% of them are equal and below 12 grade, 19.1%have Diploma/TVT, 22.1% have their first degree and 8.8% have their Master's degree. With the Job Category, 19.2% are support staffs, 17.6% Higher Level Managers, 48.5% are Beneficiaries and 14.7% are Stakeholders. The above data clearly shows that Deaf children parents who are men and women with less or equal to 12th grade education dominate the respondents.

Table 4.2 Respondent Demography

Items	Variables	Frequency	Percentage (%)
Age category	Below 30	9	13.2
	30-40	45	66.2
	40-50	13	19.1
	Above 50	1	1.5
Sex	Male	29	42.6
	Female	39	57.4
Job Category	Support staff	13	19.2
	Higher Level Manager	12	17.6
	Beneficiaries	33	48.5
	Stakeholders	10	14.7
Educational status	Equal and Below 12	34	50
	Diploma/TVT	13	19.1
	BA / BSc	15	22.1
	MA/MS and Above	6	8.8

4.2. Results Related to practice of Project Management in RSDA.

4.2.1. Challenges Related to organization structure Factors

The Average mean score of Challenges Related to organization structure factors is (2.50) with an Average Std. Deviation of (0.8173) as indicated in table 4.3 below. It implies that RSDA does have some good experiences in managing the organization structure, but nearly half of the respondents choose Neither Agree nor Disagree which may mean they don't have Knowledge about the project structure and its effect.

Table 4.3 Challenges Related to Organization Structure Factor

Item	Variables	Frequency	Percent	Mean	Std. Deviation
The structure not helps the project to work efficiently	Strongly Disagree	6	8.8	2.47	.762
	Disagree	28	41.2		
	Neither Agree nor Disagree	31	45.6		
	Agree	2	2.9		
	Strongly Agree	1	1.5		
It hasn't Clear project organization structure	Strongly Disagree	8	11.8	2.53	.837
	Disagree	21	30.9		
	Neither Agree nor Disagree	36	52.9		
	Agree	1	1.5		
	Strongly Agree	2	2.9		
The project depends on one person or group.	Strongly Disagree	6	8.8	2.56	.853
	Disagree	26	38.2		
	Neither Agree nor Disagree	30	44.1		
	Agree	4	5.9		
	Strongly Agree	2	2.9		
Average				2.50	0.8173

Source: Survey result 2021

This is also implied in the responses to the open-end questions where respondents recommended the need for effective group work and transparency and the involvement of the project staff in a team work.

4.2.2. Project management practice Challenges

A table below shows that the Average mean score of Challenges Related Project management practice Factors is (2.14) with an Average Std. Deviation of (0.9913) It implies that RSDA does

have some good experiences in managing the project, but not with consensus with regards to the first item, i.e., "the project doesn't follow project management practice" factor.

Table 4:4 Project management practice Challenges

Item	Variables	Frequency	Percent	Mean	Std. Deviation
The project doesn't follow project management practice	Strongly Disagree	19	27.9	2.13	1.006
	Disagree	30	44.1		
	Neither Agree nor Disagree	12	17.6		
	Agree	5	7.4		
	Strongly Agree	2	2.9		
There are full project management documents that aren't show the projects procedures and functions.	Strongly Disagree	16	23.5	2.21	.986
	Disagree	31	45.6		
	Neither Agree nor Disagree	14	20.6		
	Agree	5	7.4		
	Strongly Agree	2	2.9		
The project team isn't fulfilling its role according to the project management	Strongly Disagree	21	30.9	2.07	.982
	Disagree	28	41.2		
	Neither Agree nor Disagree	14	20.6		
	Agree	3	4.4		
	Strongly Agree	2	2.9		
Average				2.14	0.9913

Source: Survey result 2021

In responses to the open-ended question, some respondents said that there is a need for providing the donor organizations with complete written documents. This may imply that the result of the open-ended questions may not completely agree with the data presented here. According to the responses to the open-ended questions, the provision of complete reports could be an additional source of income for RSDA from donors.

4.2.3. Project Schedule Management challenges

The table below shows that the Average means score of Challenges Related to Project Schedule Management Factors is (2.552) with an Average Std. Deviation of (0.9582) It implies that RSDA does have some good experiences in managing Project Schedule challenges. Particularly on the factors `Lack of adequate resources` the respondents` central tendency is neutral. On factors `Lack of right skills at the right time` and `Inadequate monitoring and control system in place` respondents respond not with consensus because their standard deviations are 1.043 and 1.029, more than one

Table 4.5 Project Schedule Management challenges

Item	Variables	Frequency	Percent	Mean	Std. Deviation
Project schedule delays	Strongly Disagree	9	13.2	2.51	.954
	Disagree	26	38.2		
	Neither Agree nor Disagree	24	35.3		
	Agree	7	10.3		
	Strongly Agree	2	2.9		
Not prioritizing operational activities or objectives.	Strongly Disagree	9	13.2	2.40	.949
	Disagree	32	47.1		
	Neither Agree nor Disagree	22	32.4		
	Agree	1	1.5		
	Strongly Agree	4	5.9		
Lack of adequate resources	Strongly Disagree	2	2.9	3.07	.816
	Disagree	10	14.7		
	Neither Agree nor Disagree	41	60.3		
	Agree	11	16.2		
	Strongly Agree	4	5.9		
Lack of right skills at the right time	Strongly Disagree	8	11.8	2.46	1.043
	Disagree	37	54.4		
	Neither Agree nor Disagree	11	16.2		
	Agree	8	11.8		
	Strongly Agree	4	5.9		
Inadequate monitoring and control system in place	Strongly Disagree	12	17.6	2.32	1.029
	Disagree	35	51.5		
	Neither Agree nor Disagree	11	16.2		
	Agree	7	10.3		
	Strongly Agree	3	4.4		
Average				2.552	0.9582

Source: Survey result 2021

As could also be seen in the responses to the open-ended questions, there are problems of budget, man power and input. This coincides with the data presented in the table. The mean for the item ``lack of adequate resources`` is 3.07

4.2.4. Project Management leadership challenges

Table 4.7: shows that the Average mean score of Challenges Related to Project Management leadership Factors is (2.3225) with an Average Std. Deviation of (0.875) It implies that RSDA does have some good experiences in managing Project Management and leadership.

In addition to that the following positive results have been reported in the responses to the open-end questions:

- The project is helping the deaf and hard of hearing children to develop a sense of freedom to sit and learn in the same classrooms and schools with their hearing counter parts and build their capacity to manage their lives.
- It enabled many deaf children confined to their homes to go to school and attend regular education
- It helps parents learn sign language and helped them to help their children and be closer to them.
- It created awareness about sign language and inclusive education.
- It helped in producing teachers teaching in sign language.

Table 4.6 Project Management leadership challenges

Item	Variables	Frequency	Percent	Mean	Std. Deviation
Poor decision making	Strongly Disagree	6	8.8	2.40	.883
	Disagree	39	57.4		
	Neither Agree nor Disagree	15	22.1		
	Agree	6	8.8		
	Strongly Agree	2	2.9		
Project manager lacks appropriate skills and experience	Strongly Disagree	9	13.2	2.41	.851
	Disagree	28	41.2		
	Neither Agree nor Disagree	26	38.2		
	Agree	4	5.9		
	Strongly Agree	1	1.5		
Lacking clear roles & responsibilities among members.	Strongly Disagree	14	20.6	2.24	.883
	Disagree	29	42.6		
	Neither Agree nor Disagree	21	30.9		
	Agree	3	4.4		
	Strongly Agree	1	1.5		
Being unable to resolve conflicts.	Strongly Disagree	14	20.6	2.24	.883
	Disagree	29	42.6		
	Neither Agree nor Disagree	21	30.9		
	Agree	3	4.4		
	Strongly Agree	1	1.5		
Average				2.3225	0.875

Source: Survey result 2021

Despite the positive responses above, however trained and experienced teachers often leave the project, as indicated in the open-ended questions. This may show some challenges in the effectiveness of project management leadership.

4.2.5. Project Communication Management Challenges

Table 4.8: shows that the Average means score of Challenges Related to Project Communication Management Factors is (2.473) with an Average Std. Deviation of (0.883) It implies that RSDA does have some good experiences in managing Project Communication Management.

Table 4.7 Project Communication Management Challenges

Item	Variables	Frequency	Percent	Mean	Std. Deviation
Lack of effective communication between stakeholders	Strongly Disagree	6	8.8	2.49	.782
	Disagree	28	41.2		
	Neither Agree nor Disagree	30	44.1		
	Agree	3	4.4		
	Strongly Agree	1	1.5		
Lack of communication through well-documented process	Strongly Disagree	9	13.2	2.53	.922
	Disagree	23	33.8		
	Neither Agree nor Disagree	29	42.6		
	Agree	5	7.4		
	Strongly Agree	2	2.9		
Lack of internal and external communication	Strongly Disagree	11	16.2	2.40	.964
	Disagree	29	42.6		
	Neither Agree nor Disagree	20	29.4		
	Agree	6	8.8		
	Strongly Agree	2	2.9		
Average				2.473	0.883

Source: Survey result 2021

The responses to the open-end questions, however, do not coincide with the positive responses presented in the table above. Many respondents said that there is poor communication among stakeholders and very little effort was made in the areas of internal and external communication. According to the responses, this resulted in sister organizations knowing little about the project. Some respondents from these organizations declined to respond to the questionnaire because they said they know little about the project.

4.2.6. Project Risk Management Challenges

Table 4.9: shows that the Average mean score of Challenges Related to Project Risk Management Factors is (2.223) with an Average Std. Deviation of (0.9846) It implies that RSDA does have some good experiences in managing Project Risk Management, but not with consensus standard deviation(1.099) on ``Failure to meet the expectations of the beneficiaries`` factor

Table 4.8 Project Risk Management Challenges

Item	Variables	Frequency	Percent	Mean	Std. Deviation
Failure to meet the expectations of the beneficiaries	Strongly Disagree	25	36.8	2.04	1.099
	Disagree	26	38.2		
	Neither Agree nor Disagree	9	13.2		
	Agree	5	7.4		
	Strongly Agree	3	4.4		
Unexpected events with no effective response possible	Strongly Disagree	10	14.7	2.31	.902
	Disagree	35	51.5		
	Neither Agree nor Disagree	17	25.0		
	Agree	4	5.9		
	Strongly Agree	2	2.9		
Lack of transparency	Strongly Disagree	10	14.7	2.32	.953
	Disagree	35	51.5		
	Neither Agree nor Disagree	18	26.5		
	Agree	1	1.5		
	Strongly Agree	4	5.9		
Average				2.223	0.9846

Source: Survey result 2021

4.2.7. Project Stakeholder management challenges

Table 4.9 shows that the Average mean score of Challenges Related to Project Stakeholder Management Factors is (2.52) with an Average Std. Deviation of (0.9432) It implies that RSDA does have some good experiences in managing Project Stakeholder Management, but the respondents have no confidence on the sustainability of the project, the average mean of the responses to the factor ``the project office not uses all the options to make the budget source secure and sustainable`` is (2.93).

Table 4.9 Project Stakeholder management challenges

Item	Variables	Frequency	Percent	Mean	Std. Deviation
Low commitment of Stakeholders towards planned projects	Strongly Disagree	8	11.8	2.43	.903
	Disagree	32	47.1		
	Neither Agree nor Disagree	21	30.9		
	Agree	5	7.4		
	Strongly Agree	2	2.9		
Lack of involvement of end users of Inclusive education	Strongly Disagree	6	8.8	2.51	.954
	Disagree	35	51.5		
	Neither Agree nor Disagree	15	22.1		
	Agree	10	14.7		
	Strongly Agree	2	2.9		
Not obtaining stakeholder approval	Strongly Disagree	8	11.8	2.60	.979
	Disagree	23	33.8		
	Neither Agree nor Disagree	29	42.6		
	Agree	4	5.9		
	Strongly Agree	4	5.9		
The project office not uses all the options to make the budget source secure and sustainable.	Strongly Disagree	7	10.3	2.93	.967
	Disagree	9	13.2		
	Neither Agree nor Disagree	38	55.9		
	Agree	10	14.7		
	Strongly Agree	4	5.9		
The work is not reliable.	Strongly Disagree	14	20.6	2.13	.913
	Disagree	39	57.4		
	Neither Agree nor Disagree	9	13.2		
	Agree	4	5.9		
	Strongly Agree	2	2.9		
Average				2.52	.9432

Source: Survey result 2021

The data from the open-end questions also indicate that ``the project office does not use all the options to make the budget source secure and sustainable``. According to some of these respondents the security of the staff is threatened because reliability of fund is not ensured.

4.3. Results Related to Challenges of Project Management Practice

4.3.1 Project Scope Management challenges

The table below shows that the Average mean score of Challenges Related to Project Scope Management Factors is (2.61) with an Average Std. Deviation of (0.96) It implies that RSDA does have moderate experiences in managing Project Scope challenges, particularly with regards to factors, ``Project scope not fully understood`` and ``Incomplete and not defined Requirements and Specifications`` the respondents` central tendency is neutral.

Table 4.10 Project Scope Management challenges

Item	Variables	Frequency	Percent	Mean	Std. Deviation
Project scope not fully understood	Strongly Disagree	10	14.7	2.69	.981
	Disagree	15	22.1		
	Neither Agree nor Disagree	30	44.1		
	Agree	12	17.6		
	Strongly Agree	1	1.5		
Incomplete and not defined Requirements and Specifications	Strongly Disagree	7	10.3	2.74	.940
	Disagree	18	26.5		
	Neither Agree nor Disagree	31	45.6		
	Agree	10	14.7		
	Strongly Agree	2	2.9		
Project requirements inadequately documented	Strongly Disagree	13	19.1	2.53	.981
	Disagree	16	23.5		
	Neither Agree nor Disagree	33	48.5		
	Agree	2	2.9		
	Strongly Agree	4	5.9		
Poor project plan or over ambitious plan	Strongly Disagree	9	13.2	2.47	.938
	Disagree	28	41.2		
	Neither Agree nor Disagree	23	33.8		
	Agree	6	8.8		
	Strongly Agree	2	2.9		
Average				2.61	.96

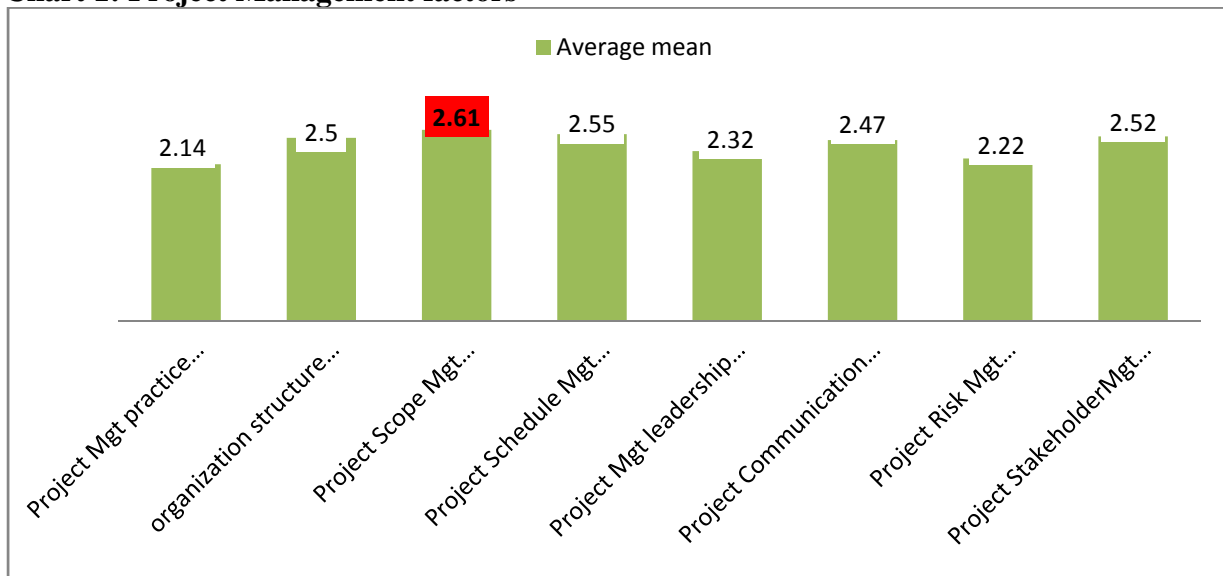
Source: Survey result 2021

Beside Project Scope Management challenge factor, in some other project management factors some items which listed below are challenges for the RSDA project.

- In the responses to the open-ended questions, problems of budget, man power and input are reported. This coincides with the data presented in Table 4.5. The mean for the item ``lack of adequate resources`` is 3.07.
- The respondents have no confidence on the sustainability of the project, as the average mean of the responses to the factor ``the project office not uses all the options to make the budget source secure and sustainable`` is 2.93.

In general, quantitative analysis of the study with respect to average mean shows only one of the eight Project Management success factors listed in the study and described in Table 4.10 , “ Project Scope Management Challenges” is a challenge in RSDAs project management practice because average mean is above 2.60. This indicates that the RSDA project management has to work with emphasis on this. On the other seven factors, however, good project management experience is evident as shown on chart 1 below.

Chart 1: Project Management factors



CHAPTER FIVE

5.1 CONCLUSIONS

From the results of this study one may tentatively conclude the following.

- Almost all the parents of the deaf and hard of hearing children are not educated beyond high school level. They know little about the goal, objectives and structure of the project, however, from the positive effect they observed on their children they responded to the questionnaire by stating that the project has efficient structure.
- As can be seen from the responses of the primary beneficiaries and the refusal of some management staff from sister organizations who said they don't know much about the project, very little is done in the area of communication.
- One of the eight reasons for the success of project management in the study is Project Schedule Management challenges, shown on Table 4.6. One of the items listed in this table is Lack of adequate resources whose average mean is 3.07. 60.3% of the participants responded by choosing neither agree nor disagree to this item: this might indicate that they don't know much about the project.
- As shown on table 4.10, regarding project stakeholders management challenges, the project office does not seem to use all the options to make the budget source secure and sustainable. The average score for the item is 2.93.

5.2 RECOMMENDATIONS

From this study the following recommendations were forwarded:

- It should be encouraged that deaf and hard of hearing children get inclusive education which makes them equal and open members of their community.

- Awareness about project objective should be created among all possible stakeholders, and progress should be documented and reported properly.
- The board should improve performance by evaluating it regularly, by making workable, sustainable and guiding decisions. The board should also ensure transparency.
- The project management need to create transparent, all inclusive and effective relationship among all stakeholders
- There is only one funding organization. Hence, the project management should find other sources of funding in order to make its budget source reliable, sufficient and sustainable.
- It is now a good time to obtain fund for projects working on people with disabilities, so the project management should devote their efforts to the achievements of the project objective.
- The donor organization should release the budget in time based on the agreed plan and should also provide capacity-building workshops and training to project staff.
- Taking into consideration the significance of the project goal, the funding support should increase.

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Appendix-I

ADDIS ABABA UNIVERSITY COLLEGE OF BUSINESS AND ECONOMICS

Dear Participant,

I am a graduate student at Addis Ababa University Department of public administration and development management and currently I am conducting a research for the completion of my masters in Project Management. This project work is on “practice and Challenges of Project Management in Inclusive Education project”. The purpose of this study is to identify and evaluate the challenges encountered through project management practices in Inclusive Education project.

Your participation in this research study is voluntary and will require 15-20 min of your time. The information provided will be used for academic purpose but the individual survey information will remain confidential and there is no need to write your name.

The questionnaire requires you to consider each question and rank it from strongly disagree to strongly agree. There are no correct or incorrect answers you will be required to answer them based upon your experience in handling recent project. If you have any questions regarding this research study, you may contact me at E-mail: t.assefa56@gmail.com. Tel 0911835400

Thank you very much for your cooperation, Assefa Tadesse

SECTION 1: RESPONDENTS PROFILE

1. Age of category:

1. Below 30 2.30-40 3.40-50 4.Above 50

2. Sex: 1. Male 2. Female

3. Job Category:

1. Support staff 2.Higher Level Manager 3.Benificherie 4.Stackholder

4. Educational status

1. Equal and Below 12 2. Diploma/TVT 3 BA/BSc 4.MA/MS and Above

SECTION II: SURVEY QUESTIONNAIRE

Instructions: Please carefully read each of the following statements and respond by ticking on the appropriate box which best suits your opinion about possible challenges you think exist in Inclusive Education projects.

	Project Management Challenges Factors	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
	Project management practice Challenges					
Q1	The project doesn't follow project management practice					
Q2	There are full project management documents that aren't show the projects procedures and functions.					
Q3	The project team isn't fulfilling its role according to the project management					
	Challenges Related to organization structure Factors					
Q4	The structure not helps the project to work efficiently					
Q5	It hasn't Clear project organization structure					
Q6	The project depends on one person or group.					

	Project Scope Management challenges					
Q7	Project scope not fully understood					
Q8	Incomplete and not defined Requirements and Specifications					
Q9	Project requirements inadequately documented					
Q10	Poor project plan or over ambitious plan					
	Project Schedule Management challenges					
Q11	Project schedule delays					
Q12	Not prioritizing operational activities or objectives.					
Q13	Lack of adequate resources					
Q14	Lack of right skills at the right time					
Q15	Inadequate monitoring and control system in place					

		Disagree Strongly	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
	Project Management leadership challenges					
Q16	Poor decision making					
Q17	Project manager lacks appropriate skills and experience.					
Q18	Lacking clear roles & responsibilities among members.					
Q19	Being unable to resolve conflicts.					
	Project Communication Management Challenges					
Q20	Lack of effective communication between stakeholders					
Q21	Lack of communication through well- documented process					
Q22	Lack of internal and external communication					
	Project Risk Management					

	Challenges					
Q23	Failure to meet the expectations of the beneficiaries					
Q24	Unexpected events with no effective response possible					
Q25	Lack of transparency					
	Project Stakeholder management challenges					
Q26	Low commitment of Stakeholders towards planned projects					
Q27	Lack of involvement of end users of Inclusive education					
Q28	Not obtaining stakeholder approval					
Q29	The project office not uses all the options to make the budget source secure and sustainable.					
Q30	The work is not reliable.					

SECTION III: OPEN END QUESTIONS

1. What are the positive results of the project?

.....

2. What is the coordination between the project stakeholders?

.....

3. What is the future of the project? What is being done to make the project sustainable?

.....

4. Have you done a user review? What does the review result show?

.....

5. Is the project funding timely and regular?

.....

6. What is the major challenge/s related to project management practice in Inclusive Education projects?

.....
.....

7. What is the impact/s of the mentioned challenges in the project?

.....
.....

8. How does the organization deal with those challenges?

.....
.....

9. Please mention the significant challenging factors among listed in the Questionnaire in Inclusive Education project

.....

10. What is expected of the community and deaf parents?

.....

11. In order to improve the performance of the project what is expected a/ the board b/ the management c/ the funding partner?

.....

12. What makes this project differ from other project?

.....

13. Do you follow project management practice, if not why?

.....

Appendix-II

Results of open end Questions

In unstructured open-ended questions, all participants were asked what specific challenges the projects encountered, what the organization deals with these challenges. The responses the questions are presented as follows.

Positive effects of the project management practice.

- The project is helping the deaf and hard of hearing children to develop a sense of freedom to sit and learn in the same classrooms and schools with their hearing counter parts and guild their capacity to manage their lives.
- It enabled many deaf children confined to their homes to go to school and attend regular education
- It helps parents learn sign language and helped them to help their children and be closer to them.
- It created awareness about sign language and inclusive education.
- It helped in producing teachers teaching in sign language.

Regarding challenges related with the project management

- As result of poor communication between stakeholders and little effort in internal and external communication, sister's organizations know very little about the project. Some

respondents from these organization decline to respond to the questionnaire because they said they know little about the project.

- The project was unable to make inclusive education accessible in many areas in the country.
- Problems of budget, man power and input still prevail.
- Trained teachers often leave the project.
- Participants also recommended effective group work, transparency and effective communication.
- The project management needs to provide the donor organization with complete reports on their plan, performance, budget and impact, if complete report is presented more fund can be released.
- Since reliability of fund is not insured

Appendix-III

Background of RSDA project

Deaf and hard of hearing people are disadvantaged groups and live under abject poverty in Ethiopia mainly due to lack of equal access to economic and social opportunities. The experience that organizing only deaf people in the with special environment was practiced and exercise for long years ,however this strategy paved the way for further exclusion and isolation of the Deaf people to adjust themselves with the hearing community and this in turn created situation for wrong perception of the society about the deaf people. Recognizing this problem, a group of few hearing and Deaf people have organized themselves and established this rehabilitation service for the Deaf association.

The association was registered (Reg. No 871) in July 2002 with the ministry of justice and re-registered in October 2009 with charities & societies Agency and renewed in September 2019 civil society organization. Rehabilitation service for the deaf association (RSDA) is an association and has established and operated in Ethiopia with aims to create access and Equity for Deaf and hard of hearing children.

Objectives

- The overall objective of the association is doing towards inclusive education and inclusive society for children with deafness & Hard of Hearing (HoH) in the short or long time period. One of the association objectives is Development and expansion of sign language as a communication means for all concerned body to build inclusive society.
- To establish an environment in which the hearing impaired with hearing community make full integration by expanded sign language and gain social acceptance and self reliance.
- The aim is to realize full rights, equal participation and access to basic social and economic opportunities and promote participation of the disabled people in general and the hearing impaired in participation.

Vision

- The association is to see the Deaf people are fully integrated with other hearing community with equal participation and access to equal social and economic opportunities.
- The association also assures to see the sign language, the natural language of the deaf, expands and develops like any other languages.

Mission

Advocate, protect the right and needs of the deaf people, assist in medical treatment, hearing aid and counseling, promote sign language and inclusive education, develop income generating schemes and supplementary income source, creates enabling environment for economic and social participation of the hearing impaired and work to bring attitudinal change of communities to ensure full integration of the hearing impaired people in their respective communities and the larger society.