



**Project Practices and Challenges in Implementation of East African  
Migration Routes: The Case of Save the Children.**

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**Assessment of project practices and challenges in implementation of East African  
Migration Routes: the case of save the children.**

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**A project work submitted to the school of graduate studies of Addis  
Ababa University in partial fulfillment of the requirement for the Degree  
of Master of Arts in Project management.**

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### **Declaration**

I, the undersigned, declare that this project work is my original work and not been presented for a degree in any other university, and that all sources of materials used for the project work have been duly Acknowledged.

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This is to certify that this project work, titled "Assessment of project practices and challenges in the implementation of East African Migration Routes: the case of Save the Children," was prepared by Yemhretkal Teshale Desta. Prepared and submitted in satisfaction of the Master of Arts in Project Management degree requirements. This MA thesis complies with University norms and satisfies recognized criteria in terms of originality and quality.

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**Yemhretkal Teshale**

## **Abbreviation and Acronyms**

SCI – Save the children international

EAMR – East African Migration routes project

PMBOK – Project management book of knowledge

NGO – Nongovernmental organization

WASH – water, sanitation and hygiene

SDC – Swiss agency for development and cooperation's

DRC – Democratic republic of Congo

PMI – Project management institute

WBS – Work Breakdown Structure

## Table of Contents

Acknowledgements.....	i
Abbreviation and Acronyms.....	ii
Table of Contents.....	iii
Abstract.....	v
CHAPTER ONE.....	1
INTRODUCTION.....	1
1.1 Background of the study.....	1
1.2 Background of the organization .....	3
1.4 Objective of the study.....	6
1.5 Specific objective .....	6
1.6 Research questions .....	6
1.7 Significance of the study .....	6
1.8 Scope of the study.....	7
1.9 Limitations of the study.....	7
1.10 Organization of the study .....	8
CHAPTER TWO.....	9
LITERATURE REVIEW.....	9
2.1 Migration .....	9
2.2 Project management .....	10
2.3 Project Life Cycle.....	12
2.4 Project Initiation .....	14
2.5 Project Planning.....	14
2.6 Project Implementation.....	15
2.7 Project Monitoring and Controlling .....	16
2.8 Project Closure .....	16
2.9 Project success critical factors.....	17
Empirical Literature .....	18
CHAPTER THREE.....	20
RESEARCH METHODS.....	20
3.0 Research Design .....	20

3.1 Description of study area and target population .....	20
3.2 Sampling techniques .....	20
3.3 Data collection .....	20
3.4 Data analysis .....	21
3.5 Reliability and Validity .....	21
3.6 Ethical Consideration .....	21
CHAPTER FOUR.....	22
RESEARCH ANALYSIS .....	22
4.0 Introduction .....	22
4.1 Respondents personal Information .....	22
4.2 Age and sex of the respondents .....	23
4.3 Education Level of the respondents.....	23
4.4 Position of the respondents.....	23
4.5 Work Experience of the respondents.....	24
4.6 Result and analysis on the project implementation questionnaire.....	24
4.7 Open End question Analysis.....	28
CHAPTER FIVE .....	34
CONCLUSION AND RECOMMENDATION .....	34
5.0 Summary.....	34
5.1 Conclusion.....	34
5.2 Recommendation .....	35
Reference .....	36
Appendix.....	37

## **Abstract**

*The purpose of this study is to assess Project Implementation Practices and challenges of East African Migration Routes project- The Case of Save the Children Ethiopia. This study was conducted in SCI Ethiopia. The census method is employed in aiming of collecting data from project employees. The target population of this study was 30 employees. Among the target population 27 questionnaires returned. Structured questionnaires were employed to collect demographic and other relevant data from project managers and team members. Key informant interview was also conducted with 3 employees of the project in different positions. General manager, project officer and community officer. The collected data was analyzed using thematic analysis using APR sheet and by triangulating survey questions analyzed. The sampling methods used is non probability sampling method where all the target groups have participated. The research has reviewed secondary data such as project documents, books and other research papers as an input. The main findings of the study where In summary, the research has identified that the EAMR project plays a great role in tackling the migration problems by working with the government of Ethiopia it plays a supporting role to the government to tackle the issue. The project have a great strategy deployed that works with synergy with different non-governmental and government organization. The research has also identified some challenges and limitations that hinder the project achieving its goal it is analysed that not knowing the WBS responsibilities among partners and teams, constraints such us resource, time, quality output and budget, turnover of staff, line of communication and inflation are seen as hindering factors of the project. The research has also find that the risk mitigation plans are set and developed by the above managers however; the overall team does not have in-depth knowledge of the set mitigation and risk register. The team needs to be briefed about the risk mitigation plan set and register any immediate risks that arises.*

**Key words ; Migration, Project implementation, Risk management, Livelihood.**

# CHAPTER ONE

## INTRODUCTION

This chapter provides background information on the study topic as well as an overview of the problem statement, research questions, and the significance of the study other sections, such as restriction are included. The chapter also includes information about the study's scope and structure.

### 1.1 Background of the study

Over the past years, the world has witnessed record levels of mixed migration, mainly originating from and hosted within developing countries. Individuals and families migrate for a variety of reasons. Some choose to leave to seek education and employment opportunities or to escape poverty, while many are forced to leave their homes, fleeing natural disasters, conflicts and violence, discrimination or persecution. An unprecedented 79.5 million individuals were forcibly displaced as of the end of 2019, with 30-34 million estimated to be children and tens of thousands of them unaccompanied. Whatever the reason for their journey, migrating children - especially those traveling alone - find themselves extremely vulnerable to a variety of risks, including physical and sexual violence, exploitation and abuse. They often lack the means to protect themselves, meet their basic needs and maintain their dignity. A range of social, physical, organizational and legal barriers also prevent many children and youth on the move from accessing the assistance they need. In many Eastern Africa countries, child protection legislation fails to consider the specific vulnerabilities of, and provide adequate protection to, children on the move. (EAMR 2020)

Project is defined by Project Management Book Of Knowledge (PMBOK 2008) as a transitory attempt to generate a one-of-a-kind project service or outcome. They are temporary and will come to an end whenever the work they were chartered to undertake is completed. Project management is the process of initiating, preparing, performing, managing, and concluding a team's work in order to achieve defined goals and meet specific performance requirements. It is the use of information, skills, methodologies, and procedures to meet the project's requirements.

The project duration, in essence, considers the project world to be continuous. The project cycle is a series of steps that are followed in the design and execution of projects. The phase begins

with the acceptance of a concept and progresses through the transformation of the idea into a workable plan that can be implemented and assessed. (1999, EC)

Project management methods are extremely beneficial to non-profit organizations such as Save the children. This is because it allows the organization to focus on resources and time while moving its project forward strategically, so that NGO projects go through the project implementation process, where project management practices, among other things, are the most important part of the project management process that is usually implemented throughout the project life cycle.

Project implementation is one of the components of a successful project management process, according to (PMBOK, 2013). As a result, good project execution is critical for enterprises, societies, and country growth. The translation of a theoretical and planned plan into concrete and material structures is the project's implementation phase. At this point in the project cycle, the project has the highest chance of going off the rails, as both schedule delays and expense overruns are common. (2011, Lutchman)

According to various studies, the two most important and interdependent phases of a project are planning and implementation. Simply put the goal of project planning is preparing a detailed action plan while implementation is putting the action plan into operation.(Philip.et.al. 2008)

Practitioners and researchers have yet to properly identify a theoretical framework that identifies all of the aspects that potentially lead to project success. Various studies claim that various internal and external elements influence the implementation process. As an example, executing a project successfully is usually difficult and time-consuming. The project manager must focus more time to human, financial, and technological elements as a key to successful project execution. 'Jeffrey K.' (Jeffrey K., 1998)

When we come to NGO projects developing countries have been the primary beneficiaries of donor-funded initiatives for more than half a century. Public health, agriculture, education, social and community development, and infrastructure development have all benefited from these projects. (Wood, 2005)

Donor-funded programs constitute the bedrock of fundamental transformation in many developing countries, lifting them out of terrible social and socioeconomic stagnation. (Globerson and Zwikael 2002)

Thus, in this paper the researcher will look in depth of project EAMR (east Africa migration roots) project practices and challenges in implementation by Save the Children. The project, “East African Migration Routes Project” is working along with Addis Ababa City Administration as one of its intervention areas, to develop policies and adequate organizational capacities to ensure protection and enable self-reliance of children and youth in vulnerable displacement situations. The project will target vulnerable children (aged under 18) and youth (15-24) on the move, including those at risk of undertaking unsafe migration. Specific attention will be given to the most vulnerable, those at risk of abuse and exploitation: girls and young women, unaccompanied and separated children, minors living or working in the street, trafficked children and youth, along with younger children and babies traveling with families. As the project is implementing activities, child protection staff along with target Woreda WCY and LSA office professionals selected community mobilizers to participate on community-based project activities as outreach team.

## **1.2 Background of the organization**

Save the Children UK was Founded in 1919, when Eglantyne Jebb launched the Save the Children fund in London in the wake of world war I. It soon Became the first global movement for children. It started the child sponsorship the same year. An outspoken champion for children, Jebb drafted the historical declaration of the rights of the child, adopted by the League of Nations in 1924. ([https://en.wikipedia.org/wiki/Save\\_the\\_Children](https://en.wikipedia.org/wiki/Save_the_Children))

Save the Children is an international humanitarian, child-centered development organization that is not affiliated with any religion, political party, or government. The organization's mission is to inspire change in the way the world treats children, as well as to provide immediate and long-term improvements in their health, education, and economic possibilities. The organization mobilizes immediate support to help children recover from the ravages of war, conflict, and natural catastrophes in times of acute crisis.

Save the Children began working in Ethiopia in the 1930s, and during the 1984 famine, it established its first professional office. Focus on the following programmatic areas in addition to continuing to provide humanitarian and emergency relief: health, HIV/AIDS, nutrition, food security and livelihoods, water, sanitation and hygiene (WASH), education, child protection, and child rights governance innovation, research, and documentation

In Ethiopia, it has 40 field offices functioning in all regions of the country, in addition to its headquarters in Addis Ababa. SC Ethiopia served more than 7 million individuals in 2011–12, with more than 5 million of them being children, making it Ethiopia's and Africa's largest child-focused NGO network of 29 member organizations that work together to help children throughout the world.([https://en.wikipedia.org/wiki/Save\\_the\\_Children](https://en.wikipedia.org/wiki/Save_the_Children))

### **1.3 Statement of the problem**

The East African Migration Routes (EAMR) project is a 10-year initiative mandated by the Swiss Agency for Development and Cooperation (SDC). Its overall goal is that ‘the countries along the East African Migration Routes develop policies and adequate organizational capacities to ensure protection and enable self-reliance of children and youth in vulnerable displacement situations. The project will target vulnerable children (aged under 18) and youth and adolescence (15-24) on the move, including those at risk of undertaking unsafe migration. Specific attention will be given to the most vulnerable, those at risk of abuse and exploitation: girls and young women, unaccompanied and separated children, minors living or working in the street, trafficked children and youth, along with younger children and babies traveling with families. In the framework of the present project, Save the Children uses the term ‘children and youth on the move’ which is defined as “children or youth moving for a variety of reasons, voluntarily or involuntarily, within or between countries, with or without their parents or other primary caregivers, and whose movement, while it may open up opportunities, might also place them at risk (or at an increased risk) of economic or sexual exploitation, abuse, neglect and violence”. Regardless of whether children and youth are forcibly displaced or migrate, they face similar protection concerns at various points in their journeys and often move from one category to another, requiring a comprehensive route-based approach in order to provide adequate assistance. Building on the findings from Inception Phase, the EAMR project will aim to develop a cross regional network of linked-up services and care for children and youth along commonly

used routes and locations, focusing specifically on the major urban hubs – namely Addis Ababa, Khartoum and Greater Cairo – as well as on strategic points along migratory routes, where vulnerabilities of children and youth on the move can be extremely high. The latter include Metema, at the border between Ethiopia and Sudan, and River Nile state, a key passing point for migrants transiting through Sudan on their way north. Integrated service provision will be delivered through two core elements, Outreach Work and Community Service Centre, strongly routed in community-based approach, calibrated to reach out to hard to reach, ‘on the move’ population(EAMR, 2020).

The current implementation phase of EAMR is said to last from November 2020 up to 2023. To implement a project means to carry out activities proposed in the application form with the aim to achieve project objectives and deliver results and outputs. Its success depends on many internal and external factors. Some of the most important ones are a very well-organized project team and effective monitoring of project progress and related expenditures. Overall management has to be taken over by the lead partner and project manager, who is often employed or engaged by the lead partner. The project management has to have an efficient management system and always has to be flexible to current needs and changed situations, as the project is rarely implemented exactly according to the initial plan. Nevertheless, the partnership should aim to deliver quality results and outputs. Quality means meeting expectations described in the application and those agreed within the partnership.

Implementation refers to a cycle of steps taken to deliver activities, outputs, results and impacts while managing financial and for risk. A good project planning is base for a successful project implementation. A project manager should take time and integrate the team to develop the well thought project plan. Even though, the planned will not be perfectly achieved to the fullest, it’s said that a project with initial plan have a great rate of success than that of unplanned projects. During the implementation phase, project manager will be consecutively looking for changes and adjust to changes and manage different risks. This being said, during an implementation a project manager will be facing different challenges and develop different practices to tackle and achieve the project objective.

All projects face different challenges at a different time. The study tries to assess the unique implementation challenges and practices faced save the children International to implement the

East African Migration Root (EAMR) project that affects the achievement of the project goals and outcomes.

It is believed that the project faces certain gaps on the implementation phase that hinders the project to achieve its set goals and objectives. Such as not meeting set goals on time, budget shortage on some certain areas and the current instability of the country can be mentioned as a start. The study aims to identify the gaps faced by the implementation phase and suggest recommendations accordingly.

#### **1.4 Objective of the study**

The main objective of the study is to investigate the major projects implementation practices and challenges faced by EAMR project.

#### **1.5 Specific objective**

- Describe the implementation process, strategies, practices and methods used in the project
- Assess change management or risk management methods
- Identify the major challenges faced during implementation and how they are addressed.

#### **1.6 Research questions**

1. What are the implementation processes, strategies, practices and methods used in the project?
2. What is risk management and how is it integrated in the project during the implementation phase?
3. What are the major challenges faced during the implementation phase and how is it being addressed?

#### **1.7 Significance of the study**

The study is believed to have a practical significance for the project team that implement the project at save the children empirically to inform decision makers and others concerned with in the project practice and implementation. It is believed to be significant to tackle problems at hand and identify gaps in the implementation phase. So that, based on the research the

organization will take relevant ideas, keep on working on best practices, and resolve threats that hinder the success of the project.

On the other hand, it will be significant as a referral document for other similar projects to be implemented or being implemented. So that, the research document will be takes as lessons for similar projects and help in achieving project goals and learning experience.

Lastly, this research will have a great significance for the researcher to develop and gain great knowledge in project implementation and have practical knowledge for future career.

### **1.8 Scope of the study**

The scope of the research is limited to the project implementation of EAMR project, which focus on livelihood and migration content targeting youth and adolescence from the age of 15-24. Even though the project is limited on, the project we should note that save the children is one of the huge nonprofit organizations implementing different developmental projects worldwide and have huge knowledge and learning environment within the organization and project implemented. The research will only focus on the Addis Ababa team country office. The research will only use descriptive and explanatory research method for the research.

### **1.9 Limitations of the study**

The biggest constraint is time on this study. Due to the available short time spam, the project will be focusing on the project team inputs only and the scope of the study will be limited to the project implementation phase in Addis Ababa only.

### **1.10 Organization of the study**

The research will be organized in five major chapters which will include the first chapter contain background of the study, statement of the problem, basic research questions, objectives of the study, hypothesis (if any), definition of terms, significance of the study, and delimitation/scope of the study.

The second chapter, which contains the literature relevant to your study. It will have an introduction, theoretical review, empirical review and the conceptual framework of the study.

The third chapter contains the research methodology that describe the type and design of the research; the subjects/participant of the study; the sources of data; the data collection tools/instruments employed; the procedures of data collection; and the methods of data analysis used

The fourth chapter will contain the data presentation analysis and presentation by summarizing the results/findings of the study, and interpret and/or discuss the findings.

Lastly, the fifth chapter will contain the research summary, conclusion and recommendation.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

Reviews of related written pieces, conceptual theories, and literatures are given in this chapter. Topics linked to project execution have been assembled in such a way that the research can benefit from a theoretical and empirical grounding in the field.

#### **2.1 Migration**

The last decade has seen a dramatic increase in the global mobility of people. As of end 2019, there were almost 80 million forcibly displaced people globally, of which 45.7 million were internally displaced, 26 million were refugees, 4.2 million were asylum seekers and 3.6 million displaced abroad from Venezuela. 1 8.7 million people were newly displaced in 2019, mainly due to the new displacements in DRC, the Sahel, Yemen and Syria, as well as a result of the Venezuela crisis. In light of the acceleration of global conflicts, this trend is expected to continue, with projected number of forcibly displaced people in 2030 varying between 107 and 245 million. Key trends also include a rise in migration towards urban centres, as well as higher levels of forced displacements and protracted displacement situations faced by 77 percent of world's refugees. In 2018, an estimated 61% of the global refugee population was urban based. The decision making around migration, whether voluntary or forced, is often complex and multi-layered, including pressures and opportunities, both in the place of origin, transit and possible destinations. Grouping the many, often connected factors into an ecological model of macro, meso and micro levels is helpful to illustrate this complexity:

- At the macro level, the state of economies and available opportunities, the political and governance systems in place, armed conflicts, cultural norms on traditions surrounding migration, and environmental factors such as climate change and natural disasters impact decision.
- Meso level factors are often systemic, but impact the life of individuals more directly: availability of health care and education, specific job opportunities, kinship networks and family ties, cultural practices, such as child marriage, government restrictions on freedoms and rights, access to information through technology, etc.

- The micro level is each individual's biography, which impacts their interaction with meso and macro-level factors. This includes their gender, age, religion, cultural or tribal associations, language, employment status, etc.

But also less tangible factors, such as past experiences, attitudes, exposure to abuse or violence, discrimination, and others. The global trend of increase in the migration of people also includes a rapid rise in the number of one of the most vulnerable migrant groups: Children. Approximately 40 percent of all forcibly displaced are under 18 years of age, having to undertake often treacherous journeys across countries and continents in search of a better life. Their status as children profoundly affects the realities of their migrations, impacting their experience of micro, meso and macro-level factors. Child migration compounds the vulnerabilities that children face with those faced by other migrants. This intersection of statuses often makes children one of the most vulnerable groups in mixed migration flows. Children are agents, yet they are often excluded from decision-making about their lives and their roles and responsibilities are subject to specific expectations within family and community settings. Reports indicate that children undertaking migration disproportionately are those lacking one or both of parents. Death of one or both parents and the separation or remarriage of a parent are among the predictors for children to migrate. Also, children left behind by their parents who went abroad often constitutes a push factor for child migration. It is often linked to increased economic pressures, leading to children being sent to seek employment, and higher rates of abuse and exploitation within the home. As a result of their precarious position as economic assets, who are not empowered as decision makers, children remain unregistered, face child labour, child marriage and other forms of abuse and exploitation, whether at points of origin or in the many interactions and encounters during migration. (EAMR 2020)

## **2.2 Project management**

What is A Project?

“A project is an effort that involves a series of activities and resources, aimed to achieve a certain output, considering constraints like time, quality and cost and which often introduces a change. Source”: Lake (1997)

“Projects have a limited duration, while operations are being carried out. Projects have well defined start and end dates. When the goals and objectives of a project are accomplished, it is said to have been completed. Sometimes when it becomes evident that the goals and objectives cannot be accomplished the project is cancelled and it ends.

Operations involve continuous work without an ending date and often the same process is repeated. A project is considered a success if it meets the expectations of the stakeholders. Stakeholders are people who have something to gain or lose from the project. A stakeholder is a person who sponsors a project and is usually an executive in the organization, who has the power to assign resources and make decisions related to the project. The customer is also stakeholder like contractors and suppliers. The manager of the project, as well as managers from other departments in the organization is also a stakeholder. Identification of all the stakeholders in the project by the project manager at the very start of the project is very important.” (Brentwood open learning college)

A project is an organization of people dedicated to a specific purpose or objective. Projects generally involve large, expensive, unique, or high-risk undertakings which have to be completed by a certain date, for a certain amount of money, within some expected level of performance (PMI, 2004).

Project Management Institute defines a project as a temporary endeavor undertaken to create a unique product, service or result. Project Management is defined as the application of knowledge, skills, tools and techniques to project activities to meet project requirements. Project Manager is the person assigned to accomplish the project objectives by balancing the triple constraint of scope, time and cost to achieve the required level of quality (Project Management Institute 2008).

Project Management has been there for thousand years but the practice has been recognized as a discipline within the past 20 years (Taylor 2004; Lewis 2007). The art and science of project management has changed drastically over the last couple of decades. Projects in the past had a dedicated team and were mostly stand-alone and most importantly the time to market factor was not so critical. Many refer to the initial methods of project management as traditional or classic project management (Chin 2004; Highsmith 2004).

"Project management is the planning, organizing, directing and controlling of company resources for a relatively short-term objective that has been established to complete specific goals and objectives" (PMI,2004). Project management is the application of knowledge, skills, tools and techniques to project activities to meet project requirements (Ali, 2010). According to Westland, a project management define as: the skills, tools and management processes required to undertake a project successfully. It incorporates: A set of skills: specialist knowledge, skills and experience are required likelihood of success.

Generally, we can put a project management as a process. It is a process of bringing a project in success. It is a process of initiation, planning, executing, monitoring and closing. While engaging these processes the project manager should use some suite of tools: various types of tools to improve their chances of success. Examples include document templates, registers, planning software, modeling software, audit checklists and review forms. A series of processes: various processes and techniques are required to monitor and control time, cost, quality and scope of projects (PMI,2008)

### **2.3 Project Life Cycle**

According to PRINCE2 (2002) project life cycle is classified into five stages/ phases that a project passes during its life cycle:

“A sequence of phases through which a project must pass. There are a variety of definitions that generally reflect different industry practices. The generally accepted sequence is: pre-feasibility validation of concepts); feasibility (detailed investigation of viability) design; contract (procurement); implementation; commissioning; handover and operation.

Project life cycle generally defines:

- ✓ The tasks to be accomplished in each phase or sub- phase
- ✓ The team responsible of each of the phases defined

As advocated Archibald & Voropaev (2003), there is a general agreement that the four broad, generic project phases are (common alternative terms are shown in parentheses):

- ✓ Concept (initiation, identification, selection.)
- ✓ Definition (feasibility, development, demonstration, design prototype, quantification.)

- ✓ Execution (implementation, realization, production and deployment, design/construct/commission, installation and test.)
- ✓ Closeout (termination, including post-completion evaluation.)

The number of phases in a project life cycle depends on a variety of factors like nature of industry, type of output, size of project etc. Kerzner (2003) has developed a theoretical sequence of phases that may be identified with most of the projects as is outlined below:

- ✓ Conceptual
- ✓ Planning
- ✓ Testing
- ✓ Implementation or Execution
- ✓ Closure

It is generally better in planning projects to analyze successive increments or distinct phases of activity; in this way the return to each relatively small increment can be judged separately. Like products follow a product life cycle, projects follow a project life cycle that has certain phases of development.

Dividing a big project in manageable chunks makes the complex task of managing projects easier, these chunks in a sequential form can be termed as project phases which can further be divided into sub-phases and a collection of these phases makes what is called as a project life cycle. Each project phase is marked by completion of one or more deliverables. Although many project life cycles have similar phase names with somewhat similar deliverables required, few are identical. Most have four or five phases, but some have nine or more. Sub-projects within projects may also have distinct project life cycles. Importantly, these phases are not always consecutive in nature but are more simultaneous. Though researchers have suggested certain representative project life cycles, for example, the waterfall model and Muench et. al's (1994) spiral model for the software development life-cycle, Morris's (1994) construction project life cycle and Murphy's (1989) representative life cycle for a pharmaceutical project.

## **2.4 Project Initiation**

This stage of the project's life cycle is when all subsequent project processes begin, as well as where the project's idea/conceptualization begins (Westland,2006). The project goal is determined during this phase. Because the project team must pay special attention because the objectives and goals may not be defined clearly.

This is an important starting point since it is necessary for those who will provide the product/process, as well as those who will use it and those who have a stake. Identifying a business problem or opportunity, and various solution options for the business case are defined; a feasibility study is conducted to determine whether each option addresses the business problem, and a final recommended solution is then put forward during the identification phase of a project (Ali, 2010).

Once the recommended solution approved, a project started to deliver the approved solution. some assessments are done on the project's sustainability and basic impact on the environment; expected risks are identified and documented with risk minimizing and eradicating solutions; the project team is formed and a project office environment is established; and finally, the project charter is completed. outlining the objectives, scope, time, budget, and other factors' the project, to agree on the project's start date (Westland,2006).

## **2.5 Project Planning**

The project enters a detailed planning phase at this point. In this phase, the project tasks that must be completed in the execution phase are correctly sequenced, resourced, executed, and regulated. Some activities must be completed during the planning stage: Preparing a project plan that includes the WBS detail plan by determining the level of effort required to complete each activity and task (Westland,2006). In this phase, the schedule plan is also made in depth using the WBS (PMI,2013)

The amount of resources required to complete each of the above-mentioned activities and tasks is determined. Preparing the budget for each phase by allocating the entire cost of personnel, equipment, and materials, as well as defining an expenses schedule that allows the project manager to compare forecasted and actual spending throughout the project. Time, cost, quality,

change, risk, issue, procurement, acceptance, and communications management are all clearly defined and can be reasonably achieved during the project; the quality plan is then documented; and finally, the quality expectations for the deliverables and management processes are clearly defined and can be reasonably achieved during the project. Creating a risk strategy that includes all known project hazards as well as the essential steps for prevention and mitigation in the event that any of those risks arise. An acceptance plan is also created for clarifying the completion criteria for each deliverable and providing a schedule of acceptance reviews. Identifying how stakeholders will be kept informed of the project's progress and what information to distribute, means and frequency of distribution, and those in charge of the process; and identifying how stakeholders will be kept informed of the project's progress and what information to distribute, means and frequency of distribution, and those in charge of the process. a detailed description of the products or services to be purchased from suppliers, the justification for purchasing each product externally rather than internally, and the product delivery schedule; and a phase review will be conducted to ensure that the project has been well planned to achieve its objectives in order to prepare a completed project plan (Westland,2006).

## **2.6 Project Implementation**

Project implementation (or project execution) is the phase where visions and plans become reality. This is the logical conclusion, after evaluating, deciding, visioning, planning, applying for funds and finding the financial resources of a project. Executing also refers to implementing the project plan, since without a plan there is no control, Heagney,2012

It is important to take into account that independently of the nature of the project, implementation takes time, usually more than it is planned, and that many external constraints can appear, which should be considered when initiating the implementation step (i.e., seasonality in availability of community engagement/resources) (NETSSAF 2008).

According to Jugdev and Muller (2005), the project implementation process is complex, usually requires extensive and collective attention to a broad aspect of human, budgetary and technical variables. In addition, projects often possess a specialized set of critical success factors in which if addressed and attention given will improve the likelihood of its successful implementation.

## Objectives of the Implementation Phase

The objectives of the implementation phase can be summarized as follow:

- ✓ Putting the action plan into operation (PHILIP et al. 2008).
- ✓ Achieving tangible change and improvements (PHILIP et al. 2008).
- ✓ Ensuring that new infrastructure, new institutions and new resources are sustainable in every aspect (MORIARTY et al. 2007).
- ✓ Ensuring that any unforeseen conflicts that might arise during this stage are resolved (MORIARTY et al. 2007).
- ✓ Ensuring transparency with regard to finances (MORIARTY et al. 2007).
- ✓ Ensuring that potential benefits are not captured by elites at the expenses of poorer social groups (MORIARTY et al. 2007).

## 2.7 Project Monitoring and Controlling

The project manager engages on monitoring and controlling the activities, resource and expense in order to meet customer's acceptance while producing the deliverables. A number of management processes are undertaken to ensure that the project proceeds as planned. Those processes performed to complete the work defined in the project management plan to satisfy the project specifications (Westland,2006).

Basically, this activity is monitoring and controlling of the project status. During this stage the following activities will be conducted: controlling changes and recommending corrective or preventive action in anticipation of possible problems; monitoring the ongoing project activities against the project management plan and the project performance measurement baseline; but only approved changes are implemented(Westland,2006).

## 2.8 Project Closure

A project closure stage is the last phase in the project life cycle. Gaining of the customer's acceptance means the project has met its all objectives and it is ready for closure (Westland,2006). This phase involves letting the final deliverables to the customers, giving the

project document, closing of the project supplier contracts and letting go remain resources(Westland,2006).

In order to bring the project in to completion the project team needs to be engaged on some activities during the closure phase. The team performs a project closure; review project completion: the final activity within a project is conducting a post evaluation of the project to determine if objectives are met through the management processes outlined in the planning phase (Westland,2006).

To determine how well the project performed and to have understanding on the project result on the organization, and assessment how the project have done, in terms of the scope, budget, schedule, customer's criteria and its objectives; list and documented the key achievements and lessons learnt and then presented to the customers. And, this shows the completion of the project.

## **2.9 Project success critical factors**

Project management researchers have been striving to identify factors that lead to project success since the 1960s and have attained several conclusions that have been largely disclosed in project management literature.

However, in spite of all the effort to determine projects' success factors, despite all the acquired individual and collective experience in project management, and despite 22 the continuous growth in project management professional bodies' membership, project results are still disappointing to the different stakeholders(Turner,2004).

Although there has been a consensus regarding the importance of the concept of success factors for project management practice, project management scholars have different views and definitions of this aspect. A project is successful when it reaches its triple objective that is finished within time, scope and quality (PMI, 2008).

Project success can be identified by its completion on time, within budget and to specification especially for information technology projects as the standard for judging success. According to Erling the above definition is a traditional view. He represented as; the overall project success is deal with the wider and long term impact of the project.

This means a project success is both the project management success and the project product success. This implies the successful achievement of the triple objectives; the attainment of cost,

time and quality objective in accordance with the quality of the project management process((Erling,2006).

### **Empirical Literature**

Sintayehu fiseha (2017), Assessed Practices and Challenges of Knowledge Transfer in offshore outsourced Telecom Project in the Case of Ethio Telecom found that the current knowledge transfer 25 practices are not mature in areas such as establishing processes and procedures, incentive schemes, and evaluation of training quality and content. There are also different challenges found to impact the effectiveness of knowledge transfer such as lack of organizational readiness, organizational politics, national culture, language barrier and informal relationships. Moreover, factors such as dissemination capability, willingness, trustworthiness, and knowledge complexity has been perceived as significant factors affecting knowledge transfer in outsourcing projects of the telecom sector. Thus, this study suggested for the project to implement project management knowledge areas by following formal procedures based on the processes under each knowledge areas.

Addisalem Bekele (2017), Tried to assess the Implementation of Project Portfolio Management and Its Challenges: The Case of Ethio Telecom Wireless Network Program of Addis Ababa, explained that, when maturity of PPM of an organization increases, capability to handle and prevents the different challenges of PPM increases and reaping of all the benefits of PPM practice can be achieved, Effective capturing and dissemination of lesson learned and best practices of the application of PPM for all stakeholders of PPM are essential, communication regarding strategic direction of project portfolio for all the stakeholders is essential for creating a devotion to strategy throughout the structure of PPM governance, integration management is critical factor for successful implementation at the same time handling of challenges of PPM; so that the role of PMO to give an organizational focus on improving the management of project portfolio and builds up a common set of practices, principles and templates for managing projects portfolio is essential.

Rahel Gebre (2018)’’ Assessment of Execution Practice of Social Work Project in Selected Local NGOs in Addis Ababa, Ethiopia’’. the study arrived to the conclusion that project is implemented based on given schedule and there is fair level of governmental support and community participation but its challenging to implement project based on scope and quality.

This study finds fund and financial 26 situation of the organization, and country regulation and policy as leading challenges that affect the social work project implantation practice in local NGOs.

Meaza Tegenu (2018) ‘‘Assessment Of Practices And Challenges Of Implementing ICT Project Management In Ethio-Telecom’’, identified that Project scope management, project time management, project quality management, project risk management, project communication and project stakeholders knowledge area are highly practiced during the implementation of the ICT projects whereas project integration management project time management and project procurement management knowledge areas are practiced at low level lack of relevant training and procurement delay were the main challenges during the implementation of the ICT projects and recommended that the organization should give special attention to project cost management, project human resource management and project procurement management knowledge areas.

## **CHAPTER THREE**

### **RESEARCH METHODS**

The purpose of this chapter is to explain the research methods and design employed in this study. The research design, target population, data collection methods, validity and reliability, data analysis methodologies, and ethical considerations will all be discussed.

#### **3.0 Research Design**

The research design will focus on descriptive research design and explanatory where the researcher will focus on theory-based design primarily interested in describing the topic that is the subject of the research. It is a qualitative research design Which is, create by gathering analyzing and presenting collected data.

#### **3.1 Description of study area and target population**

The study area focus on the implementation practices and challenges of project EAMR in the case of save the children. The target population focus on project team members in different position from community mobilizer to project manager as well as project beneficiaries. 30 questioners is collected and analyzed during the data collection phase from the project team.

#### **3.2 Sampling techniques**

A census method is employed in aim of collecting data from all active employees of project execution process. In general, data is collected from those who are actively participating in the project. I distributed 30 questionnaires to the respondents. As mentioned above, employees of the project who are directly participating in the implementation of the EAMR project have been considered to be the population of this study. This include senior & support staffs, project team at the country level, and partner organizations. The respondents are selected based on their responsibility on the project; individuals who can tell about the project according to the purpose of this study.

#### **3.3 Data collection**

As previously stated, the instruments used to collect primary data included a questionnaire for the team. The team questionnaire is divided into three sections: section I, an introductory letter to respondents and a general respondent profile, section II, open-ended questions to gather

respondents' perceptions of the project's implementation practice, and section III, closed-ended questions about project implementation challenges.

Secondary data is reviewed from related research works, documents, books, dissertations, public journals, and the studies under the project organization

### **3.4 Data analysis**

Data analysis, according to Mosby (2009), is the process of coding, classifying, and tabulating information needed to undertake quantitative or qualitative analysis in accordance with the research strategy and data. The analysis' findings will be presented in tables, and clear conclusions and recommendations will be made based on them.

### **3.5 Reliability and Validity**

Reliability is referred to the stability of findings, whereas validity is represented the truthfulness of findings (Altheide and Johnson, 1994, cited in Haradhan M., 2017). Internal consistency evaluates the consistency of results across factors within a test. Cronbach's alpha is the most used internal consistency measure, which is generally founded as the mean of all possible split-half coefficients (Cortina, 1993, cited in Said Taan EL Hajjar, 2018). A Cronbach's alpha value of around 0.70 or greater is widely considered desirable though above 0.45 is acceptable and sufficient (Keith S. Taber, 2016). In order to ensure the validity and reliability of the case study, variables are broadly discussed and stated in position. Reliability of the measurement instruments is hence supplemented. All the data acquired from the project participants are cross checked and compared.

### **3.6 Ethical Consideration**

Research ethics is important in our daily life research endeavors and requires that researchers should protect the dignity of their subjects and publish well the information that is researched (Fouka & Mantzorou, 2011, cited in Akaranga and Makau, 2016). The identity of the target individuals participated in this case study and the information gathered were treated confidentially and communicated in such a way. A clear purpose of the research work was introduced to the participants on voluntary basis.

## CHAPTER FOUR

### RESEARCH ANALYSIS

This chapter deals with the findings of the research questionnaire and presented in order to drive conclusion and recommendations.

#### 4.0 Introduction

This chapter shows the results of the collected data analyzed and put in a table. The survey was distributed to 30 active contributors to the project from various sectors and organizations. We also answered 27 questionnaires and collected them from the respondents.

As mentioned in Chapter 3, the questionnaire consists of three sections. The first section consists of questions about the respondents' demographic profile; the second section consists of questions related to how to implement Project, and the third section consists of questions about issues in Project Implementation challenges.

#### 4.1 Respondents personal Information

Below is summary of the background information of the respondents accordingly

Variables		Freq	Percent
Sex	Male	13	48.1
	Female	14	51.9
	Total	27	100%
Age	< 25	6	22.2
	26-36	15	55.6
	36-46	5	18.5
	>45	1	3.7
	Total	27	100%
Edu	Diploma	3	11.1
	Degree	13	48.1
	Masters	10	37
	PHD	1	3.7
	Total	27	100%

<b>Position</b>	Project Manager	3	11.1
	Project Officer	6	22.2
	Project Specialist	1	3.7
	Community officer	4	14.8
	Community mobilizer	9	33.3
	Other roles	4	14.8
	Total	27	100%
<b>Work Experience</b>	1-5	17	63
	6-10	2	7.4
	11-15	6	22.2
	>15	2	7.4
	Total	27	100%

*1.1 Table of background analysis*

**4.2 Age and sex of the respondents**

The above table shows the analysis of the respondents based on the set variables; during data collection, 13 male respondents contributing to 48.1 percent and 14 female respondents contributing to 51.9 percent have responded the distributed questionnaires. It shows that majority of the respondents age is between the range of 26-36 contributing to 55.6% of the total respondents, following respondents of age range 16-45 contribute a total number of 5 and 18.5%, respondents age below 25 is total number of 5 and 22.2% lastly, we have 1 respondent above the age of 45 contributing to 3.7% of the total response.

**4.3 Education Level of the respondents**

From the total response diploma holders account 3 and a total percent of 11.1. Degree holder respondents have the majority group with a total number of 13 and contributing to 48.1 percent. Masters holders' total number of 10 respondents and 37% while we only have one PHD holder respondent accounting to 3.7% of the total response.

**4.4 Position of the respondents**

The questionnaire had 3 response from project managers who are in senior and junior level accounting to 11.1%. Project officers of different area such as livelihood, case management, MEAL officers accounted a total number of 6 and 22.2%. 1 project specialist accounting to

3.7%. 4 community officers with 14.8% and 9 community mobilizers accounting to 33.3 percent. 4 Questionnaires were filled by other role holders such as Technical advisor, CPIMS officer, Counselor and Shelter manager accounting to 14.8% of the response.

#### 4.5 Work Experience of the respondents

Majority of the respondent work experience is in the range of 1-5 which counts to 17 respondents and a total of 63% followed by 6 higher level respondents with a working experience of 11-15 and accounting to 22.2 % . 2 respondents in the range of 6-10 and 7.4% contribution. Lastly, 2 respondents above the age of 15 and contributing to 7.4 person of the study response.

#### 4.6 Result and analysis on the project implementation questionnaire

In this part of the questionnaire respondents were asked to rate their level of understanding regarding the project implementation phase of EAMR project and their responses presented in the table below in the form of percentage of strongly disagree, disagree, neutral, strongly agree, and agree.

	<b>During the Implementation phase</b>	<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>
<b>1</b>	Is the program implementation process clear and realistic?	7.4%	66.6%	22.2%	3.7%	
<b>2</b>	Is the program implementation process contextually appropriate in relation to the situation of target group?	14.8%	59.2%	14.8%	11.1%	
<b>3</b>	To what extent does the program address an identified need?	11.1%	48.1%	40.7%		
<b>4</b>	How well does the program align with institutional priorities?	29.6%	51.8%	18.5%		
<b>5</b>	Is working processes/approaches adequate?	7.4%	70.3%	14.8%	7.4%	
<b>6</b>	Is the program implementation process translated in a clear, realistic manuals and annual plan?	18.5%	37%	37%	7.4%	
<b>7</b>	Do you have the necessary manuals strategies that help to implement the program?	14.8%	40.7%	37%	7.4%	
<b>8</b>	Are responsibilities clearly allocated among the implementers and staffs?	7.4%	48.1%	18.5%	25.9%	

*1.2 table of project implementation analysis*

According to the above analysis during the implementation phase majority of the respondents, strongly agree and agree 7.4%, 66.6% respectively that the program implementation process is clear and realistic even though 22.2% and 3.7% account for neutral and disagreement respectively. Is the program implementation process contextually appropriate in relation to the situation of target group have 14.8% strong agreement and 59.2% agreement while 14.8% neutral and 11.1% disagree? To what extent does, the program address unidentified needs have 11.1% strong agreement and 48.1% agreement and 40.7% neutral. How well does the program align with institutional priorities has received 29.6% strong agreement and 51.8% agreement with 18.5% neutral. Is working process adequate has received 7.4% strong agreement, 70.3% agreement and 14.8% neutral with 7.4% disagreement. Is the program implementation process translated in a clear, realistic manuals and annual plan received 18.5 strong agreement, 37% agreement, 37% neutral and 7.4% disagreement. Do you have the necessary manuals strategies that help to implement the program plan received 14.8% strong agreement, 40.7% agreement, 37% neutral and 7.4% disagreement. Lastly, are responsibilities clearly allocated among the implementers and staffs received 7.4% strong agreement, 48.1% agreement and 18.5% neutral with the highest disagreement rate of 25.9%.

One of the research objective of this study is to find and assess the strategies and implementation practices of the EAMR. With the above questions it is seen that majority of the project team agree and understand the implementation practices deployed. But nevertheless we see minor of the staff having a neutral voice and some small amount of disagreements these might be due to turnover of employees and new employees lacking deep knowledge of the project implementation practices and strategies. It is also suggested in later part of the study to have full orientation project induction of all new and refresher seminar of current employees.

	<b>Capacity Building</b>	<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>
<b>9</b>	Have capacity-development needs of implementing institutions been discussed	7.4%	70.3%	14.8%	7.4%	
<b>10</b>	Are there adequate capacity-building tools available?	29.6	44.4%	18.5%	7.4%	
<b>11</b>	Have activities to develop capacity been identified in the plan	18.5%	55.5	11.1%	3.7%	
<b>12</b>	Are staff numbers and their qualifications as well as skills adequate to meet the actual workload?	14.8%	59.2%	18.5%	7.4%	
<b>13</b>	Do the unit/ department/ directorate/team have fulfilled the required number of employees?	14.8%	40.7%	22.2%	22.2%	
<b>14</b>	Is staff performance adequate, considering the circumstances?	18.5%	59.2%	14.8%	7.4%	
<b>15</b>	Are financial means adequate to achieve the desired goal?	22.2%	44.4%	14.8%	14.8%	3.7%

### *1.3 capacity building and financial analysis*

According to the above table, the researcher intended to find feedbacks regarding capacity building of employees who are responsible in implementing the project on the ground. Have capacity-development needs of implementing institutions been discussed 7.4% strong agreement and 70.3% agreement with 14.8% neutral and 7.4% disagreement. Are there adequate capacity-building tools available? Received 29.6% strong agreement 44.4% Agreement 18.5% Neutral and 7.4% disagreement. Have activities to develop capacity been identified in the plan strong agreement of 18.5% agreement of 55.5% neutral vote of 11.1% and 3.7% disagreement. Are staff numbers and their qualifications as well as skills adequate to meet the actual workload? Strong agreement of 14.8% agreement of 59.2% neutral vote of 18.5% and 7.4% disagreement. Do the unit/ department/ directorate/team have fulfilled the required number of employees, received strong agreement of 14.8% agreement of 40.7% neutral vote of 22.2% and high disagreement

with 22.2%. Is staff performance adequate, considering the circumstances received strong agreement of 18.5% agreement of 59.2% neutral vote of 14.8% and disagreement of 7.4%. Are financial means adequate to achieve the desired goal received 22.2% with 44.4% agreement 14.8% neutral vote 14.8% disagreement 3.7% strong disagreement.

	<b>Information and communication</b>	<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>
<b>16</b>	Does the existing mechanisms to facilitate coordination and communication among stakeholders been discussed?	22.2%	33.3%	25.9%	18.5%	
<b>17</b>	Does the implementing institution's have developed and maintained partnerships and networks with important stakeholders?	18.5%	62.9%	7.4%	11.1%	
<b>18</b>	Are there adequate information technologies in place to manage the program?	29.6%	37%	22.2%	11.1%	
<b>19</b>	Is there a standard guideline and support for monitoring and evaluation system?	40.7%	44.4%	11.1%	3.7%	

#### *1.4 Information and communication analysis*

In the above table questions regarding information management and communication among stakeholders were tried to be assessed. Accordingly, Does the existing mechanisms to facilitate coordination and communication among stakeholders been discussed received 22.2% strong agreement 33.3% agreement 25.9% neutral vote and 18.5% disagreement. Does the implementing institution's have developed and maintained partnerships and networks with important stakeholders received Strong agreement 18.5% agreement of 62.9% neutral vote of 7.4% and disagreement of 11.1%. Are there adequate information technologies in place to manage the program strong agreement of 29.6% agreement of 37% and neutral of 22.2% while 11.1% disagreement. Is there a standard guideline and support for monitoring and evaluation system strong agreement of 40.7% agreement of 44.4% neutral 11.1% and disagreement of 3.7%.

#### 4.7 Open End question Analysis

The questionnaire had 4 open end questions to understand the project challenges and risk management during the implementation. Accordingly, different opinions and feedbacks have been given from respondents. The researcher analyzed the response using APR analysis method on spreadsheet where all individual inputs will be labeled according to categories and subcategories. By sum up similar inputs, the researcher has tried to draw bigger picture of most mentioned challenges and limitations regarding the project implementation, risk and change management and on topics and service, which respondents think should be modified.

Q1, Any challenges/limitations of the project in executing its roles at your institutional level?

Categories	Response
WBS	<ul style="list-style-type: none"> <li>✓ poor integrated programing among the thematic areas</li> <li>✓ activities are not detail and well organized</li> <li>✓ directives and proclamation signed by the government is not applicable at the grass root level</li> <li>✓ poor synergy between the implementers and sub award partners</li> <li>✓ role and responsibility is not clearly shared among stakeholders</li> <li>✓ unclear project staff responsibility to work to on the ground ,</li> <li>✓ the agreement between stakeholders and partners is not clear,</li> <li>✓ clear job description with responsibilities</li> <li>✓ Lack of Accountability.</li> </ul>
Turnover	<ul style="list-style-type: none"> <li>✓ Staff turnover due to incompetent salary and benefits</li> <li>✓ There are high turnover in the project,</li> <li>✓ staff turnover due to low salary affect the implementation,</li> <li>✓ Staff turnover</li> </ul>
Line of communication	<ul style="list-style-type: none"> <li>✓ regular coordination meeting is not in place</li> <li>✓ unstrengthen linkage with stakeholders in Woreda level also with supportive organization</li> <li>✓ Unsolved conflict among the people, miss understanding of project ideas from the community insufficient communication process.</li> <li>✓ the responsibilities of the partners are not discussed clearly,</li> </ul>

	<ul style="list-style-type: none"> <li>✓ It lacks horizontal information networking between staff,</li> <li>✓ Reporting</li> <li>✓ Miscommunication is also dangerous for project teams because of its affects their team work,</li> </ul>
Constraints (time, budget, quality output, resources)	<ul style="list-style-type: none"> <li>✓ Time constraint</li> <li>✓ Lack of expert on project Leadership.</li> <li>✓ Financial</li> <li>✓ Unable to assign permanent transportation facility for FTR,</li> <li>✓ Because of limited resource</li> <li>✓ lacks access of resource</li> <li>✓ Delay in project start up,</li> <li>✓ Quality program delivery,</li> <li>✓ Budget with Beneficiary expectations,</li> <li>✓ late startup,</li> <li>✓ delay in activity implementation</li> <li>✓ budgeting issues and limited engagement of stakeholders</li> <li>✓ ,lack of clear goals and success criteria</li> <li>✓ meeting target goals</li> <li>✓ Transportation services is not available when need to take children to aggar Ethiopia</li> </ul>
Inflation	<ul style="list-style-type: none"> <li>✓ market price changing at alarming rate</li> <li>✓ With the current inflation majority of the intervention needs to be revised,</li> </ul>
Risk and change mgt	<ul style="list-style-type: none"> <li>✓ Setting up change management plan.</li> <li>✓ High risk during Reunification of children so safety and security issues must be prioritized</li> <li>✓ Inadequate risk management...</li> </ul>

In conclusion, from the above table 50 different challenges and limitation has been mentioned from respondents. The researcher has grouped these inputs in 6 categories. Such as challenges/ limitations related to not having a clear understanding of the WBS among stakeholders and

project teams; not having a strong line of communication among stakeholders and within the team members; challenges related to project constraints such as quality output resource limitation; budgeting and delivering actual work on time. Turnover of employees is also the most mentioned challenge of the project as well as inflation and economic status condition of the country makes the capacity of the project budget to decrease. Lastly, not being aware of the risk and change mitigations that are placed in the project is also mentioned as limitations.

Q2, Are there any risk that arises during implementation. (YES/NO)

If yes, please explain?

Categories	Response
<b>Safeguarding risk</b>	<ul style="list-style-type: none"> <li>✓ Only one community mobilizer assigned to move the child from one region to another with public transport, with the current political instability when we assign female CM for FTR service they are exposed for more risks.</li> <li>✓ The security situation and internal conflict in the implementation area, child trafficking from rural to urban</li> <li>✓ Safety and security of project staffs specially on Metema area, unpredictable cross boarder issue</li> <li>✓ unpredictable policy changing that allows the target groups to be incorporated in the local economy</li> <li>✓ Poor infrastructure and vulnerable target groups engaging on negative coping strategy.</li> <li>✓ security issues during reunification on the way to reunify children</li> <li>✓ The process of FTR in public transportation will be in risk for children safe arrive issue, unavailable linkage between some other supportive organizations as if health center will lead us on risk to transfer their case.</li> </ul>

The most mentioned risk is regarding safeguarding; respondents believe during FTR there is high risk of danger that can harm beneficiaries and staffs due to the current political problem and instability. More over the use of public transportation to reunite children with their caregivers have a risk by itself.

Q3, What are the programs and specific activities that should be modified in order to strengthen the service?

Categories	Response
	<ul style="list-style-type: none"> <li>✓ coordination with potential stakeholders should be strengthened. The target group or the beneficiaries should be the center of the attention, staff and stakeholders capacity building, Advocacy on the rule, regulation and policy should be done at national level, multi stakeholder workshop and dialogue should enhanced, Job fair and round table discussion should be organized on creating employability of youths in the local economy.</li> <li>✓ Training per dim for youths need to be improved, activities should be implemented in timely manner and in required quality; reports should be prepared in detail from all staff and need to be compiled accordingly.</li> <li>✓ Program management be interlinked with other shelter local ngo also make case management acceptance broad. In activity level, I suggest supporting livelihoods of the family and children on the move as well as make an relation with responsible worker.</li> <li>✓ Follow up of children after reunification, Budget for transportation; Increase the salary so that the employees will stay in the project, strength the capacity of employees.</li> <li>✓ Clear MOU agreements between stakeholders and partners, continuous meeting with partners</li> <li>✓ Monitoring and evaluation. Reporting and quality assurance issues need to be modified. Program priorities plan to address the humanitarian needs of the program targets.</li> <li>✓ Awareness about the project implementation among partners, Beneficiaries, community and staffs &amp; strengthen coordination among stakeholders</li> </ul>

	<ul style="list-style-type: none"> <li>✓ target beneficiaries need to be revised, a focus on livelihood support</li> <li>✓ Team Building games, exercise and activities enhance the strengths of service overall the organization can look to build capacity in order to strength, at individual; at organizational as well at system</li> <li>✓ There should be collaboration and coordination work between NGO and service provider, also government and community. Create community aware of child protection, need regular training for part of the program</li> <li>✓ the program should consider emergency setting</li> <li>✓ emergency setting should be included</li> <li>✓ Clear information should have been shared among partners especially in FTR services.</li> <li>✓ For each strategy, identify specific community and system changes, new or modified programs, policies, and practices) to be sought. After compiling a list</li> <li>✓ Staff turnover, cost inflation, limited partners commitment, security issues at Metema</li> </ul>
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Q4, How do you manage risk and change during the project implementation?

Responses

- ✓ By consultation with line managers and paving relevant mitigation ways.
- ✓ Create a project risk register, identify project risk, identify opportunities determine livelihood and impact, determine the response. Interview project stakeholders. Regularly review project risk. Continuous monitoring and evaluation.
- ✓ Coordinate with responsible stakeholders and partners
- ✓ Timely identification planning and strategy development are critically managing risks during program implementation.
- ✓ Developing appropriate mitigation plan based on risk assessment conducted during project development on the risk assessment.

- ✓ Risk Mitigation plan was developed at the start of the project and we will implement it to be able to manage risk. BCP/Adaptation.
- ✓ Potential foreseen risks are considered during project planning phase and mitigation procedures and business continuity plan is in place.
- ✓ We manage risk and change during the project implementation by discussing the situation with the team members, senior program managers and also with the donors to come up with solution and minimize the damage.

Based on the above feedbacks from respondents it shows that there are different challenges and risk that majority of the team agrees on and believe to have different thoughts on how to manage this risks and achieve intended outcome.

## **CHAPTER FIVE**

### **CONCLUSION AND RECOMMENDATION**

This chapter drives conclusion and future recommendation based on the data analysis and findings method in the above chapter.

#### **5.0 Summary**

In summary, the research has identified that the EAMR project plays a great role in tackling the migration problems by working with the government of Ethiopia it plays a supporting role to the government to tackle the issue. The project have a great strategy deployed that works with synergy with different non-governmental and government organization.

The research has also identified some challenges and limitations that hinder the project achieving its goal it is analyzed that not knowing the WBS responsibilities among partners and teams, constraints such us resource, time, quality output and budget, turnover of staff, line of communication and inflation are seen as hindering factors of the project.

The research has also find that the risk mitigation plans are set and developed by the above managers however, the overall team does not have in-depth knowledge of the set mitigation and risk register. The team needs to be briefed about the risk mitigation plan set and register any immediate risks that arises.

#### **5.1 Conclusion**

This study identified the major projects implementation practices and challenges faced by EAMR project implemented by save the children .East African migration project provides a multiple benefits for urban refugees returnees and internally displaced people. The project has a system strengthening component through supporting the quality of services delivered by local partners and authorities, working to strengthen standard operating procedures for the protection of children on the move. Save the Children and local partners will improve the availability and accessibility of appropriate and child-sensitive services in the locations of concern. With the ambition to work collaboratively with government and non-governmental actors, including children and youth on the move.

## 5.2 Recommendation

- ✓ Setting up sustainable services that grounded in communities.
- ✓ Building capacity at institutional and individual levels;
- ✓ Engaging with the private sector to provide migrants with training and livelihoods opportunities, which respond to local market needs that are not otherwise fulfilled;
- ✓ Developing and strengthening partnerships for service delivery and advocacy;
- ✓ Informing innovative migration programming in the region or in similar contexts – building on the EAMR project’s findings and best practices.
- ✓ Forward planning to map out required staff and volunteers with specific skill sets and launch timely recruitment would be done, once the contract is signed, to speed up the process and mitigate the turnover.
- ✓ All staff Should be familiarized with the safety and security management plan through a security briefing as standard part of staff induction and through regular refreshers. The safety and security management plans are regularly review and updated based on the latest intelligence available from SCI, Country Offices, other actors, government authorities, army and law enforcement, etc.

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**Appendix**  
**QUESTIONNAIRE**

**ADDIS ABABA UNIVERSITY SCHOOL OF COMMERCE**  
**MASTERS OF ARTS IN PROJECT MANAGEMENT**

**Dear Participants,**

Hello, my name is Yemhretkal Teshale and I am a current MA student in Project Management at Addis Ababa University School of Commerce. As part of my MA in project management I am assessing project **implementation practice and challenges of EAMR(east African migration routes) project; the case of Save the Children.**

The purpose of this questioner is to gather information on the practice and challenges of EAMR implementation phase. This questionnaire will only be used for academic purpose. Thus does not affects you in any case. Therefore, your genuine, frank and timely response is vital for successfulness of the study. In addition, I hereby assure you that all the information will remain confidential and do not include your name in the questionnaires. Therefore, it is your genuine response, which drives to effective analysis and conclusion then fruitful recommendations.

Contact Address if you have any query, please do not hesitate to contact me and I am available as per your convenience at (Mobile: 0911-430537or e-mail: ([merciadam4@gmail.com](mailto:merciadam4@gmail.com)))

This questionnaire will be composed of three parts

- Frist part will be background information
- Secondly, about project implementation practices
- Thirdly, about project implementation challenges

## SECTION ONE BACKGROUND INFORMATION

### 1 Education Level

Diploma     Degree     Masters     PHD

### 2 Sex

Male     Female

### 3 Current Job Position

Project Manager

Project officer

Project Specialist

Community Officer

Community Mobilizer

Other \_\_\_\_\_

### 4 Years of work experience you have on projects

1-5 years     6-10 years     11-15 years     > 15 years

### 5 Age

<25     26-35     36 – 45     > 45

## SECTION TWO PROJECT IMPLEMENTATION PRACTICES

The following lists of statements will be used to get relevant information for the accomplishment of the research objectives. Thus, please indicate your level of agreement with each statement by ticking (✓) on the spaces provided under each option. The options range from Strongly Agree to

Strongly Disagree.

Note: SA - for Strongly Agree

A- For Agree

N- For Neutral

D- For Disagree, and SD- For Strongly Disagree

	<b>During the Implementation phase</b>	<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>
1	Is the program implementation process clear and realistic?					
2	Is the program implementation process contextually appropriate in relation to the situation of target group?					
3	To what extent does the program address an identified need?					
4	How well does the program align with institutional priorities?					
5	Are working processes/approaches adequate?					
6	Is the program implementation process translated in a clear, realistic manuals and annual plan?					
7	Do you have the necessary manuals strategies that help to implement the program?					
8	Are responsibilities clearly allocated among the implementers and staffs?					
	<b>Capacity Building</b>					
9	Have capacity-development needs of implementing institutions been discussed					
10	Are there adequate capacity-building tools available?					
11	Have activities to develop capacity been identified in the plan					
12	Are staff numbers and their qualifications as well as skills adequate to meet the actual workload?					
13	Do the unit/ department/ directorate/team have fulfilled the required number of employees?					
14	Is staff performance adequate, considering the circumstances?					
15	Are financial means adequate to achieve the desired goal?					
	<b>Information and communication</b>					
16	Does the existing mechanisms to facilitate coordination and communication among stakeholders been discussed?					
17	Does the implementing institution's have developed and maintained partnerships and networks with important					

	stakeholders?					
18	Are there adequate information technologies in place to manage the program?					
19	Is there a standard guideline and support for monitoring and evaluation system?					

**SECTION THREE PROJECT IMPLEMENTATION CHALLENGES**

20 Any challenges/limitations of the project in executing its roles at your institutional level?

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21 Are there any risk that arises during implementation? (YES/NO)

If yes please explain?

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22 What are the programs and specific activities that should be modified in order to strengthen the service?

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23 How do you manage risk and change during the project implementation?

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Thank you for your time.