ADDIS ABABA UNIVERSITY

SCHOOL OF COMMERCE

COLLEGE OF BUSINESS AND ECONOMICS

Project Implementation Practice within Professional Alliance for Development in Ethiopia (PADet): In the Case of Youth Empowerment Projects

A project work submitted to the School of Graduate Studies of Addis Ababa University in partial fulfillment of the requirements for the Master's of Arts Degree in Project Management

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ADDIS ABABA UNIVERSITY

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DEPARTMENT OF PROJECT MANAGEMENT

This is to certify that this project work is prepared by Mulumebet Temesgen, entitled: "Project Implementation Practice within Professional Alliance for Development in Ethiopia: In the Case of Youth Empowerment Projects" and submitted in partial fulfillment of the requirements for the degree of Masters of Arts in project management complies with the regulations of the University and meets the accepted standards concerning originality and quality.

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Statement of Declaration

I, Mulumebet Temesgen, declare that this project work entitled "Project Implementation Practice within Professional Alliance for Development in Ethiopia: In the Case of Youth Empowerment Projects" is original work of my own. It has not been presented for any educational qualification at this university or any other and in any projects by any means, and all the resources materials used for this thesis had been accordingly acknowledged.

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Statement of Certification

This is to certify that Mulumebet Temesgen has carried out this projects work entitled: “Project Implementation Practice within Professional Alliance for Development in Ethiopia: In the Case of Youth Empowerment Projects” under my supervision. This work is original and it is sufficient for submission as the partial fulfillment for the award degree in Masters of art in project management.

Mengistu Bogale (Asst. Prof.) Date

Advisor

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ABSTRACT

Local Non-governmental Organizations including Professional Alliance for Development in Ethiopia (PADet) play vital roles in the socio-economic development of Ethiopia by filling development gaps when the government is short. However, local non-governmental organizations have various problems in implementing projects based on their plans. This study assessed the Project Implementation Practice within Professional Alliance for Development in Ethiopia (PADet): In the Case of Youth Empowerment Projects. To carry out this assessment, the study was guided by the following specific research objectives: To assess the provision of training, to examine the process of communication, and to assess how financial support determines projects' implementation practice. The study used a descriptive research design. The target population of this study composed of 32 employees of Professional Alliance for Development for Ethiopia (PADet) worked under youth empowerment projects which are Building the Potential of Youth (POTENTIAL) and Youth in Action. The assessment identified that majority of the respondents revealed there were finance inadequacy and poor communication as challenges in implementing the projects. Based on the assessment findings the study recommends PADet that, it is essential for the organization to break out of traditional funding models that are no longer sufficient, and also it will be important that PADet works more on developing the communication skills of the staff.

Keywords: *Implementation of projects, Local Non-Governmental organization, Youth Empowerment Projects*

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ACRONYMS

HC – Human Capital

ICT – Information and Communication Technology

MCF – Master Card Foundation

NGO – Non-Governmental Organization

PADet – Professional Alliance for Development in Ethiopia

SC – Save the Children

USAID – United States Aid Agency for International Development

YIA – Youth in Action

CHAPTER ONE

1. INTRODUCTION

1.1 Background of the Study

In the realm of international development, NGOs have been characterized as the new "favored child" of official development agencies and proclaimed as "magic bullet" to target and fix the problems that have befallen the development process (Edwared and Hulme, 1996). Projects by non-governmental organizations play a major role in developing countries by their small-scale oriented operations, flexibility, adaptability, and quick response to people's needs than governments and a great capacity to mobilize resources and to organize people to solve their problems (Lekorwe and Mpabanga, 2007). It is therefore important to understand the various factors affecting the successful implementation of projects in non-governmental organizations.

A project in its basic definition is a temporary endeavor undertaken by people who work cooperatively together from various departments on a unique product or services within an established time frame which has a defined beginning and an end within an established budget to produce identifiable deliverables (PMBOK, 2000). A successful project achieves the deliverables within the scope, schedule, and budget which was originally settled and is used by the clients for whom the project was intended (Antill 1974). Implementation of the project is the process through which a chosen project plan is put into action. It involves the design and management of systems to realize the best integration of people, structure, processes, and resources in achieving organizational objectives (Askenas, Ulrich, Jick & Kerr, 1995).

The project implementation is complex, usually requiring simultaneous attention to a wide variety of human, financial, and technical variables (Jeffrey K.pinto and Dennis P. Slevin, 1987). Consequently, despite the significant input of human and financial resources, many fall short of expectation. Many failed to meet the priority needs of target beneficiaries, costs escalated, stated outputs were not achieved or if achieved were not sustained, implementation dates slipped by, or adverse outcomes were not anticipated.

Projects are often initiated in the context of a dynamic environment therefore they usually face challenges constraints and risks in implementing projects (Jeffrey and Dennis, 1987). Due to this researchers have revealed several problems in project implementation: weak management roles in implementation, a lack of communication, lacking a commitment, unaligned organizational systems and resources, poor coordination and sharing of responsibilities, inadequate capabilities, and uncontrollable environmental factors (Alexander, 1991; Lares-Mankki, 1994).

The researcher focused on the Youth Empowerment Projects of Professional Alliance for Development in Ethiopia (PADet) to carry out an assessment on project implementation practice. Professional Alliance for Development (PADet) is an indigenous, non-profit, non-governmental humanitarian organization founded in 1998 by Ethiopian professional volunteers. PADet was initially registered as a local NGO by the Ministry of Justice in June 1999. Following the enactment of the Charities and Societies Proclamation No. 621/2009, PADet has been re-registered as an Ethiopian Resident Charity. Originally, it started operation in Muketuri in the Oromia region. Since then PADet has expanded its operational areas into four regions; namely, Addis Ababa, Oromiya, Amhara, and Afar in a total of 34

Woredas. PADet's core program areas include Sexual and Reproductive Health, HIV/AIDS, Women Empowerment, Food Security, and Child Development. PADet mission is to support vulnerable children, youth, and women in their efforts to improve their wellbeing, through participatory and sustainable development programs.

Professional Alliance for Development (PADet) has been supported by various donor partners, which are enabling PADet to venture into long term innovative, scalable, and sustainable projects. Some of the donors are Action Aid International, Consortium of Christian Relief and Development Association (CCRDA), Master Card Foundation, PACT Ethiopia, Plan Ethiopia, and Save the children. PADet implements projects in collaboration with government offices such as the Ministry of Agriculture, Ministry of Education, Ministry of Health, Ethiopian Roads Authority, and Ministry of Women and Children and Youth Affairs.

Professional Alliance for Development (PADet) has different projects in Ethiopia. Some of the projects are: Child Protection and Development focusing on prevention of children, mainly girls from violence, exploitation, and other forms of abuse and paving the way for their personal development, Livelihood Enhancement and Economic Empowerment, Sexual and Reproductive Health to reduce child and maternal deaths, and also prevention activities aiming at controlling the spread of HIV/AIDS.

The organization is focused on service delivery and community strengthening. Keen to alleviate poverty and achieve a greater impact on work as a major player in development. It has expanded very rapidly in the past 10 years.

1.2 Statement of the Problem

Project implementation is a process that involves coordinating people and resources, as well as integrating and performing activities of the project following the project management plan (PMBOK, 2008). Also Charan & Colvin, (1999) observed that despite the importance of the project implementation process, far more research has been carried out into project preparation rather than into the project implementation process. Moreover, Rutan (1999) indicated that literature is dominated by a focus on long-range planning and project content rather than the actual implementation of projects, on which little is written or researched.

According to the McKinsey-Devex survey indicated that 64% of donor-funded projects fail (Hekala, 2012). The World Bank invested more than US$5 billion in more than 700 projects in Africa over the past 20 years, its project failure rate was found to be over 50% (Dugger, 2007). The international or local NGOs' projects have tremendous involvement and contribution to the progress of Africa if the projects are implemented successfully. However, the international NGOs' projects in Sub Saharan Africa received less research attention on factors affecting the success of projects (Khang, D.B., Moe, T.L., 2008). Non-governmental organizations can be classified either by the country of origin, local or international, or by their engagement relief, development, and advocacy (GTZ, 2001). Studies show that NGOs spend millions of dollars on development programs and relief and rehabilitation operations in Ethiopia different regions significantly recorded since the 1990s (Kassahun, 2002).

The local non-governmental organizations involved in the interventions of social and economic development areas have various obstacles to maximize their contribution among which include finance distress, human capital and integrated communication skills, and availability of social service infrastructures. These will cause poor performance in implementations of projects and dissatisfaction of project targeted beneficiaries.

Professional Alliance for Development (PADet) is one of the local non-governmental organizations involved in community development and advocacy projects in Ethiopia. Therefore PADet is a good representation of local NGO firms. Based on the preliminary investigation conducted on the completed projects of Professional Alliance for Development (PADet), it can be perceived that the project implementation process was affected mainly by three specific factors; these are project funding, inadequate employee training, and lack of effective communication. The research will be carried out to investigate and understand the project implementation practice with in PADet.

1.3 The Objective of the Study

1.3.1 General Objective

The general objective of this study is to assess the project implementation practice by PADet in the case of Youth Empowerment Projects.

1.3.2 Specific Objectives

1. To assess how financial support determines project implementation in PADet
2. To assess the provision of training on project implementation by PADet
3. To examine the process of communication on project implementation in PADet

1.4 Research Questions

1. To what extent does financial support determine project implementation in PADet?
2. To what extent does training determine project implementation in PADet?
3. To what extent does communication determine project implementation in PADet?

1.5 Significance of the Study

The study assessed the project implementation practice of the youth empowerment projects and proposed appropriate recommendations that will help future projects of PADet. It will also help the various donor partners to understand the challenges influencing the effective implementation of projects. To future researchers, the study will give highlights for further investigations.

1.6 Scope of the Study

The scope of the study was to assess funding, training, and communication factors that influence the effective implementation of youth empowerment projects. This study has been confined to the Professional Alliance for development in Ethiopia. The study was conducted on the two completed youth empowerment projects of PADet in the Amhara region. The projects were Building the Potential of Youth Activity and Youth in Action Projects.

1.7 Limitation of the Study

The researcher has limited scope based on time and data constraints. Due to COVID-19, social distancing issues, the researcher did not carry out an interview. However, the researcher was administered the questionnaires through email.

1.8 Organization of the Study

This thesis was organized into five chapters; chapter one dealt with the background of the study. The chapter also discussed the statement of the problem, objectives, research questions, significance, scope, limitations, and organization of the study.

Chapter two covered the literature review where related studies and their findings were discussed. The chapter also covered the theoretical and empirical literature of the study.

Chapter three covered research methodology including research design, target population, sample size and procedure, validity and reliability of the instruments; data collection procedures, and methods of data analysis and ethical considerations.

Chapter four was on the analysis of the data collected from the study. Data were analyzed using percentages and frequencies. The analyzed data was presented in tables. Further, the chapter provided an interpretation of the findings.

Chapter five was the final chapter for the study, it described the summaries of findings based on the objectives. The chapter finally provided a conclusion of the study and suggested possible recommendations of the study problem.

CHAPTER TWO

2. LITERATURE REVIEW

2.1 Introduction to Literature Review

This chapter gives an insight into the literature by other scholars and researchers on the aspect of project implementation practices within Non-Governmental organizations. It reviews literature that is related to the specific and general objectives of the research. This section presents literature on theoretical reviews, empirical literature, and the issues of project implementation, funding, training, and project communication.

2.2 Theoretical Reviews

Theories are formulated to explain, predict, and understand phenomena and, in many cases, to challenge and extend existing knowledge, within the limits of the critical bounding assumptions. The theoretical framework is the structure that can hold or support a theory of a research study.

2.2.1 Human Capital Theory

The Theory of Human Capital was developed by Becker, who developed the theoretical basis for deciding on investing in human capital. Human capital is defined as the sum of the knowledge, skills, abilities, and experience of individuals that are inherent and acquired during life. To maintain or increase the value of HC, it is necessary to invest in it. The forms of investment are different. Basic forms are spending on education or training, health improvement, improvement of working conditions, and safety at work (Becker, G., 1964).

According to Adam Smith, 1776 education and training is the foundation of human capital in any society. Smith argues that Education is a national investment and highlights that the most valuable capital of all is that which is invested in humans (Marshall, A. 1965). Identified education as a form of capital as it deals with the generation of skills and knowledge (Schultz, T.W. (1971). Subsequently, (Becker, G., 1964) hypothesized the relationship between education and economic development. Further differentiated between general human capital and specific human capital (Becker, G., 1964). General HC (generic skills) is the knowledge obtained through education and training which can be useful across all fronts. On the other hand, specific HC refers to specific skills and knowledge acquired through training and education that are required to function effectively in a particular firm. They can also be regarded as context-specific skills. Factors like contract terms, training, and management practices were put forward as possible dimensions that must exist for education to improve productivity (Levin, H.M., and Kelley, C., 1994).

In the definition by the Organization for Economic Cooperation and Development (2001), HC is defined as the skills, competencies, abilities, and knowledge possessed by individuals that improve their personal, social, and even economic well-being. Hence, HC refers to the skills, knowledge, experience, attributes, and experience that graduates possess which makes them valuable to the employers of an organization. Investing in human capital through training impacts organizations to be successful (Nafukho, F.M., Hairston, N. and Brooks, K., 2004). Human capital theorists suggest that an educated and well-informed population is ultimately a productive one. Projects are dynamic therefor project teams are trained to be flexible, adaptable, and skilled to be responsive to external and internal changes. The process of empowering and developing employees is bound to increase their motivation and adaptability to organizational dynamics and changes (Thomas, D., kapplman, A., & Richards, C., 1996).

2.2.2 Financial Distress Theory

This theory is characterized by a decline in the firm's performance, value, and failure (Opler & Titman, 1994). Organizations with projects that are supposed to yield profits have to ensure their projects perform as per expectations. Projects for-profits should first recoup the initial capital invested then yield profits. This theory is important when addressing financial challenges affecting the successful performance of organizations. This theory guide in the understanding of the important role that financial management plays in the survival and persistence of organizations.

2.3 Project and Project Management

According to PMBOK, the 2017 project is defined as a temporary endeavor undertaken to create a unique product, service, or result. The project has a finite start and a finite end. The start is the time when the project is initiated and its concept is developed. The end is reached when all objectives of the project have been met. Projects are a business lever, in that they allow the organization to pick up more weight than would be picked up without them by the means of net quantifiable benefit (tangible, intangible, or both) derived from a business endeavor.

Managing projects is one of the oldest accomplishments of mankind, human beings have managed projects as long as they have been present on earth (PMBOK, 2017). Since time immemorial human civilizations have used various types of projects to deliver change or benefit to societies. It is possible to identify several projects that have been completed in earlier times without the explicit use of modern project management techniques. The achievements of the builders’ great cathedrals and mosques, Lalibela, Aksum, Al-Nejashi Mosque, Pyramids, the constructs of Great Wall of China, irrigation systems created by early civilization and other manmade wonders of the world all serve as an example of projects.

Project management as a formal discipline is a relatively new discipline; having evolved within the last sixty years from military use during the cold war defense programs (Verzuh, 2005). Since the 1950s the development agenda has been characterized by projects and programs aimed at improving the quality of life of beneficiary communities, be it in physical or qualitative terms (Chikati, 2009: 5). As a result, projects in organizations have simply not had sufficient time to mature to the state of other business disciplines such as finance, operations, or accounting.

In today's business world, organizations often engage in work undertaken by people who work cooperatively together through multi-disciplinary project teams. Effective project management is a critical competency for anyone participating in such teamwork (Gentry, C.G., 1994)As repetitive tasks are replaced by automation and the need to constantly change becomes more evident, the need for efficient project management grows (Verzuh, 2005).

According to PMBOK (2017), Project management is the application of knowledge, skills, tools, and techniques to project activities to meet the project requirements. Initiating, planning, executing, monitoring, and controlling, and closing are the five process groups in project management. Managing a project typically includes, identifying requirements, addressing the various needs, concerns, and expectations of the stakeholders in planning and executing the project; Setting up, maintaining, and carrying out communications among stakeholders that are active, effective, and collaborative; managing stakeholders towards meeting project requirements and creating project deliverables; balancing the competing project constraints, which include, but are not limited to scope, quality, schedule, budget, resource, and risk.

According to Crawford (2004), the use of project management to achieve business goals is becoming more popular in organizations. Many firms' project management is at the core of their competitive advantage (Soderlund, 2005). Goncalves (2004,) has split project management into four different stages which are definition, planning, execution, delivery, and also defined different levels of effort in the project management life cycle. Projects go through a life cycle which varies with the size and complexity of the project. The life cycle for medium to large projects will generally follow the pattern set out in BS6079: conception, feasibility, evaluation, authorization, implementation, completion, operation, and termination (Albert, L. 20007:37).

The major project management functions that are necessary to achieve success in projects are: recruit and maintain adequate technical and non-technical resource skills, manage the allocation of scarce resources, define and collect operational metrics to support project and stakeholders decision making, promote efficient and effective communications and the selection and utilization of technology-related tools.

2.4 Project Implementation

A project is generally considered to be successfully implemented if it comes on schedule, budget, and achieves all the goals originally set for it, and also accepted and used by the clients for whom the project was intended. As noted by Schultz and Slevin (2009), management support for projects, or indeed for any implementation, has long been considered of great importance in distinguishing between their ultimate success and failure. Management's support of the project may involve aspects such as allocation of sufficient resources (financial, manpower, time, etc.) as well as the project manager's confidence in their support in the event of crises. The project schedule refers to the importance of developing a detailed plan of the required stages of the implementation process. The project team should be integrated, committed, and accountable to meet the objectives of the project. Therefore to create a constructive and enthusiastic project team a project manager should master the soft skill of people management. All of these “soft skills” are related to the inter-personal competency of the project manager and are extremely important to project success. Therefore, project managers should strive to enhance their capacity to lead, motivate, inspire, mediate, communicate, and encourage (Chikane, 2004).

Implementing projects successfully is vital for any organization. Without implementation, even the most superior project plan is useless. Transforming project plans into action is a far more complex and difficult task. It can be much easier to think of a good plan than it is to implement it as much of the shortcomings in the planning area is attributable to failures in the implementation process rather than in the formulation of the project plan itself (Floyd, S.W., & Woolridge, B, 1997). It is should be noted that if the operating systems are not clear then the implementation process will have a rocky path and the project might fail to realize the intended goal or purpose.

Organizations face challenges frequently in implementing their project plans. Due to this researchers have revealed several problems in project implementation: weak management roles in implementation, a lack of communication, lacking a commitment, unaligned organizational systems and resources, poor coordination and sharing of responsibilities, inadequate capabilities, competing activities, and uncontrollable environmental factors. Projects are often initiated in the context of a dynamic environment therefore they usually face challenges constraints and risks in implementing projects (Jeffrey and Dennis, 1987). Consequently, despite the significant input of human and financial resources, many fall short of expectation. Many failed to meet the priority needs of target beneficiaries, costs escalated, stated outputs were not achieved or if achieved were not sustained, implementation dates slipped by, or adverse outcomes were not anticipated.

Projects are influenced by multiple factors which can be external or internal to the organization responsible for its management and execution. These include poor project management, inadequate opportunities for potential beneficiaries to participate in project identification and design, poor linkages between project activities and project purpose, insufficient attention to the external environment during project design, among others. The important thing for the project manager is to recognize what these factors are and how they impact the project during the various phases from inception to final hand-over, or even disposal.

The external or internal influences are known as the project environment. The external factors making up this environment are the client (beneficiary), consultants, contractors, suppliers, competitors, politicians, national and local government agencies, public utilities, pressure groups, the end-users, and the general public. Internal influences include organization management, the project team, internal departments, and stakeholders. All these influences are neatly encapsulated by the famous acronym PESTLE (Political, economic, social, technological, legal, and environmental factors).

Politics manifests itself in all organizations as opinions and attitudes of the different stakeholders in these organizations. Also, the stakeholders relied upon by the project may have their agenda and preferences for participating in the project. The relationships to the project by these stakeholders can vary from very supportive to antagonistic, but depending on their field of influence, must be considered and managed. However, neither the sponsor nor the project manager has control over external politics such as political turmoil which may disrupt the project.

Benefitting communities can affect the project implementation process. It is vital therefore to inform the community in the project area of the purpose and benefits of the project for the community. Project communication is a key tool in project implementation. Communicates to all relative groups what is happening in the project; orientation activities rely strongly on communication (Raps, 2005).

2.5 Funding and Project Implementation

Recent years have seen a rising involvement of non-governmental organizations (NGOs) in the development process (Edwards & Hulme, 1997). This phenomenon is partly a consequence of dissatisfaction with government performance in the delivery of public services. However, inadequate financial resources are one of the factors that cause project failure. The viability and sustainability of the NGO sector are consequently quite fragile because of the scarcity of resources and the ongoing struggle for operating funds. The search for funding is necessary for the survival and the development of local NGOs (Vincent, 2006).

To appreciate the challenges of financial sustainability it is necessary to understand the potential sources of revenue for the NGO sector (Moor 2005). In their study of East African local NGOs, Semboja and Therkildsen (1995 cited in Barr et al 2005, p.664) for example, found that much local NGO funding comes from international donors. Hulme and Edwards (1997 cited in Barr et al 2005,) also emphasize the role of international donors in local NGO funding. According to Lee (1997), there are three sectors from which NGOs can derive their resources. These are the private sector, the general public, and the government/public sector.

Private giving usually comes in the form of cash and in-kind donations from individuals, businesses, and foundations, or other grant-making legal entities. According to Lotsmart (2007), donations come from individuals or groups such as churches, foundations, and private firms. It provides financial and technical resources to them. Donations and gifts, mostly from individuals or informal groups are also sources of funding for NGOs. The efforts of volunteers may also be considered donations and can be embraced by the concept of philanthropy.

According to a UNDP, 2007 report in some countries, the local governments are a major source of funding as they have different community welfare and development schemes in which NGOs can apply and raise resources and implement projects. The public sector provides various types of subsidies to non-governmental organizations (NGOs). Government funding includes a broad range of direct and indirect support. The UNDP (2007) noted that one-third of NGOs funding comes from governments through varying degrees such as subsidies, government grants, and contracting. Exemptions from taxation can be considered a government subsidy. Also, most embassies of developed countries residing in the developing countries fund local NGOs (Lotsmart, 2007).

Most donors attach various restrictions to their funding including, among others, sound financial management systems in place, good leadership with integrity, educated staff with experience, and the strategic plans of the organization. Organizations lacking these ingredients have difficulties attracting donor funding. Some donors will first assess the capacity of the organization's systems and structures to handle funds before funding can be approved. They also consider if the potential recipient has experience and knowledge to meet deliverables (Ali, 2012).

In the view of Fernand (2006) an NGO which receives more than 30 percent of its funding through an external agency, is not free in its actions and above this percentage, the NGO could find itself in a very difficult situation in case of separation between the NGO and the donor due to strategic factors. Turary (2002) stated that in a situation where a greater proportion of an organization funding comes from external sources it will affect the long run in the case of withdrawal of external funding. This means that any organization that depends solely on external funding will not be in a position to finance some of its initiated and laudable projects. The much reliance on external funding therefore makes it difficult for local NGOs to accomplish their stated objectives. Fernand (2006) further argues that external financing tends to impose some degree of constraint on local NGOs.

The biggest challenge for the local NGOs, therefore, seems to be to take into consideration the demands of its donors, because losing the financial aid would have severe consequences not only for the activities but also for remunerated personnel. NGO "self-control" appears more frequently than one would think and it is for this reason that it is something to be carefully watched. Contractual arrangements often contain negative restrictions or conditions for the NGOs (Fernand, 2006).

2.5.1 Accountability

Accountability is an internal and external process of being held responsible by oneself or others to meet certain agreed-upon standards to which one has committed (Ebrahim, 2003). In developmental projects accountability considered as a means to ensure that donor money reaches the people for whom it is intended. It is a strategy used by beneficiaries or communities to hold NGOs and corporations to account from the bottom up. In general, accountability refers to "answerability" which is "the right to get a response and the obligation to provide one" and "enforceability" which is "the capacity to ensure action is taken, and access to mechanisms for redress when accountability fails" (Dunn, 2006).

According to Naidoo (2003), accountability is more complex in NGOs than in other firms because of the multiplicity of stakeholders that they engage in. There is upward accountability to funders, donors, governments, or other external actors, often in the context of financial accounting for resources, and downward accountability to constituents such as community groups, activists, or other beneficiaries who are at the receiving end. There is also horizontal accountability that exists between civil society actors (Naidoo, 2003). In addition to upward, downward, and horizontal accountability, Ebrahim (2003) stresses that they need to be accountable to themselves, having inwards accountability.

However, legally most NGOs are accountable to the government, their trustees, and donors, who often exercise only a very light hand in governance yet they cannot be formally accountable to their beneficiaries (Lloyd, 2005, p. 4). Ebrahim (2003a) also emphasizes that while upward and external accountability to donors is a common practice, downward and internal mechanisms remain comparatively underdeveloped. Jordan (2005) discusses three questions of accountability around effectiveness, legitimacy, and reliability. Effectiveness of service delivery by the nonprofit sector in terms of timeliness, quality, and quantity of services offered.

According to Edwards and Fowler (2002), for accountability to be effective, it requires "a statement of goals, transparency of decision-making and relationships, honest reporting of what resources have been used and what has been achieved, an appraisal process for the overseeing authority to judge whether results are satisfactory and concrete mechanisms for holding to account (i.e. rewarding or penalizing) those responsible for performance. Lloyd (2005) states that NGO accountability is more than an end-stage activity that needs to be an ongoing and inclusive process and as an open concept that transfers the right from those that have direct authority over an organization to all stakeholders.

There are increased concerns about accountability in NGOs over the past two decades, due in part to a series of highly publicized scandals that eroded public and the government’s confidence in NGOs. Scandals involving fund mismanagement, wastefulness, frauds, and payment of high salaries to managers, sexual misconducts and involvement in politics as well as fundraising schemes that leave less than ten cents on the dollar for ultimate beneficiaries have all been reported in the press as problems in the NGO sector (Jordan 2005).

The general framework of accountability covers the NGOs' mission and program, governance, finance, fundraising, HRM policies, and practices as well as public policy and affairs. Its purpose is to enhance credibility, legitimacy, protection, and autonomy, contribute to better cohesion amongst NGOs, help to constantly improve performance, learn from examples, and enhance.

According to Ebrahim (2003a), there are five broad mechanisms for accountability implementation: report and disclosure statements, performance assessments and evaluations, participation, self-regulation, and social audits. Lee (2004), on the other hand, discusses seven accountability mechanisms: certification system, rating system, codes of conduct, monitoring & evaluation, disclosure of statements, participation, and social auditing.

2.5.2 Transparency

In response to financial abuses amongst nonprofits, governments put in place various audit and reporting requirements for NGOs. Transparency and openness cannot be maintained by external law alone. An organization's rules, standards, and practices need to be understood and embraced by all employees, volunteers, and board members to be effective (Songco, 2007). Thus, WANGO's Code of Ethics requires NGOs to be transparent in all dealings with the government, the public, donors, partners, beneficiaries, and other interested parties except for personnel matters and proprietary information. Basic financial information, governance structure, a listing of officers, and partnerships are recommended to be accessible to public analysis.

Transparency is critical especially when it comes to international development organizations whose activities involve flows of public and private funds across nations**.** As discussed above, NGOs have become recipients of large funds from various bodies. As the fight against corruption intensified around the world in recent years, organizations like Transparency International, Better Business Bureau, Charity Navigator, and NGO Watch play a more significant role in enhancing transparency. Such organizations laid international standards of transparency to meet the requirements of the modern-day society that demands greater transparency from NGOs and help donors make informed giving decisions advancing high standards of conduct among organizations.

Greater transparency in turn is rewarded with greater trust and confidence from donors and the public in general. One international organization established for fighting corruption uses an index system that "annually assesses the existence, effectiveness, and citizen access to key national-level anti-corruption mechanisms" in over 40 countries (Global Integrity, 2006). The overall rating for Ethiopia shows that Civil Society, public information, and media are ranked as 'moderately corrupt' in the 2006 Index Median (Ibid.).

Transparency is fundamentally about empowerment and trust. NGOs have a lot at stake when it comes to their name and their brand. As they claim to stand for justice, they cannot risk tarnishing their image by corrupt practices. In the NGO world, a strong, positive image is a critical element in gaining donors and broad community support (Wolf, 1999; Smith Bucklin & Associates, 2000).

Especially, in the face of the global terrorism scare NGOs would put their image at risk unless they uphold high standards of transparency when it comes to financial management. To that end, the European Commission, for instance, issued guidelines for member states to prevent and fight against terrorist financing through enhanced national-level coordination and greater transparency of the nonprofit sector (Commission of the European Communities, 2005). There are claims that charities have been used to "funnel money to terrorists" which pause the question of legitimacy to the entire sector (Jordan2005, p. 8).

The not-for-profit sector is now valued at over $1 trillion a year globally and as a result attracts growing attention (Sustainability, 2003). The NGO sector especially international NGOs has a huge opportunity to increase its impact; however, to be able to exploit this opportunity to the full, NGOs need to address critical challenges around their accountability, financing, and partnerships (Sustainability, 2003). Generally, NGOs as one possible organizational form of civil society can be a channel of corruption if the necessary check and balance mechanism are not there to assure openness in communication to avoid corrupt and criminal behavior in their managerial practices.

2.6 Training and Project Implementation

Training is the process of transmitting and receiving information for problem-solving. Without training, the acquisition of skills can be difficult and without skills, organizations will not achieve their objectives through people. Extensive and effective training increases the level of individual and organizational competencies and work performance. The ultimate aim of every training and development program is to add value to human resources and increasing the implementation of projects efficiently and effectively. Mullaly's (2003) identified the lack of formal training as a key reason why projects fail to realize their expected results and continue to be completed late and over or under budget. Following this argument without formal training project teams are not able to acquire the necessary competencies to accomplish their job. Therefore, organizations should make training and development of their employees a continuous activity.

Training costs could be included in the project budget or supported by a performing organization if the added skills may be useful for future projects. It could be performed by in-house or external trainers (PMBOK, 2017). Many organizations have doubts about the cost and extent of tangible business returns from training, the development of skills has been identified as a key factor in sharpening competitiveness. Training and development improve employee performance (Kulkarni, 2013). Trained employees perform well when compared to untrained ones. According to Khan, Khan, and Khan (2011), training and development have a significant effect on organizational performance. They also ascertained that training and development have rewards not only for the worker but the crucial benefit is for the organization itself.

It also brings a significant impact on the psychological perspective of the employees' status towards a sense of security at the workplace which reduces labor turnover because in this case employees are more likely to feel valued and less likely to change employers and also absenteeism is avoided. Change management training helps to manage change by increasing the understanding and involvement of employees in the change process and also provides the skills and abilities needed to adjust to new situations. The training enhanced responsibility and the possibility of increased pay and promotion. It helps to improve the availability and quality of staff. Many organizations face the challenge of developing greater confidence, initiative, solutions-finding, and problem-solving capabilities among their project team. Organizations need staff at all levels to be more self-sufficient, resourceful, responsible, creative, and autonomous. This behavior enables staff can operate at a higher strategic level, which makes their organizations more productive and competitive.

Specialized training has targeted goals and results that are specifically planned for. The elements common to training on a key initiative or practice include: a front-end analysis of the project team's needs and training requirements, the involvement of the project teams in key decisions, customized training to meet project teams' specific needs, targeted training for the implementation of specific practices and improved training outcomes, including better course depth, timeliness, and reach

The front-end analysis is used to determine the needs and requirements of the project implementation. The analysis is also used to identify and address barriers each program office faces when implementing new practices. According to the director of the benchmarking forum for the American Society of Training and Development, this type of analysis is crucial for an organization to be able to institute performance-improving measures. Using information from the front-end analysis, the training organizations customize the training to ensure that it directly assists project teams in implementing new practices. To ensure that the training will address the needs of the project teams the training organizations involve the staff in making important training decisions (Kerzner, H., 2001).

2.6.1 Training Methods

Training includes all activities designed to enhance the competencies of the project team members. Wilson and Hash (2003) stated that training is one of the most central strategies for organizations to help employees gain the appropriate knowledge and skills required to meet job challenges. According to Harold K. actual learning takes place in three areas: on-the-job experience, education, and knowledge transfer. Ideal project management knowledge would be obtained by allowing each employee to be educated on the results of the company’s lessons learned studies including risk management, benchmarking, and continuous improvement efforts (Kerzner, H., 2001).

A variety of methods could be adopted to carry out a training needs analysis. Job analysis, interviews with managers and supervisors, performance appraisal, understanding on the part of the trainees, and resource availability are few methods commonly used. Despite the available variety of methods, an organization has to be cautious when selecting training methods for its use. Careful use of training methods can be a very cost-effective investment. Training can be formal or informal. If project team members lack the necessary management or technical skills, such skills can be developed as part of the project work. Scheduled training takes place as stated in the human resource management plan. Unplanned training takes place as a result of observation, conversation, and project performance appraisals conducted during the controlling process of managing the project team (PMBOK, 2017).

Most popular training methods used by organizations can be classified as either on-the-job or off-the-job (DeCouze et al, 1996). On-the-job training is given to organizational employees while performing their regular work and off-the-job training which involves taking employees away from their original work environments for a specific period. The basic principle of on-the-job training is learning by performing by apply a practical approach off-the-job is learning by acquiring theoretical knowledge. Therefore, on the job training is the most widely used training method, as, in comparison, the on-the-job method of training is simple and less costly to operate. Three common methods are used in on-the-job training and these are; learning by doing, mentoring and shadowing, and job rotation. Off-the-job training is expensive as compared to on-the-job and requires the choice of a training place and experts and arrangement of training facilities. Off-the-job training includes lectures, discussions or conferences, vestibule training, films or audiovisuals, case studies, seminars, role-playing, and simulation.

2.6.2 Training Policies

According to Armstrong, (1996), training policies are expressions of the training philosophy of the organization. Organizations establish training policies to provide guidelines for those responsible for planning and implementing training; to ensure that a company's training resources are allocated to pre-determined requirements; to provide for equality of opportunity for training throughout the company; and to inform employees of training and development opportunities (Kenney et al, 1992:3).

2.6.3 Training Evaluation

One of the most important stages in the training process, evaluation, and monitoring is often the most neglected or least adequately carried out part. The training program should be reviewed during and after its completion by the training officer, the line manager, and if necessary, by the trainees themselves to check upon the effectiveness of the training (Kenney, 1992). Evaluation differs from validation in that it attempts to measure the overall cost-benefit of the training program and not just the achievement of its laid down objectives.

2.7 Communication and Project Implementation

Effective communication is a critical success factor in project implementation and it should be managed strategically (Dortok, 2006). It ensures that we get the right information at the right time and in a cost-effective manner. Good communication enables a better understanding of the strategy, a better commitment, and a lower resistance to change which leads to a better implementation of the project. Effective communication creates a bridge between diverse stakeholders who may have different cultural and organizational backgrounds, different levels of expertise, and different perspectives and interests, which impact or have an influence upon the project execution or outcome (PMBOK).

The quality of communication can be described by the frequency, formalization, structure, and openness of the information exchange. The communications environment can be regarded as a network of channels. The communications environment is controlled by both internal and external forces. These forces can either assist or restrict the attainment of project objectives. Internal factors include withholding information, indirect communication, stereotyping, and transmitting partial information (Kerzner, H., 2001).

A lack of openness in internal communication hinders project team members from sharing knowledge, experience on their tasks, and finding solutions to strategic problems. Proper communication is vital to the success of a project. The flow of communication within project teams influence the success of projects (Griffin and Hauser 1992). Internal communication can also have an important strategic impact on external communication. Eternal factors include the business environment, political environment, economic climate, and regulatory agencies. External communication is communication with different stakeholders and donors.

Projects are run by communications. The work is defined by the communications tool known as the work breakdown structure, where everything is well defined. Unfortunately, project managers cannot document everything they wish to say or relate to other people (Kerzner, H., 2001). A complex project is made manageable by first breaking it down into individual components in a hierarchical structure, known as the work breakdown structure, or the WBS. Such a structure defines tasks that can be completed independently of other tasks, facilitating resource allocation, assignment of responsibilities, and measurement and control of the project.

Internal communication can be divided into two main information flows. A top-down flow that goes from the top management to the employees and a bottom-up flow that goes from the employees who are on the field to the top management. They also noted they are the link between the creation and the implementation of the projects (Dolphin, 2005 and Dortok, 2006). Top-down communication is so important and so difficult to carry out. It is a big challenge for top management to communicate the project objectives in a way that sounds relevant because it is rooted in the heart of the business (Dolphin, 2005). The bottom-up flow is very often initiated by top management. The top-down communication has to be undertaken in a way that employees feel the motivation to imply themselves in the company and adopt a value-adding attitude. It is the role of the top management to ensure that the information flow works in both ways (Dortok, 2006).

In a project environment, a project manager may very well spend 90 percent or more of his or her time communicating. Communications management is the formal or informal process of conducting or supervising the exchange of information either upward, downward, laterally, or diagonally. There appears to be a direct correlation between the project manager's ability to manage the communications process and project performance. The communications process is more than simply conveying a message; it is also a source of control. Proper communications let the employees in on the act because employees need to know and understand. Communication must convey both information and motivation (Kerzner, H., 2001).

The main objectives of internal communication are informing, carrying out change, and motivating. In the matter of pure information, sharing the information is the best way to provoke an answer and to get information on the other hand. There is also here the opportunity to create a company spirit. Concerning changes, developing bottom-up communication can reduce the reluctance to change. If people are early informed and can thus give feedback because they have the time to give feedback, it can be very beneficial for the business, especially because through a bottom-up flow you get direct information from the field. Regarding motivation, we can say that it is the opportunity to create interaction and exchange between people. And thus it enables to create or to strengthen the communication flow in both ways (Dolphin, 2005).

The Communication management process involves the activities that are required for information to be created, distributed, received, acknowledged, and understood. Project communications may include but are not limited to: performance reports, deliverables status, schedule progress, and cost incurred. Project communications can vary significantly and are influenced by factors such as, but not limited to, the urgency and impact of the message, its method of delivery, and level of confidentiality. Performance reporting is the act of collecting and distributing performance information, including status reports, progress measurements, and forecasts. Performance reporting involves the periodic collection and analysis of baseline versus actual data to understand and communicate the project progress and performance as well as to forecast the project results (PMBOK, 2008).

Factors that can affect the choice of communication technology include the urgency of the need for information. There is a need to consider the urgency, frequency, and format of the information to be communicated as they may vary from project to project and also within different stages of a project. Availability of technology. There is a need to ensure that the technology that is required to facilitate communication is compatible, available, and accessible for all stakeholders throughout the life of the project. Ease of Use. There is a need to ensure that the choice of communication technologies is suitable for project participants and that appropriate training events are planned for, where appropriate. Project environment . There is a need to determine if the team will meet and operate on a face-to-face basis or in a virtual environment; whether they will be located in one or multiple time zones; whether they will use multiple languages for communication; and finally, whether there are any other project environmental factors, such as culture, which may affect communications. Sensitivity and confidentiality of the information. There is a need to determine if the information to be communicated is sensitive or confidential and whether or not additional security measures need to be taken. Also, the most appropriate way to communicate the information should be considered.

There are many means of communication channels during project implementation to choose between. Some of them are e-mail, phone, videoconference, and face-to-face (Grosse, Christine U., 2002). Face-to-face can be the most powerful mean of communication since it adds personal chemistry and it is easier to observe all the degrees of what is being communicated. It can also be a way to create stronger personal relationships. A drawback can be that it takes a lot of time and money to travel (Grosse, Christine U., 2002). Communication channel elements are speed, feedback, selectivity, acceptance, monetary cost, and establishing accountability.

Verbal contacts usually are speedier than written. However, any combination of verbal followed up by written forms is as fast when the written message is used for recording rather than immediate communication purposes. Feedback. The more complex the message, the greater the need for two-way interaction between the sender and receiver. This helps the sender to determine the understanding by the receiver and the effectiveness of the channel selected (i.e., whether the channel performed as the sender anticipated in terms of speed, accuracy). Feedback is automatic in face-to-face contact where both can get what they call "instructions" in interpreting words, gestures, facial expressions, inflection, tone, emphasis, etc. Thus verbal communication provides greater and quicker feedback compared to written messages.

The financial cost of using the various channels may be important in selecting a channel. For example, in a geographically dispersed organization, this factor could become important since it is expensive to travel from one location to another to meet face-to-face. Long-distance calls and other methods that enable verbal person-to-person exchanges may be substituted on economic grounds. Written communication is considerably cheaper than it is verbal. A great deal of time can be wasted in traveling. Accountability. Performance measurement and control depend on a clear establishment of accountability in carrying out assigned responsibilities. There must be accountability for making past, present, and future decisions, giving orders and requesting or giving information, initiating communication contacts, and utilizing organization resources in gathering information, or in carrying out orders. Written communications following formal channels are the most effective way of establishing accountability. The communication could initially take place on an informal level to speed up the process, but the communication would have to be officially recorded (written and sent along formal channels) if accountability is to be established.

2.8 Empirical Literature

Karani (2007) carried a study focusing on factors impacting the delivery reliability of projects. He identified the critical factors as cash flow problems, delayed payment to vendors, underestimation of project duration, unqualified staff on the project team, inadequate supervision of work, and an increase in the scope of works. He concluded that these inputs and transformational process factors are attributable to the core stakeholders in any project.

Taylor, (2006) argues that organizations are now being more selective about whom they choose to put in the project management tool, and they are beginning to ensure that these people have the requisite skills, training, and experience. He recommends that a project manager must have a strong, active, and continuous interest in teaching, training, and developing subordinates.

According to Kum, Cowden, and Karodia (2014), training improves employee performance, their behavior in the organization, confidence while performing tasks, motivation, and morale. Also, training reduces costs for training of new staff members by decreasing staff turnover. It improves project implementation by increasing the quality of products produced by the employee due to fact that training reduces mistakes as well as defects. The need for adequate communication channels is extremely important in creating an atmosphere for successful project implementation. Communication is not only essential within the project team itself, but between the team and the rest of the organization as well as with the client. As the factor Communication has been developed for the model, it refers to the internal and external communication on the necessity of exchanging information concerning project goals, changes in policies and procedures, status reports, etc.

CHAPTER THREE

3. RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the research methodology that will use to answer the research questions. According to Mugenda and Mugenda (2003), research methodology includes research design, target population and sample, data collection procedures, and data analysis procedures.

3.2 Research Design and Approach

The research design has a plan to provide an appropriate framework for a study. It is an arrangement of conditions for the collection and analysis of data (Kothari, 2004). A descriptive research approach method was used to examine the situation. To attain the objectives of the research quantitative method was used.

3.3 Target Population

The target population is a well-defined set of people, events, groups of things, households that are being investigated (Ngechu 2004). Mugenda and Mugenda (2003), defines the target population as that population the researcher studies, and whose findings are used to generalize to the entire population. The target population of this study composed of 32 employees of Professional Alliance for Development for Ethiopia (PADet) worked under two youth empowerment projects in the Amhara region. The researcher used the census method where all the target study population is considered to carry out the assessment. The Projects were two which were Building the Potential of Youth Activity and Youth in Action Projects. Both projects are completed. The target population is distributed as shown in Table 1.

Table 1: Target population

Category	Population
Building the Potential of Youth Activity	14
Youth in Action Project	18
Total	32

3.4 Data Collection Procedures

Data will be collected from primary and secondary sources. Data collection involved contacting the respondents in the sample to collect the required information about the study (Cooper & Schindler, 2008). Structured questionnaires were used to collect primary data. According to Mugenda and Mugenda (2003), a questionnaire is one of the best tools for collecting primary data. A questionnaire is most preferred for anonymity. Secondary sources were collected from project reports and documents.

3.5 Data Analysis

Data analysis is the processing, editing, and reducing the accumulated data to a manageable size, developing summaries, looking for patterns, and applying the statistical techniques (Cooper and Schindler, 2007). The data collected was analyzed using descriptive statistics.

Data statistical package for social sciences (SPSS) version 25 for windows was used to analyze the data. Percentages and frequencies were attained. The information is presented in the form of tables for ease of interpretation and conclusion.

3.6 Research validity and reliability

Validity concerns the extent to which a measurement measures those features the investigator wishes to measure and provided information that is relevant to the question being asked (Sekaran and Bougie, 2011). The researcher removed bias in the research instrument by constructing it in line with the objectives of the study. The validity of the questionnaire was determined using a pilot study. Therefore five employees at PADet were used to test the questionnaire.

Data reliability is the extent to which data measurements will yield consistent findings (Saunders et al, 2009). The research is conducted using different data collection instruments such as questionnaires and document reviews that helped in eliminating bias and enhances reliability.

3.7 Ethical Consideration

Ethics are norms governing human conduct which have a significant impact on human welfare (Kothari, 2007). The data was gathered following moral and ethical principles. All the primary and secondary data was collected with the full consent of the respondents. The data collected was strictly confidential and only used ethically for the research.

CHAPTER FOUR

4. DATA ANALYSIS AND PRESENTATIONS OF RESULTS

4.1 Introduction

This section deals with the analysis and interpretation of data collected from the questionnaires and document review. It includes demographic information, findings presentation, and analysis based on the objectives of the study.

All the questionnaires were used to collect information from the staff of the Building the Potential of Youth Activity and Youth in Action Projects of PADet, which worked on youth empowerment. Out of the administered 32 respondents of the questionnaires, 27 were filled and returned, which represents an 87% response rate. The unsuccessful response rate of 13% consisted of those questionnaires that were either not returned, poorly, and partially filled. However, the successful response rate was good enough according to Mugenda and Mugenda (2003) stipulation, that a response rate of 50% is adequate for analysis and reporting. Besides, a response rate greater than 70% is very good.

4.2 Demographic Statistics

The demographic information of the respondents included gender, age interval, educational level, work duration, and organizational position.

4.2.1 Gender of Respondents

The study sought to establish the gender distribution of the respondents. From the findings shown in Table 2 below, the males were the majority of the respondents, 81.5% (22), and the females were 18.5% (5).

Table 2: Gender of respondents

Gender	Frequency	Percent
Female	5	18.5
Male	22	81.5
Total	27	100

4.2.2 Distribution of Respondents by Age

To determine the age of the respondents, they were asked to indicate their age interval. The findings are illustrated in Table 3 below. From the findings, the majority of the respondents, 44.4% (12), indicated that their age ranged from 36 to 45 years, followed by 29.6% (8) respondents who indicated their age ranged from 26 to 35 years. The findings also revealed that 18.5% (5) of the respondents, were aged above 45 years, and the last 7.4% (2) were below 25 years. From the findings, it can be inferred that the respondents were matured enough to provide reliable and sufficient information concerning the project implementation process.

Table 3: Age Interval

Age Interval	Frequency	Percent
Less than 25 years	2	7.4
26 - 35 years	8	29.6

Age Interval	Frequency	Percent
36 - 45 years	12	44.4
Above 45 years	5	18.5
Total	27	100

4.2.3 Level of Education of Respondents

From the study findings, the majority of the respondents, 66.7% (18) of them, indicated that they had first-degree education status. Moreover, 33.3% (9) of them had postgraduate qualifications. The findings, therefore, indicated that the respondents were well educated and had the knowledge and skills necessary for project implementation in the organization.

Table 4: Education level of the respondents

Education level	Frequency	Percent
Degree	18	66.7
Masters	9	33.3
Total	27	100

4.2.4 Work Duration of the Respondents

Based on the findings, the majority of the respondents, 44.4% (12) of them, had worked in the organization for a period ranging from 5 to 7 years followed by 33.3% (9) of the respondents had worked for 7 years and above. While 22.2% (6) of the respondents had worked in the organization for a period of 2 to 4 years. The findings, therefore, suggested that the respondents had worked in youth empowerment projects in PADet and thus they were experienced enough to provide valuable responses for factors determining project implementation at PADet.

Table 5: Work Duration

Work duration	Frequency	Percent
2 - 4 years	6	22.2
5 - 7 years	12	44.4
Above 7 years	9	33.3
Total	27	100

4.2.5 Position in the Organization

The results obtained as indicated in Table 6 below, the majority of the respondents, 40.7% (11) of them, held a position as field staff in the organization, while 25.9% (7) were project officers, 14.8% (4) were finance and administration staff, 11.1% (3) were project coordinators and 7.4% (2) were project managers.

Table 6: Respondent position level

Position	Frequency	Percent
Project Manager	2	7.4
Project coordinator	3	11.1
Project officer	7	25.9
Field Staff	11	40.7
Finance and administration	4	14.8
Total	27	100

4.3 General Information of the Project

PADet projects which are considered for the research study are the Building the Potential of Youth Activity (POTENTIAL) project, and Youth in Action Project. The general information about the projects is briefly described in the following sections.

4.3.1 Building the Potential of Youth Activity Project (POTENTIAL)

Building the Potential of Youth Activity Project was funded by USAID and Save the Children International (SCI). The project was launched in January 2015 and completed in June 2019. It targeted to assist 7,200 (Bahidar, Amhara Region) unemployed and underemployed youth at the age of 15-29 in rural areas and towns. The budget allocated for the project was ETB 23,190,082. However, it has been explained that the budget was not adequate due to the intensity of the project.

The project aimed at providing rural youth with transferable soft and hard skills training to attain the skill, knowledge, positive attitude, and social capital that lead to increased income and long term economic self-sufficiency. The Activity's strategic approach responds to unemployed and underemployed were youths' capacity needs, leverages existing youth development activities, and contributes to improving the quality and accountability of local training and business service providers by ensuring existing entities work in concert. Besides, four sectors were identified which dominate youth employment, and these are agriculture, agricultural trading, trading consumer goods, and providing services. Of the total participants, during the completion of the project, 69% of the participants were self-employed, 14% acquired wage work and 17% gained better employment.

4.3.2 Youth in Action Project

The Project was funded by Save the Children (SC) in partnership with MasterCard Foundation (MCF). It launched in October 2013 and the planned completion time was August 2017. However, the allocated project duration was not enough to implement the project within the given time. It takes more than a year after the end of the targeted time. The project targeted to address 8,587 vulnerable youths in rural areas of Semen Wllo, Amhara Region, and its budget was ETB 90,287,731.

The project aimed to improve the social and economic situations of the youths. It aimed to create opportunities for youth to build on their existing assets, and develop new skills and knowledge to be able to negotiate a better position of the value in their livelihoods. Because the local economies of the target communities are largely agro-based, the given training, technical support, and linkages were also largely centered on agricultural value chains or agribusinesses.

The Youth in Action team accomplished this through comprehensive training, technical support, material resources, and linkages to private (including formal and informal) and public-sector entities. Youth in Action's main services were structured around three programmatic pillars, which were *Youth Learn* – Selected participants are enrolled in an educational and training program lasting five or six months on average; *Youth Act* – After youth graduate from the learning program, youth select one of the pathways available in the area where they can apply the newly-gained foundational, technical and transferable skills; and *Youth Connect* – To support youth in their selected pathway, Youth in Action facilitates linkages to the private and public sector.

During the project completion period, Youth in Action Project Graduates (March 2018) were 8,686 of which 4,767 (54.9%) were females and 3,919 (45.1%) males. Moreover, 5,496 youths (female 42.9%) participated in the Saving and Credit Association and were involved in saving, and 5,474 youths (female 42.85%) gained employment in various areas of work.

4.4 Funding and Project Implementation

This section presents information on how funding affects the implementation of projects in PADet.

4.4.1 Sufficiency of Financial Support from Donors

The respondents were requested to indicate if they had enough financial support from the sponsors for the effective implementation of projects in PADet. The findings are indicated in Table 7 below.

Table 7: Sponsors financial support

Sufficiency of financial support	Frequency	Percent
Yes	15	44.4
No	12	55.6
Total	27	100

The study sought to establish whether PADet got enough financial support from donors for the implementation of the projects. From the findings, 44.4% of the respondents indicated that there was sufficient financial support while 55.6% of the respondents indicated there was insufficient financial support. This shows that 55.6% of the employees in PADet found it difficult to finish projects due to inadequate financial support. Most respondents stated that the project's budget was not enough considering the intensity of the projects. The report about Building the Potential of Youth Activity project stated that the allocated budget for the project was not enough and it was a challenge to implement the project.

4.4.2 Applicable Conditions Set by the Donors in Utilization of the Project Fund

The study sought to establish whether funding availed by the donors had conditions on their applicability. From the findings, all respondents said YES; there were applicable conditions set by the donors. While the researcher reviewed the project document it has been observed that the allocated budget was utilized based on the government policy of a 30/70 ratio of funding (i.e., administration cost shares 30% of the total project budget). It was also observed on the documents that the budget was split up into tranches and there is inflexibly on the expenditure.

Table 8: Donors conditions for funding

Response	Frequency	Percent
Yes	27	100%
Total	27	100%

4.4.3 Effects of Funding on the Implementation of Projects

The respondents were asked questions to understand the effects of funding on the implementation of projects. The responses they gave were discussed in the following sections that were based on a Likert scale; Where: 5 – Strongly Agree, 4 – Agree, 3 - Neutral, 2 – Disagree, 1 – Strongly disagree.

4.4.3.1 Impact of Fund Release Process on Projects' Performance

From the findings, indicated below, the majority 59.3% (16) agreed with the statement that the process of release fund has slowed down the implementation of projects at PADet. On the report of the Youth in Action (YIA) project, it stated that farmer's training center maintenance work took a year to be fixed because of the late release of funds from donors which slowed down the implementation of the project as per the scheduled time.

Table 9: Funding has slowed down the speed of the projects

Responses	Frequency	Percent
Strongly Disagree	2	7.4
Disagree	3	11.1
Neutral	2	7.4
Agree	16	59.3
Strongly Agree	4	14.8
Total	27	100

4.4.3.2 Funding and Scope of the Organization Projects

From the findings, indicated below, the majority 55.6% (15) agreed and 33.3% (9) strongly agreed with the statement that funding has limited the scope of projects implemented by PADet. On the report of Building the Potential of Youth activity (POTENTIAL) project, it described that the project intended to assist 7,200 (Amhara Region) unemployed and underemployed Ethiopian youths age 15-29 in rural areas and towns to attain the skill, knowledge, positive attitude, and social capital that lead to increased income and long term economic self-sufficiency through transferable life skill training. The training given to the youths was both soft skill and hard skill, but the number of youth that attained hard skill training was limited to 5,370 due to fund limitations in the project.

Table 10: Funding and scope

Descriptions	Frequency	Percent
Neutral	3	11.1
Agree	15	55.6
Strongly Agree	9	33.3
Total	27	100

4.4.3.3 Accountability and Transparency of Donor Funds in Project Implementation

From the findings, indicated below, the majority 55.6% (15) agreed and 25.9% (7) strongly agreed with the statement that accountability and transparency of donor funds in project implementation by PADet. According to Edwards and Fowler (2002, p. 194), for accountability to be effective, it requires "a statement of goals, transparency of decision-making and relationships, honest reporting of what resources have been used and what has been achieved, an appraisal process for the overseeing authority to judge whether results are satisfactory and concrete mechanisms for holding to account (i.e. rewarding or penalizing) those responsible for performance. In both reports of the projects, clearly stated what resources have been used and what has been achieved in the projects. Accountability and transparency of funding are very crucial for projects to be effective and for the project implementation to take place successfully.

Table 11: Accountability and transparency

Descriptions	Frequency	Percent
Neutral	5	18.5
Agree	15	55.6
Strongly Agree	7	25.9
Total	27	100

4.5 Training and Project Implementation

The study sought to assess the provision of training in the implementation of projects by PADet.

4.5.1 Tailored or Customized Training

The respondents were asked whether the organization trained its staff for specialized skills to equip them with the required skills to deliver services as per their duties. From the findings, shown below in Table, 63.0% of the respondents indicated that the organization offered its employees tailored or customized training on how to implement specific practices; while 37.0% indicated that no tailored or customized training was offered. Wilson and Hash (2003) stated that training is one of the most central strategies for organizations to help employees gain the appropriate knowledge and skills required to meet job challenges. Each project has unique needs therefore tailored and customized training opened more opportunities for the employees to gain skills they need to perform successfully.

Table 12: Targeted or customized training

Descriptions	Frequency	Percent
Yes	17	63.0%
No	10	37.0%
Total	27	100%

4.5.2 Types of Training

From the findings, the majority of the respondents, 18 (66.7%), indicated that both on the job and off the job training were given to the employees more often. On-the-job training was given to the project team while performing their regular works and off-the-job training was given to acquiring theoretical knowledge. Mullaly's (2003) identified the lack of formal training as a key reason why projects fail to realize their expected results and continue to be completed late and over or under budget. Following this argument without formal training project teams are not able to acquire the necessary competencies to accomplish their job. Therefore, organizations should make training and development of their employees a continuous activity.

Table 13: Provision of training

Training type	Frequency	Percent
On the job	6	22.2
Off the job	3	11.1
On the job and Off the job	18	66.7
Total	27	100

4.5.3 Election for Training

The respondents were requested to indicate how they were elected to attend training.

Table 14: Election for training

Election for training	Frequency	Percent
On joining the company	4	14.8
Upon employee request	3	11.1
Supervisors recommendation	12	44.4
Compulsory for all employee	8	29.6
Total	27	100

From the findings, the majority of respondents (44.4%) indicated that they were elected for training by supervisors’ recommendations, while 29.6% of the respondents indicated that they take training when it is needed for all employees. Organizations need staff at all levels to be more self-sufficient, resourceful, responsible, creative, and autonomous. This behavior enables staff can operate at a higher strategic level, which makes their organizations more productive and competitive.

4.5.4 Training Evaluation

The respondents were requested if PADet evaluates the effectiveness of training imparted. From the findings, shown in Table 15 below, 18 of respondents (66.7%) indicated that written or verbal feedback is taken from the participants, while 6 of the respondents (22.2%) revealed that written or verbal feedback is taken from trainers and 3 of respondents (11.1%) gave the response that assessment is not done. According to Kenney (1992), the training program should be reviewed during and after its completion by the training officer, the line manager, and if necessary, by the trainees themselves to check upon the effectiveness of the training.

Table 15: Training evaluation

Training Evaluation	Frequency	Percent
Written or verbal feedback from participants	18	66.7
Written or verbal feedback from the trainer	6	22.2
Assessment is not done	3	11.1
Total	27	100

4.5.5 Barriers to Conducting Training

The respondents were asked to indicate the extent to which they agreed or disagreed with the barriers in conducting training at PADet. The responses were indicated their response using a Likert scale where: 5 – Strongly Agree, 4 – Agree, 3 - Neutral, 2 – Disagree, 1 – Strongly disagree as discussed in the following sections.

4.5.5.1 No Management Initiation

From the findings indicated below, the majority 55.6% (15) strongly disagreed, and 33.3% (9) disagreed with the statement, there is no management initiation for conducting training at PADet. The result showed that there is management initiation to give training for employees. However, there are no training policies in the organization. Training policies provide guidelines for those responsible for planning and implementing training; which ensures that the organization's training resources are allocated to the specific provision of training.

Table 16: No management initiation

Descriptions	Frequency		Percent
Strongly Disagree	15		55.6
Disagree	9		33.3
Agree	3		11.1
Total	27		100

4.5.5.2 Non-Availability of Funds

From the findings indicated below, the majority 63% (17) agreed, and 22.2% (6) strongly agreed with the statement, there is no availability of funds for conducting training at PADet. The result showed that there is a fund scarcity to provide training for employees. Training costs should be included in the project budget. Many organizations have doubts about the cost and extent of tangible business returns. However, training improves employee performance and is a key factor in sharpening competitiveness (Kulkarni, 2013).

Table 17: Non-availability of funds

Response	Frequency	Percent
Neutral	4	14.8
Agree	17	63.0
Strongly Agree	6	22.2
Total	27	100

4.5.5.3 Non-availability of expert trainers.

From the findings indicated below, the majority 48.1% (13) disagreed, and 25.9% (7) strongly disagreed with the statement, there is no availability of expert trainers for conducting training at PADet. The result showed that there are expert trainers for conducting training at PADet.

Table 18: Non-availability of expert trainers

Descriptions	Frequency	Percent
Strongly Disagree	7	25.9
Disagree	13	48.1
Neutral	5	18.5
Agree	2	7.4
Total	27	100

4.5.5.4 Non-Availability of Time

From the findings indicated below, the majority 48.1% (13) agreed, and 29.6% (8) strongly agreed with the statement, there is no availability of time for conducting training at PADet. The result showed that there was a time limitation for conducting training at PADet. Scheduled training should take place in project planning because the ultimate aim of every training and development program is to add value to the project team and increasing the implementation of the projects efficiently and effectively.

Table 19: Non-availability of time

Descriptions	Frequency	Percent
Disagree	2	7.4
Neutral	4	14.8
Agree	13	48.1
Strongly Agree	8	29.6

Descriptions	Frequency	Percent
Total	27	100

4.6 Communication and Project Implementation

The study sought to establish whether communication affected project implementation at PADet.

4.6.1 Poor communication impact on project implementation

The respondents were requested to indicate if they found it difficult to finish projects in the specified time within the project duration due to poor communication. The findings are indicated in Table 20 below:

Table 20: Poor communication impact on project implementation

Response	Frequency	Percent
Yes	15	55.6
No	12	44.4
Total	27	100

According to the 55.6% (15) respondents, it was difficult to finish projects in the specified time due to poor communication while the rest said otherwise. This indicates that most employees in PADet found it difficult to finish projects as a result of poor communication. Poor communication can minimize the chances of creating an understanding, minimizes approval of the implementation, and sharing information between the project teams and the whole organization thus resulting in ineffective project implementation.

4.6.2 Frequently used communication channels in project implementation

The respondents were requested to indicate the frequently used channel of communication during project implementation. Their response to this issue is presented in Table 21 below.

Table 21: The frequently used communication channel

Communication Channels	Frequency	Percent
e-mail	15	55.6
Phone	4	14.8
Face to face	8	29.6
Total	27	100

The majority of the respondents, i.e., 55.6% (15) indicated that the frequently used communication channel is e-mail, while 29.6% (8) of the respondents stated they frequently used face to face communication, and the rest, 14.8% (4) of the respondents used phone. The most frequently used communication channel is e-mail, however, there is information and communication scarcity in the organization which caused poor communication in PADet.

The second frequently used communication channel is face to face communication. Face-to-face can be the most powerful mean of communication since it adds personal chemistry and it is easier to observe all the degrees of what is being communicated. It can also be a way to create stronger personal relationships. A drawback can be that it takes a lot of time and money to travel (Grosse, Christine U., 2002).

4.6.3 Effects of Communication on the Implementation of Projects

The respondents were asked to indicate the extent to which they agreed or disagreed with the following statements concerning project implementation and financial support. Their responses are based on a Likert scale where: 5 – Strongly Agree, 4 – Agree, 3 - Neutral, 2 – Disagree, 1 – Strongly disagree, and they are discussed in Table 22 below.

4.6.3.1 Information about Whether the Project Progress Timely Communicated

The majority of the respondents, i.e., 51.9% (14) disagreed, and 22.2% (6) strongly disagreed with the statement that is information about the project progress is timely communicated.

The flow of communication within project teams influence the success of projects. In the report, it indicated that the internet and electricity interruption caused a challenge in communicating information on time. Moreover, there were challenges from zones and woredas due to collecting information on time.

Table 22: Responses concerning timely communication

Descriptions	Frequency	Percent
Strongly Disagree	6	22.2
Disagree	14	51.9
Neutral	3	11.1
Agree	4	14.8
Total	27	100

4.6.3.2 Availability of Information and Communication Technology (ICT) Facilities

From the findings indicated below, the majority of 66.7% (18) disagreed with the statement, there is adequate availability of information and communication technology (ICT) facilities in communicating projects at PADet.

Factors that can affect the choice of communication technology include the urgency of the need for information. There is a need to ensure that the technology that is required to facilitate communication is compatible, available, and accessible for all stakeholders throughout the life of the project to implement the project according to the schedule, budget, and achieves all the goals originally set for it.

Table 23: Availability of ICT

Response	Frequency	Percent
Disagree	18	66.7
Neutral	8	29.6
Agree	1	3.7
Total	27	100

4.6.3.3 Effective Communication Among Stakeholders

From the findings indicated below, the majority of 55.6% (15) respondents were neutral concerning the statement, there is effective communication among stakeholders at PADet. However, it has been explained in Building the Potential of Youth Activity report that from the stakeholder side, there was a high turnover that hinders the smooth implementation of planned activities within the given work schedule.

Table 24: Effective communication

Descriptions	Frequency	Percent
Disagree	4	14.8
Neutral	15	55.6
Agree	8	29.6
Total	27	100

4.6.3.4 Beneficiaries Feedback to Implement Projects

From the findings indicated below, the majority of 63% (17) was neutral with the statement, feedback from beneficiaries has been taken to implement projects at PADet. However, 22.2% (6) agreed and 14.8% (4) disagreed. Projects would be more beneficial to the people if the communities owned the project from the start in identification and design as well as implementation. However, researches show that what people know and what they contribute to the achievement of the project is undermined. The people are made to participate simply for formality reasons and not for the right reasons (Busiinge, 2010).

Table 25: Beneficiaries feedback

Responses	Frequency	Percent
Disagree	4	14.8
Neutral	17	63
Agree	6	22.2
Total	27	100

CHAPTER FIVE

5. SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Introduction

This chapter provides a summary of the findings in chapter four and gives the conclusions and recommendations of the study based on its objectives. This study was guided by the following specific research objectives: to assess how financial support determines project implementation, to assess the provision of training on project implementation, and to examine the process of communication on project implementation in PADet.

5.2 Summary of Findings

The study revealed that 55.6% of the respondents stated that there was a lack of financial support for project implementation at the PADet projects. According to the findings in identifying whether there are applicable conditions set by the donors in the utilization of the project fund, 100% of the respondents said yes. Concerning the question of whether the funding has slowed down the speed with which projects are implemented by PADet (considering a Likert scale out of five from strongly disagree to strongly agree), the respondents have mostly agreed; with the percentage of 59.3% respondents. This means most of them have agreed that funding causes a delay in project implementation. 55.6% of the respondents have agreed that funding had limited the scope of the projects in PADet. On the issue of having accountability and transparency regarding donors’ funds in project implementation by PADet, most of the respondents 55.6% of respondents agreed PADet has accountability and transparency to donor's funds in project implementation.

The second objective of the study was to assess the provision of training in the implementation of projects. Concerning if the organization trained its staff for specialized skills, which are required to deliver on their duties, 63.0% of the respondents indicated that the organization offered its employees tailored or customized training on how to implement specific practices in the projects. The respondents were requested to indicate how they were elected to attend training at PADet. The majority of the respondents 44.4% indicated that they were elected for training by supervisors' recommendations. 29.6% of the respondents argued that training was compulsory for all employees. 14.8% of the respondents said the training was provided on joining the company. The rest 11.1% of the respondents pinpointed that training was provided upon the request of the employee. On a Likert scale, 63% of the respondents agreed on the scarcity of funds for the provision of training. The majority of the respondents 48.1% agreed on the non-availability of time to conduct training at PADet as barriers to conduct training. However, the majority of the respondents 66.7% indicated that both on the job and off the job training were provided to the employees.

The third objective of the study was to examine the process of communication on the implementation of PADet projects. The study identified that 55.6% of the respondents believed it was difficult to finish projects at the scheduled time as a result of poor communication. Respondents were asked to determine the channel of communication that was used frequently during the projects' implementation. 55.6% of the respondents indicated that email was used while 29.6% of them argued that face to face communication was used frequently. Using a Likert scale, most of the respondents 51.9% disagreed with the statement “the projects’ progress was timely communicated at PADet. Furthermore, asking the respondents whether feedback from beneficiaries has been taken as input to implement projects by PADet. The majority of respondents' 63% response was neutral. The respondents also mostly responded neutrally with a percentage of 55.6% to the reaction of effective communication among stakeholders. However, 66.7% of the respondents disagreed with the statement of whether there is adequate availability of information and communication technology (ICT) facilities in communicating projects at PADet.

5.3 Conclusions

The study concluded that financial support is strongly connected to project implementation. This result agrees with Somers & Nelson (2003) who found out that financial support has been consistently identified as the most important and crucial success factor in project implementation. Regarding PADet, there was a lack of financial support for project implementation. Inadequate financial resources were one of the factors that cause project failure. The viability and sustainability of the NGO sector are consequently quite fragile because of the scarcity of resources and the ongoing struggle for operating funds (Vincent, 2006). The scarcity of budget limited the scope and speed of project implementation at PADet. Furthermore, funding availed by the donors had conditions on their applicability. This means that the organization was dependent upon external funding and cannot finance some of its initiated and laudable projects. These results agree with Fernand (2006), who argues that external financing tends to impose some degree of constraint on local NGOs.

The study concluded that there exists a positive relationship between training and project implementation. This finding agrees with the literature review which showed, that the lack of formal training is a key reason why projects fail to realize their expected results and continue to be completed late and over budget (Mullaly's, 2003). Concerning PADet, the organization trained its staff on how to implement specific practices in the projects. Respondents indicated that some tailored and customized training was offered. They indicated that this was offered through the induction process and on the job training, where employees worked under someone senior who taught them what they were supposed to undertake. However, there was a scarcity on the availability of funds and time to conduct training at PADet. This result agrees with PMBOK (2017), which states that training costs should be included in the project budget.

The study also concluded that effective communication is strongly related to project implementation. The study found that poor communication results in difficulty to finish projects. Lack of communication could also minimize the chances of creating an understanding and approval of the implementation. Besides, this could hinder information exchanges between the project team and the whole organization, which results in ineffective project implementation. According to Souder *et al*. (2011), the need for adequate communication channels is extremely important in creating an atmosphere for successful project implementation. However, the result showed that there was insufficient availability of information and communication technology (ICT) resources at PADet.

5.4 Recommendations

The study recommends that a well-defined way of communication regarding projects being implemented by PADet. PADet should work more on developing the communication skills of the staff, especially with their interaction with the stakeholders. The availability of information and communication technology (ICT) resources is important to ensure and develop the communication status of the organization. Since the organization is working with different parts of the country, face to face communication is very costly, due to transportation and time consumption, therefore the unavailability of ICT resources is significant.

To assure a sufficient budget for projects at PADet, the organization should break out of traditional funding models that are no longer sufficient. PADet is excessively dependent on donor-driven funding. The organization should start collaborating with the private sector for alternative funding sources. Private sectors have to be initiated to support non-governmental organizations like PADet, which stand for a better life for society. In Ethiopia, various private companies spend millions of Birr for advertisements annually; if an innovative system is created for their involvement in the projects, which is essential to their values and reputation, PADet would not depend solely on international donors. The study recommends PADet to have a strong marketing innovation team (fundraising team) and persuasive personnel to attract the private sectors and various local corporate bodies based on win-win relationships. Besides, funding support could be obtained from philanthropists, and interested individuals or groups.

The 2020 tourism motto, “Tourism for Rural Development”, is a very good perspective towards helping the rural development of Ethiopia. The tourism sector can be a good source of the budget for organizations like PADet, so I believe that it is important for PADet to work with the tourism sector and the Ministry of Culture and Tourism.

The study also recommends that PADet should be free from donors' influence on how to control and manage the projects, as long as the organization is accountable and transparent towards the budget utilization which it received from them. The much reliance on external funding therefore makes it difficult for local NGOs to accomplish their stated objectives. Experiences from western donor countries can be adapted and learned from, but adopting it will not make it effective due to differences in the cultural, developmental, and physical structure of the country.

Furthermore, there is an inadequate budget for supporting training in the organization. The study recommends training of project staff on the operations for timely project implementation. Because of this, it is important that tailored and customized training is given to the project team members. I recommend that training is necessary for implementing projects, and budgets should be released and requested from donors. Also, it is important to establish training policies to provide guidelines for those responsible for planning and implementing training.

Before agreeing with the project donor(s) and the targeted population, and commencing the project implementation, PADet has to ensure that the intensity of the project, its finance size, and the project duration have to be compatible with one another.

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APPENDIX 1

Addis Ababa University School of Commerce

Masters of Art in Project Management

Dear Respondent,

You are kindly requested to participate in a research study for partial fulfillment of a Master's degree in Project Management. The study aims to Assess Factors that Influences Project Implementation within the Professional Alliance for Development in Ethiopia (PADet) in the case of youth empowerment projects.

Therefore, I kindly urge you to participate in this research study by completing the attached questionnaire. Please keep in mind that all your answers are going to be used only for this study purpose and will be kept strictly confidential.

Please don't write your name or any personal identifier on the questionnaire.

For any clarification needed please contact me on +251-913-299-074

Thank you in advance, for your time.

Mulumebet Temesgen Yimer.

Appendix II: Questionnaire

Instructions

For certain questions, you are required to choose by ticking (√) one answer among the alternatives. For certain questions, you are encouraged to specify other alternative answers you think in the space provided. Also, feel free to write helpful comments where appropriate in the margins.

Part. A: Demographics.

1. Gender of the respondent

A. Female B. Male

2. Age of the respondent

A. Less than 25 years B. 26 – 35 years C. 36 – 45 years D. Above 45 years

3. What is your level of education?

A. Diploma B. Degree C. Masters D. PhD

4. How long have you worked for PADet?

A. 2 – 4 years B. 5 - 7 years C. Above 7 years

5. What is your position in the organization?

A. Project Manager B. Project Coordinator C. Project Officer

D. Field Staff E. Finance and administration

Part. B: Factors Determining Project Implementation in PADet

A. Funding

6. Is there enough financial support for project implementation at PADet?

A. Yes B. No

7. The funding availed by the donors has conditions on their applicability?

A. Yes B. No

8. Please indicate your level of agreement with the following by marking '√'.

Keys:

Strongly Disagree =1 Disagree=2 Neutral/Uncertain=3 Agree=4 Strongly agree = 5

Statement	1	2	3	4	5
Funding has slowed down the speed with which projects are implemented at PADet.					
Funding has limited the scope of the organization projects.					
Accountability and transparency of donor money or funds in project implementation.					

A. Training

9. Have you any form of customized training for the implementation of specific practices in the projects?

A. Yes B. No

10. How were you elected to go on training courses?

A. On joining the company
B. Upon employee request
C. Supervisors recommendation
D. Performance appraisal
E. Compulsory for all employee

11. Which type of training is given to the employee?

A. On-the-job B. Off-the-job C. Both D. None

12. Below are some of the barriers to conducting training in organizations.

Please indicate your level of agreement with the following by marking '√'.

Keys:

Strongly Disagree =1 Disagree=2 Neutral/Uncertain=3 Agree=4 Strongly Agree = 5

Statement	1	2	3	4	5
No management initiation.					
Non- availability of funds.					
Non- availability of expert trainers in the field.					
Non- availability of time.					

13. How does your organization evaluate the effectiveness of training imparted?

A. Written or verbal feedback from participants
B. Written or verbal feedback from the trainer
C. Supervision by the senior employee during training
D. Assessment is not done

C. Communication

14. Do you find it difficult to finish projects at the specified time due to a lack of communication?

A. Yes B. No

15. What is the frequently used channel of communication during project implementation?

A. e-mail B. phone C. videoconference D. face-to-face

16. Please indicate your level of agreement with the following by marking '√'.

Keys:

Strongly Disagree =1 Disagree=2 Neutral/Uncertain=3 Agree=4 Strongly agree=5

Statement	1	2	3	4	5
Information about the project progress is timely communicated.					
Adequate availability of information and communication technology (ICT) helps in communicating projects.					
Effective communication among stakeholders.					
Feedback from beneficiaries has been taken to implement projects.					