

UNIVERSIDAD PARA LA COOPERACION INTERNACIONAL
(UCI)

PROJECT MANAGEMENT PLAN FOR THE PILOT PROJECT OF EDUCATION
IN EMERGENCY FOR VENEZUELAN MIGRANTS AND REFUGEES IN
ECUADOR

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FINAL GRADUATION PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE
MASTER'S IN PROJECT MANAGEMENT (MPM) DEGREE

Quito, Ecuador

August, 2020

UNIVERSIDAD PARA LA COOPERACION INTERNACIONAL
(UCI)

This Final Graduation Project was approved by the University as
partial fulfillment of the requirements to opt for the
Master's in project management (MPM) Degree

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DEDICATION

“The future has many names:

For the weak, it means the unattainable.

For the fearful, it means the unknown.

For the courageous, it means opportunity.”

(Victor Hugo)

This FGP is dedicated to

all of those who have been part of my

educational and professional development.

ACKNOWLEDGMENTS

First of all, I would like to thank all the teachers who have helped me grow both educationally and professionally; with a special acknowledgement to my Tutor Alejandro Paredes that support me in development of this FGP.

In the same way, I would like to thank my colleagues, for supporting me with their tenacity to be part of this complex career.

Moreover, I want to thank my family for accompanying me all these years on this journey through knowledge and dialectics.

INDEX OF CONTENTS

APPROVAL PAGE	ii
DEDICATION	iii
ACKNOWLEDGMENTS	iv
INDEX OF CONTENTS	v
INDEX OF FIGURES	vi
INDEX OF CHARTS	vii
ABBREVIATIONS AND ACRONYMS	viii
EXECUTIVE SUMMART (ABSTRACT)	ix
1 INTRODUCTION	1
1.1. Background	1
1.2. Statement of the problem	3
1.3. Purpose	4
1.4. General objective	4
1.5. Specific objectives	4
2. THEORETICAL FRAMEWORK	6
2.1 Company/Enterprise framework	6
2.2 Project Management concepts	11
2.3 Other applicable theory/concepts related to the project theme and context	20
3. METHODOLOGICAL FRAMEWORK	25
3.1 Information sources	25
3.2 Research methods	27
3.3 Tools	31
3.4 Assumptions and constraints	33
3.5 Deliverables	35
4. RESULTS	37
4.1. Scope Management Plan	37
4.2. Schedule Management Plan	44
4.3. Resource Management Plan	48
4.4. Stakeholders Management Plan	61
4.5. Risk Management Plan	74
4.6. Communication Management Plan	84
5. CONCLUSIONS	94
6. RECOMMENDATIONS	97
7. BIBLIOGRAPHY	99
8. APPENDICES	103
Appendix 1: Pilot Charter	103
Appendix 2: Pilot WBS	109
Appendix 3: Survey Template	111
Appendix 4: Focus Group Methodology	112
Appendix 5: Schedule of the Pilot	114
Appendix 6: Meeting Agenda Template	117
Appendix 7: Meeting Minutes Template	118
Appendix 8: Slideshow Template	119
Appendix 9: Project Status Report Template	120

INDEX OF FIGURES

Figure 1. NRC Global Strategy 2018 - 2020	3
Figure 2. NRC Strategy Map 2018 - 2020.....	8
Figure 3. NRC Organizational Structure	9
Figure 4. NRC Country Office Organizational Structure	10
Figure 5. Project Initial Context	12
Figure 6. Project Life Cycle	15
Figure 7. The project cycle: major documents and decision	16
Figure 8. UNDP POPP Charter	16
Figure 9. Project Process Group.....	18
Figure 10. Results-based management	18
Figure 11. Project Management Knowledge Areas.....	19
Figure 12. WBS	40
Figure 13. Scope Verification.....	41
Figure 14. Scope Control.....	43
Figure 15. Milestones	45
Figure 16. Schedule Verification.....	46
Figure 17. Schedule Changes	47
Figure 18. Resource Histogram	59
Figure 19. Brainstorming Sessions.....	62
Figure 20. Power/Interest Chart.....	71
Figure 21. Risk Brainstorming	75
Figure 22. Risk Identification Process.....	76
Figure 23. Probability and Impact Matrix	80
Figure 24. Risk Matrix with Response	83
Figure 25. Communication Plan Changes Process	84
Figure 26. Communication Flow Chart.....	89
Figure 27. Meeting Tools	90
Figure 28. Meeting Roles	90
Figure 29. Communication Standart Templates.....	91

INDEX OF CHARTS

Chart N° 1 Information sources 26
Chart N° 2 Research Methods 28
Chart N° 3 Tools..... 32
Chart N° 4 Assumptions and Constraints 34
Chart N° 5 Deliverables..... 35
Chart N° 6 Prioritize Requirements 37
Chart N° 7 Traceability Matrix..... 38
Chart N° 8 WBS Dictionary 40
Chart N° 9 Roles and Responsibilities..... 48
Chart N° 10 RACI Chart 55
Chart N° 11 Performance Review Matrix 60
Chart N° 12 Stakeholders Criteria 63
Chart N° 13 Key Stakeholders..... 67
Chart N° 14 Communication Key Stakeholders..... 68
Chart N° 15 Stakeholders levels of power and interest 70
Chart N° 16 Stakeholders Analysis Matrix 72
Chart N° 17 RBS Structure..... 77
Chart N° 18 Probability Levels 78
Chart N° 19 Impact Levels 79
Chart N° 20 Risk Register 80
Chart N° 21 Risk Response Plan 82
Chart N° 22 Level of Communication by Stakeholders 86
Chart N° 23 Team Directory 87
Chart N° 24 Communication Matrix 88
Chart N° 25 Communication Escalation Model 92

ABBREVIATIONS AND ACRONYMS

Coordination Platform for Refugees and Migrants from Venezuela (R4V)

Country Programme Action Plan (CPAP)

Food and Agriculture Organization (FAO)

Final Graduation Project (FGP)

Hebrew Immigrant Aid Society (HIAS)

Inter-American Institute for Cooperation in Agriculture (IICA)

International Organization for Migration (OIM)

Microsoft Project (MS Project)

Non-Governmental Organization (NGO)

Norwegian Refugee Council (NRC)

Project Management Body of Knowledge Guide (PMBOK)

Risk Breakdown Structure (RBS)

United Nations Children's Fund (UNICEF)

United Nations Development Assistance Framework (UNDAF)

United Nations Development Programme (UNDP)

United Nations Educational, Scientific and Cultural Organization (UNESCO)

United Nations Office for Project Services (UNOPS)

United Nations Refugee Agency (UNHCR)

Water, Sanitation, and Hygiene (Wash)

Work Breakdown Structure (WBS)

EXECUTIVE SUMMARY (ABSTRACT)

After World War II, the humanitarian needs across the world are increasing because of war, natural disaster, or humanitarian crises. Under this crisis, the Norwegian Refugee Council (NRC) is created to help save lives and rebuild futures by providing the population in distress with clean water, food, legal aid, education, and shelter.

Nowadays, the humanitarian crises in Venezuela have deployed a mass migration from Venezuela on a large scale, where one of the main children's right is violated; more specifically: education. Therefore, a process of education in emergency must be deployed in the host countries to allow children to have access to quality education that would increase their possibilities for having access to a better life.

Under this consideration, this Final Graduation Project's general objective is to develop a project management proposal to establish access for Venezuelan migrants and refugee children in Ecuador to safe and quality primary education.

The specific objectives of the project are: to identify Venezuelan children that are outside the education system or at risk of dropping out of primary school to distribute information on how to access primary education in Ecuador, to distribute information and assistance for Venezuelan families on how to access primary education in Ecuador to establish access to safe and quality primary education, to implement a play center and school leveling center for Venezuelan migrants and refugee children that were outside the Venezuela education system to integrate into the Ecuadorian education system, to train public officials from educational districts, on educational inclusion processes and the right of education to generate integration on primary education, to distribute cash transfers to reduce school dropout in the Ecuadorian education system, and to generate a communication campaign to explain the benefits of primary education for migrants and refugees.

For this project, the primary information sources were original documents like surveys and focus groups. And it was complemented by secondary information sources like websites, journal articles, books, and documentaries.

Different types of approaches were used depending on the specific objective that was developed. The methods used were the analytical method, statistical method, and synthetic method. And they were complemented with different types of tools from data gathering, data analysis, data representation, decision-making, communication and interpersonal team tools.

We could conclude that the Management Project Plan developed in this document would take a step forward in the design of projects with the incorporation of the *PMBOK® methodology Guide*.

Every component of this study was geared towards ensuring that the pilot project of education in emergency for Venezuelan migrants and refugees in Ecuador could be executed with the expected results. It contributes to the social and economic integration of Venezuelan migrants and refugees to the Ecuadorian society.

Likewise, to successfully implement the pilot, it was recommended to keep track of the power and influence of new organizations that are part of the humanitarian context in Ecuador.

In fact, it was recommended that the profile of the families that would be supported throughout this project should be taking in consideration for the implementation of pilot. Additionally, developing a vulnerability criteria analysis, to disaggregate the reasons to migrate.

Finally, it was recommended to incorporate more cash transfers in the implementation of social integration like education for migrants and refugees because it allows an economic integration and independence from humanitarian aid.

1. INTRODUCTION

1.1 Background

“The Norwegian Refugee Council is an independent humanitarian organization helping people forced to flee. It works in crises across more than 30 countries, where they help save lives and rebuild futures” (NRC, 2020).

After World War II, the humanitarian needs across the world were critical and humanitarian organizations were created to help and provide the population in distress of clean water, food, legal aid, education, and shelter. Under this idea, the NRC is created to help save lives and rebuild futures.

Children and youth suffer in crises where their normal lives are interrupted, and they must flee from their homes. Education is an important human right that is denied under those circumstances because the governments lose their capacity to deliver education for the population. Moreover, the traumatic experiences that the children and young could go through during a war or humanitarian crisis could weaken its ability to learn, develop, and access opportunities to grow emotionally and socially.

The last country survey collected by the International Organization for Migration (IOM) in May of 2020, about the context in Ecuador exposes that 75% of households have school-age children and adolescents. From this 75%, more than half of the household is waiting for a place in the education system or does not have all the documents for the registration of their children in the education system. In other words, 54,000 Venezuelan children are not part of the education system in Ecuador. For those 54,000 children, the consequences of not being able to access education could lead to child labor and other forms of exploitation.

Education in emergency is important in crisis of external displacement because there are key situations behind each immigration situation and these evidences

demonstrate the deficiencies on the part of the State to be able to guarantee the right to education. The deteriorating situation inside Venezuela has so far left an estimated one million children out of school. Meanwhile, there is estimated that *"between 25,000 and 35,000 Venezuelan migrant and refugee children are out of school in Ecuador"* (RV4, 2020).

Therefore, children that are part of mass migration, initially need to have socio-emotional support for having left their normal life in their country of origin and for everything they go through on the journey from Venezuela to Ecuador.

Subsequently, they need to be children again through the playful approach, to end with the educational deficiencies they faced because of the interruption of their studies. Finally, there should be an analysis of how the receiving state should implement strategies to correct their educational processes, allowing them to return to a normal life.

"The Norwegian Refugee Council provides opportunities for school-aged children (between six and 18 years old) and youth (between 15 and 24 years old, depending on the country) to complete a full cycle of basic education" (NRC, 2020).

The organization supports children and young people with opportunities to access primary education, vocational education, agricultural training, and access to the public education system of the country where the program is implemented, this allows children and young people to progress through all levels of the education system.

The Norwegian Refugee Council Strategy for Education 2018 – 2020 (see Figure 1) focus in 4 areas:



Figure 1. NRC Global Strategy 2018 - 2020. (NRC, 2018)

1.2 Statement of the problem

The Venezuela crisis has displaced 4 million people, with an estimated 1.1 million children and youth affected. “*On average 50 percent of the refugee and migrant children from Venezuela are not enrolled in the primary education system across Brazil, Colombia, Ecuador, and Peru*” (Education cannot Wait, 2019).

While schools in these countries are generally well-resourced, the influx of children is pushing local coping mechanisms and resources to their breaking points. In this volatile and complex context, children – especially girls – are at greater risk of gender-based violence, child labor, sexual exploitation, and human trafficking.

Under this consideration, the implementation of a pilot project in Ecuador for education in emergency for Venezuelan migrants and refugees would be presented to the different stakeholders as a viability to implement this type of education in a humanitarian crisis where the principal element for migrating are economic pressures.

By the implementation of the proposed Final Graduation Project (FGP), the pilot will be better defined to obtain the expected results for future implementation at a national level.

1.3 Purpose

The project will focus primarily on the development of a pilot proposal for education in emergency, that is suitable for the Norwegian Refugee Council (NRC) to implement in the Ecuadorian context.

The project will help sustain, rehabilitate and establish temporary learning spaces, facilitate access to formal education, training public officials from educational districts on educational inclusion processes and educational rights, create community-based back-to-learning campaigns, and to reduce education dropout rates in Ecuador.

The project management plan exposed in this document will complement the projects implemented by the Norwegian Refugee Council, other NGOs, and international organizations in the country.

1.4 General objective

To develop a project management proposal to establish access for Venezuelan migrants and refugee children in Ecuador to safe and quality primary education.

1.5 Specific objectives

1. To identify Venezuelan children that are outside the education system or at risk of dropping out of primary school to distribute information on how to access primary education in Ecuador.
2. To distribute information and assistance for Venezuelan families on how to access primary education in Ecuador to establish access to safe and quality primary education.

3. To implement a play center and school leveling center for Venezuelan migrants and refugee children that were outside the Venezuela education system to integrate into the Ecuadorian education system.
4. To train public officials from educational districts, on educational inclusion processes and the right of education to generate integration on primary education.
5. To distribute cash transfers to reduce school dropout in the Ecuadorian education system.
6. To generate a communication campaign to explain the benefits of primary education for migrants and refugees.

2. THEORETICAL FRAMEWORK

2.1 Organization/Enterprise framework

The Norwegian Refugee Council (NRC) is an organization determined to stand up for the migrants and refugees all over the world. The promotion of rights of the displaced people, the support, and monitor of the people forced to migrate are the core activities of the organization.

The quick response to emergencies, the determination to advocate for displaced people, the reporting of injustices, and the expertise of the equipment in humanitarian crises, promotes the institution as an organization of humanitarian relief that could help develop the countries in distress by war, natural disasters or political issues.

This organization has a global strategy 2018 – 2020 that provides the framework for the organization's implementation programs and projects to ensure that they have coherence and deliver the quality results expected by the organization.

2.1.1 Global strategy 2018 – 2020

This strategy exposes that the people who they support are people that are displaced by war, violence, natural disasters, climate change, humanitarian crisis, and vulnerable migrants. But they would also implement programs and projects to the local communities that could integrate migrants and refugees in the communities and prevent discrimination. It is the goal of the organization to help as many people as possible, but always focusing on the most vulnerable ones.

The Norwegian Refugee Council (NRC) has had the opportunity to become the organization with more experience in the implementation of programs of emergency response capacity and cash-based programming for migrants and refugees. *“In 2018, the organization assisted 1,074,779 children around the world through*

projects of education as the implemented partner of UNCHR and UNICEF". (NRC, 2018).

Under that consideration, the organization wants to keep perfecting those programs and become a reference for other organizations in the direct implementation of humanitarian programs. For this reason, the organization has placed as its core to strengthen their activities based on protection through programs and projects.

Advocacy is a pillar of the implementation of these programs and the projection by the organization in different countries. Under this consideration, the organization would identify the key thematic issues in which they could obtain impact results around the world to advocate for them.

For all of this, the organization would implement in all its programs and projects applying data to strengthen evidence – based decision making and program design. It becomes clear that the need for innovation and technology is key for obtaining better results in the planning and implementation of the programs.

Around the world, more than 5 thousand people work for the Norwegian Refugee Council (NRC) in areas where their support is needed. The majority of the team's members of this organization are local people from the programs and project implemented areas, who once had fled from their homes and know about the difficulties of being a migrant or refugee.

The organization seeks to obtain more funding from different areas of the economy towards durable solutions of migrants and refugees. In the displacement and humanitarian programs, the need for flexible funding is important to support the population in a different kind of need that they could have. For this reason, the organization focuses on private funding that could allow this kind of intervention.

The Norwegian Refugee Council (NRC) Strategy for 2018 – 2020 (see Figure 2) exposed the framework of the organization:

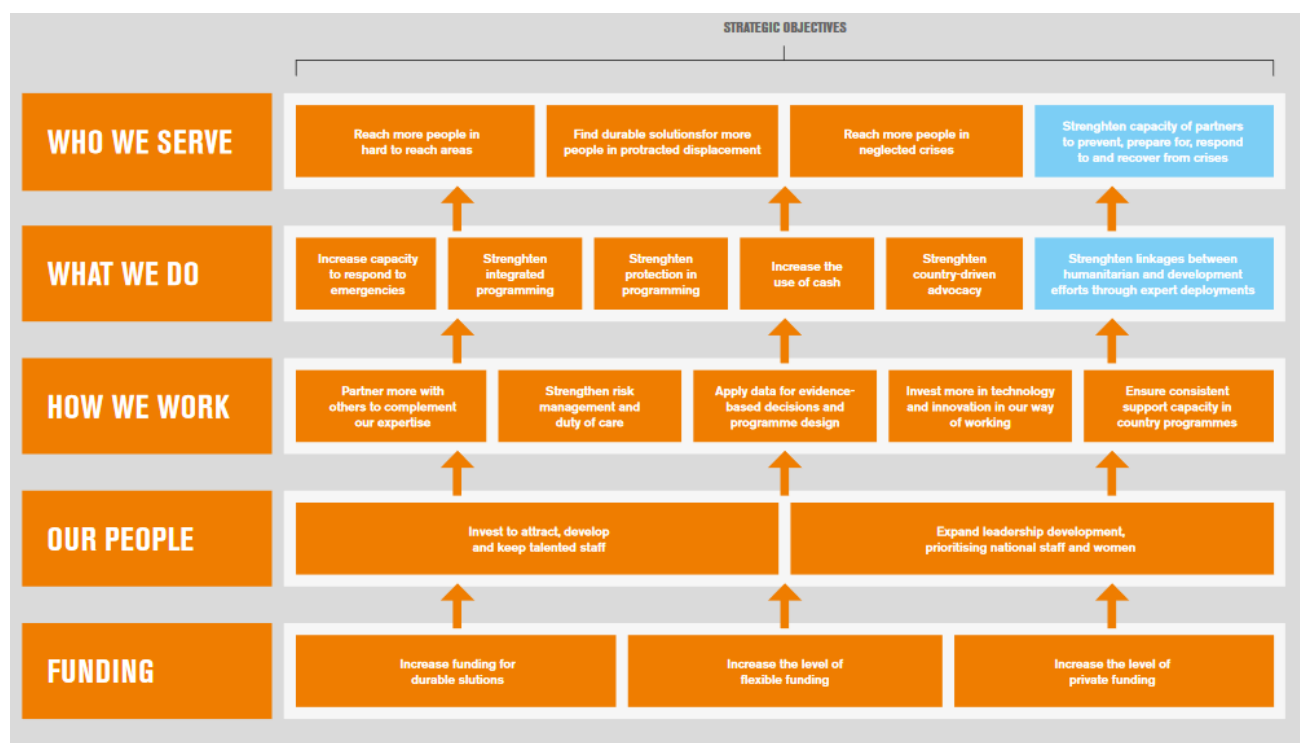


Figure 2. NRC Strategy Map 2018 - 2020. (NRC, 2018)

2.1.2 Mission and vision statements

The Norwegian Refugee Council (2020) exposes as its vision statement “*Rights respected; people protected*”. The pilot proposes in this FGP that it would support the organization to continue and extend its vision in the region.

On the other hand, the Norwegian Refugee Council (2020) exposes as its mission statement “*To protect the rights of displaced and vulnerable persons during crisis through our programmes where we provide assistance to meet immediate humanitarian needs, prevent further displacement and contribute to durable solutions*”. Under this statement, the pilot project describes how it will support the organization to aid contribute to durable solutions. In fact, education inclusion for

children and youth who are displaced by a humanitarian crisis becomes an important area to work in the world.

2.1.3 Organizational structure

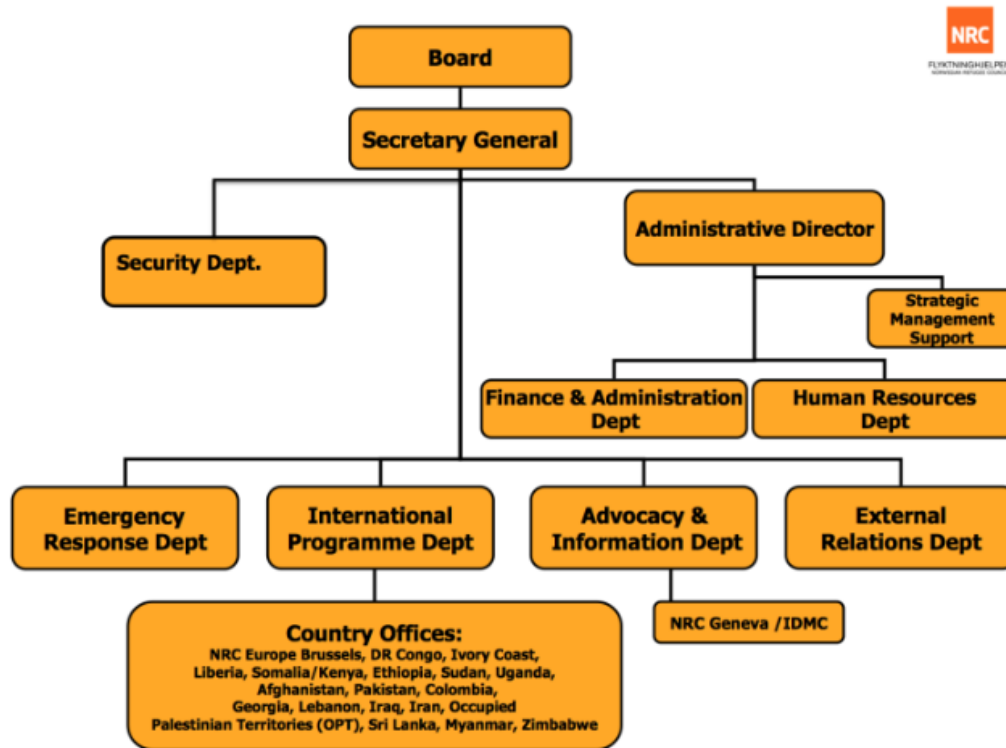


Figure 3. NRC Organizational Structure, (Nicklas Svensson Hannes BertsJens Schjörlien, 2013)

The Norwegian Refugee Council (NRC) is a Norwegian foundation that must follow the rules of the Norwegian law to implement its programs and projects around the world.

Previously, the organization was an association but, in 2005 it converted into a foundation with a hierarchical board and an election committee. This was a result of the funding of the Norwegian Government and, other international organizations like UNHCR and IOM. The board of directors oversees appointing the general secretary that is responsible for the running operations.

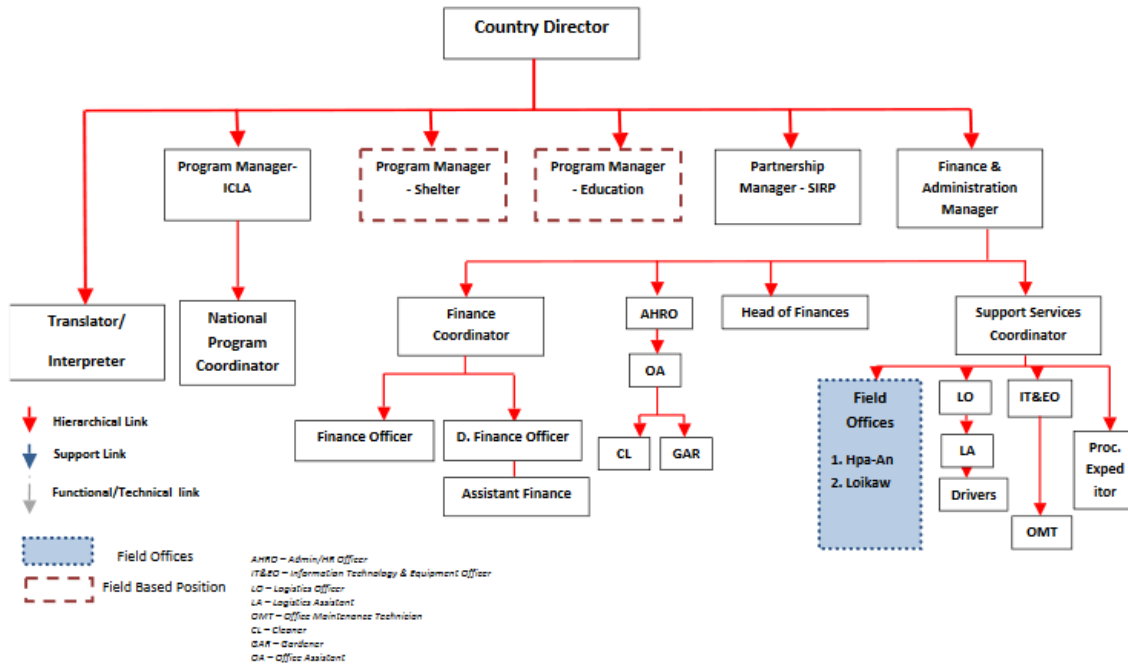


Figure 4. NRC Country Office Organizational Structure (Nicklas Svensson Hannes BertsJens Schjörlien, 2013)

Nowadays, the home office at Colombia that was in charge of Ecuador is changing its structure, because the organization decided to create a home office in Ecuador due to the amount of funding that the country has and the many possible beneficiaries because of the Colombian and Venezuelan crisis.

2.1.4 Products offered

The Norwegian Refugee Council offers different products and services around the world depending on the context of emergency of the area of intervention. Under that consideration, we could find that in the same place 2 or 3 programs could be implemented, and in other areas only 1 program implemented.

The products offered are:

- Education: it promotes inclusion educational programs after a crisis and advocates for the country to implement programs to equalize school years.

- Food Security: it distributes, food, cash, and no cash items that allows the people in displacement to obtain products for their basic needs.
- Information, Counselling, and legal assistance: they support to fulfill the rights of people in displacement and obtain durable solutions in a new country.
- Shelter: it provides physical protection for people in displacement by emergency shelter and housing.
- Water, Sanitation, and Hygiene (Wash): it provides “*appropriate water and sanitation infrastructure, and educating people on good hygiene practices, to displaced families dignifying their living conditions*” (NRC, 2018)

2.2 Project Management concepts

2.2.1 Project

The PMBOK Guide Sixth Edition exposes the definition of a project as “a *temporary endeavor undertaken to create a unique product, service or result*” (PMI, 2017). By this concept, we could say that a project should achieve a certain objective that is defined as “*outcome toward which work is to be directed*” (PMI, 2017).

It is also necessary to point out that a project could be made in all the organizational levels that exist and the main purpose of a project is to drive change in organizations because it could give business value to the organization by the objective or product that is achieved.

On the other hand, we should take into account that a project is planned because there is an initiation context at which the project would change in response to the factors that need to change, we could find those factors in Figure 5.

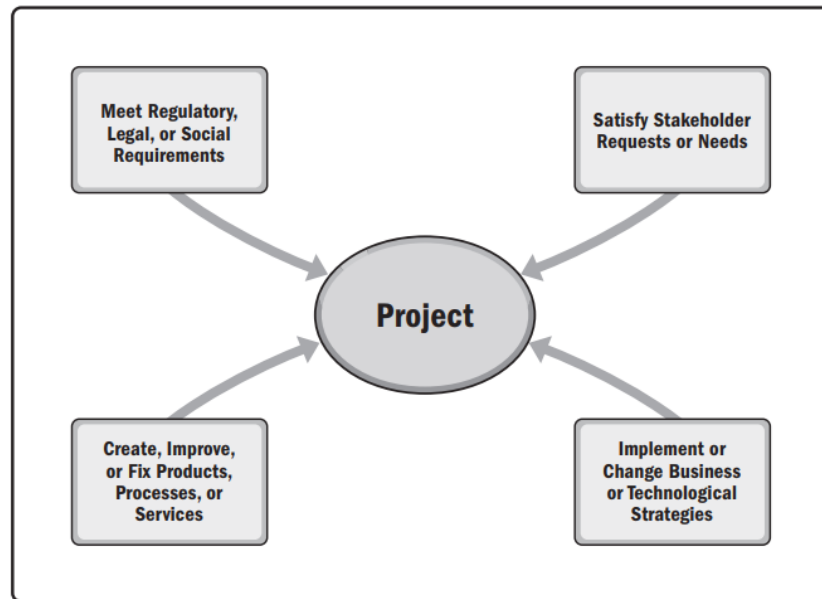


Figure 5. Project Initial Context (PMI, 2017)

The Norwegian Refugee Council (NRC) use the projects to achieve the goals of the organization and present specific products or services in every area of expertise that are needed by people in displacement.

The United Nations Development Programme (UNDP) exposes the term projects as an integral component of a UNDP programme. At the country level, they are embedded in the Country Programme Action Plan (CPAP) or United Nations Development Assistance Framework (UNDAF).

The Inter-American Institute for Cooperation in Agriculture (IICA) concept of project exposes it as a result of the prospective planning undertaken by an action unit to develop one or more institutional products oriented towards attaining a specific economic or social development objective.

Under those considerations, the FGP presented in this document would contribute with a project pilot that could be replicated by the organization at the national level

helping the migrants and refugees that leave their homes because of humanitarian crises.

2.2.2 Project management

The PMBOK Guide Sixth Edition exposes the definition of Project Management as *“the application of knowledge, skills, tools, and techniques to project activities to meet the project requirements”* (PMI, 2017).

In other words, project management allows the companies to execute projects efficiently without the use of resources that are not needed in the implementation of the project for achieving the expected results.

In the Norwegian Refugee Council, project management is very important for the implementation of the project. Under this consideration, the organization hires project managers for every project that is implemented. Between the duties that they expose the organization for project managers we could find:

- *“The Project Manager will provide leadership in the implementation of the project at all levels including initiating and undertaking multisectoral assessments, proposal development, and donor reporting, promoting an integrated approach in addressing needs and in lead in the review and evaluation of the project.*
- *The Project Manager will also have a key role in monthly Area-level meetings to ensure that projects are being delivered on target, implemented according to the budget, and proper financial monitoring is undertaken.*
- *The Project Manager will ensure the quality of project delivery and the use of M&E to support regular learning.*
- *The Project Manager will have a representational role in terms of developing close and collaborative relationships with all key stakeholders for successfully project deliverable as well as representing NRC in relevant camp-level and County-level coordination forums.*

- *The Project Manager will take the lead on developing timely and quality reporting to project donors and supporting proposal development for identified new funding opportunities”.*

(Project Manager at NRC, 2020)

For the United Nations Development Programme (UNDP) a project manager should have as responsibilities:

1. *Project Management (40%): Day-to-day management and implementation to ensure achievement of project results and delivery of outputs & activities;*
2. *Partnership and Stakeholder Management (30%): Management of stakeholders and partners, and development of new partnerships.*
3. *Technical Support (20%): Provision of technical support services in the development of outputs/knowledge products and design of project activities including monitoring and evaluation;*
4. *Knowledge Management (10%): Supervision and guidance to knowledge building, sharing and documentation of project results, best practices, case studies, lessons learned, etc.*

(Project Manager at UNDP, 2020)

For the United Nations Office for Project Services (UNOPS), a Project Management Support Specialist is *“responsible for the day-to-day operations of the military stipends, payments, verification and biometric registration/verification. She/he is expected to meet project objectives and provide the project related services to the different donors, partners and beneficiaries. She/he is expected to meet and exceed the organization's performance and delivery goals” (Project Manager at UNOPS, 2020)*

In the implementation of the pilot expose by the FGP document, we would need to have a project manager who would apply the core values of the organization besides

knowledge, skills, tools, and techniques of the organization in the implementation of project activities to obtain the expected results.

2.2.3 Project life cycle

The PMBOK Guide Sixth Edition exposes the definition of the project life cycle as “the series of phases that a project passes through from its starts to its completion” (PMI, 2017). In other words, it is the framework that the project would need to make to obtain the expected results.

There is a generic life cycle that is exposed in Figure 6. But project life cycles can have two different structures: a) predictive or b) adaptive. The predictive life cycle is where “the project scope, time, and cost are determined in the early phases of the life cycle” (PMI, 2017). Meanwhile, the adaptive life cycle is where “the detailed scope is defined and approved before the start of an iteration” (PMI, 2017).

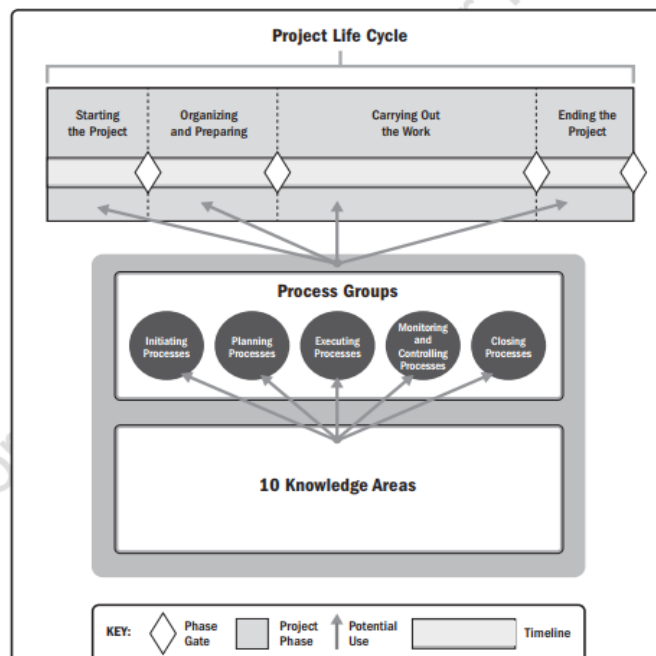


Figure 6. Project Life Cycle (PMI, 2017)

The project life cycle used by the Norwegian Refugee Council is the adaptive one used by humanitarian organizations. Under this consideration, Figure 7, expose the project life cycle.

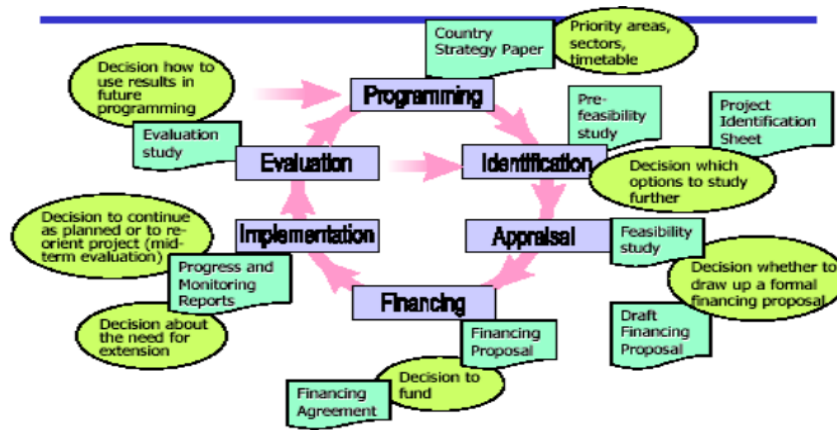


Figure 7. The project cycle: major documents and decision (European Commission Civil Society, 2017)

The project life cycle used by the United Nations Development Programme (UNDP) is the predictive one. Under this consideration, Figure 8, exposes the project life cycle.

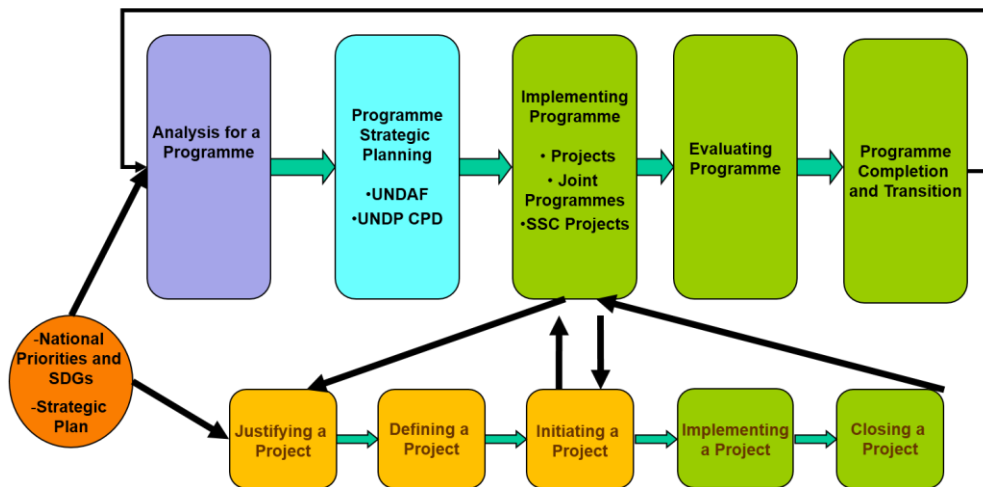


Figure 8. UNDP POPP Charter List (UNDP, 2020)

The FGP pilot project proposed would have a project life cycle that goes with the framework of the organization. However, it will expose that in humanitarian response the possibilities of changes in the context could affect the implementation of the project. For this reason, it is expected that the project life cycle would be adaptative, as the life cycle is flexible and responds to “*immensely high levels of change as well as the ongoing participation of different parties involves*” (Tom Alby, 2020).

The advantage of the adaptive life cycle is that the scope of the project is broken down in sub projects that are implementing individually, and the tasks could change driven by the uncertainties of the migration context.

2.2.4 Project management processes

The PMBOK Guide Sixth Edition exposes the definition of the project management process as “*a series of project management activities that are executed to the project life cycle is managed*” (PMI, 2017). In other words, the project management process produces the outputs from the inputs of the project by using the techniques and tools that the organization has for the implementation of the project.

The following 5 project process groups achieve the specific project objectives that are exposed in Figure 9:

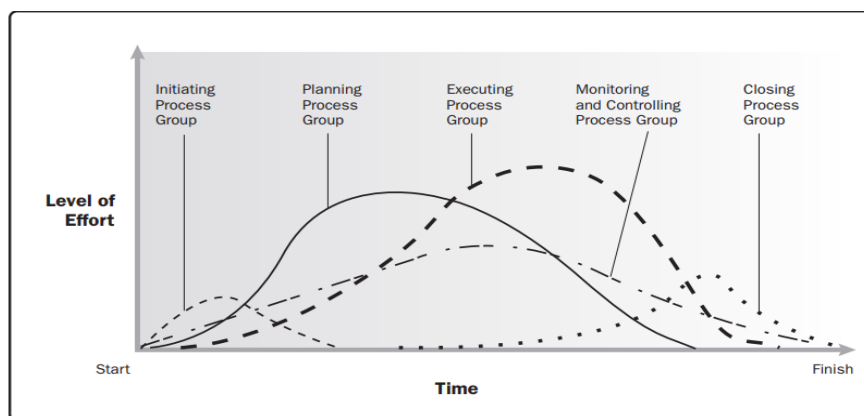


Figure 9. Project Process Group (PMI, 2017)

The Norwegian Refugee Council uses the project management process in the project life cycle, nevertheless the monitoring and controlling processes are used by the organization to identify new problems in the humanitarian response that could be changed by the implementation of a new project.

Food and Agriculture Organization (FAO) implements a results-based management cycle that classifies the project management process in the project life cycle.



Figure 10. Results-based management (FAO, 2020)

Under this consideration, the FGP pilot exposed would include a tool for monitoring and controlling processes that identifies the possible areas where there could be other project possibilities to implement in the benefit of the people in displacement.

2.2.5 Project management knowledge areas

The PMBOK Guide Sixth Edition defines project management knowledge areas as “an identifies area of project management defined by its knowledge requirements and described in terms of its component process, practices, inputs, outputs, tools and techniques” (PMI, 2017).

Figure 11 exposes the 10 knowledge areas that the PMBOK Guide Sixth Edition identifies as relevant for the implementation of a project:

Integration	• Coordinate activities across all project management areas and process groups
Scope	• Ensure the project work includes all elements required to complete the work
Schedule	• Ensure the project work is completed in a timely way
Cost	• Plan, estimate, manage and control project finances
Quality	• Ensure the project delivers a quality output that is fit for purpose
Resource	• Secure, manage and monitor use of resources throughout the project
Communications	• Ensure communications on the project are planned and carried out appropriately
Risk	• Identify, assess and manage risk
Procurement	• Carry out purchasing and contracting as required
Stakeholder	• Identify and engage stakeholders throughout the project

Figure 11. 10 Project Management Knowledge Areas, (Elizabeth Harrin, 2020)

For the FGP we would focus on the following 6 knowledge areas:

- a) Project scope management: it would bring the process of the plan that ensures that the work required for the implementation of the project is completed.
- b) Project Schedule management: it would bring the process the tool for managing the time of the project.
- c) Project resource management: it would bring the process the plan to identify, acquire, and manage the resources needed by the project.

d) Project communication management: it would bring the process of the plan to ensure appropriate planning and distribution of project information at the internal and external levels.

e) Project stakeholder management: it would bring the process the plan to identify the stakeholders that would be impact by the project and the way to interact with them.

f) Project risk management: it would bring the process the plan to planning, identification, analyses, response and monitor risk on the project.

2.3 Other applicable theory/concepts related to the project topic and context

2.3.1 Education in Emergency

World Vision exposes the concept of education in emergency as *“as a critical, life-saving response that works to protect children in conflict and natural disasters and preserve their right to education” (World Vision, 2020).*

For United Nations Children's Fund (UNICEF), education in emergency *“helps children develop skills to cope with the trauma of crisis, and supply them with learning spaces that are safe, child-friendly and equipped with water and sanitation facilities” (UNICEF, 2020).* Between the activities they promote, one could find capacity building by training teachers, supplying learning materials and supporting Governments to reduce the risk of disaster.

On the other hand, United Nations Educational, Scientific and Cultural Organization (UNESCO) understands education in emergency as the *“strengthen of education systems in times of crisis to ensure life-saving messages reach children and their families; protects children and youth from attack, abuse, and exploitation; supports peace-building; and provides physical and psychological safety to children” (UNESCO, 2020)*

Under that statement, the Norwegian Refugee Council was one of the first humanitarian organizations to implement education projects as part of the emergency response complementing the work made by UNICEF, UNESCO and World Vision. For the organization, education in emergency could prevent children from being recruited as soldiers or by criminal groups, children are informed about choices in their lives, how they could rebuild their lives in a country that gone through war or natural disaster. Additionally, they may formalize an everyday life after a distressed flight.

The implementation of education in emergency is a new concept and for that reason the FGP exposes a pilot to see if the project could deliver the expected results by applying this process.

2.3.2 Displaced children

As a result of armed conflicts and other catastrophes, many children find themselves fleeing from their homes with their families or on their own. Under that consideration, we could find a) Refugee child who is a child which crosses international borders and has specific rights; b) Unaccompanied minors: many children find themselves separated from their parents or guardians during the path.

“Worldwide, nearly 31 million children have been forcibly displaced at the end of 2018” (UNICEF, 2020). This number includes some 13 million child refugees, approximately one million asylum-seeking children and an estimated 17 million children displaced within their own country by violence and conflict.

Children make up less than one-third of the global population, but they were 50 percent of the world’s refugees in 2018. Today, nearly 1 in 3 children living outside their countries of birth are child refugees.

For United Nations Children's Fund (UNICEF) displaced children are “*children that are forced to flee their homes, often travelling great distances to escape enemy fire, and become the most frequent victims of violence, disease, malnutrition and death*” (UNICEF, 2020). Displaced children should be a priority to every country because they are exposed to far greater danger and exploitation in mass migrations, including forced recruitment, abduction, trafficking or sexual exploitation.

For the United Nations Refugee Agency (UNHCR) a displaced child should be considered a refugee child when he or she “*owns a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group, or political opinion, is outside the country of his (her) nationality, and is unable to or, owing to such fear, is unwilling to avail (him/herself) of the protection of that country.*” (UNHCR, 2020).

Displaced children feel discriminated and isolated, and suffer from trauma, fear and psychosocial adjustment due to their uncertain circumstances and separation from family, friends and communities.

For the Norwegian Refugee Council “*Displaced children are a highly vulnerable group, and therefore education should have just as high a priority in crisis situations as food, shelter and medical assistance*” (NRC, 2019).

Under this consideration, the FGP focuses the planning of a project that would give displaced children the possibility to access their right to education.

2.3.3 Right to Education:

Education is a human right stated as such under Article 26 of the Universal Declaration of Human Rights; the United Nations Convention Relating to the Status of Refugees; the Geneva Convention Relative to the Protection of Civilian Persons in Time of War; the Covenant on Economic, Social and Cultural Rights; the Dakar

World Education Forum Framework for Action; and Article 28 of the Convention on the Rights of the Child.

The Art. 26 of the Universal Declaration of Human Rights exposes education as *“education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace”* (Universal Declaration of Human Rights, 1948).

Article 28 of the Convention on the Rights of the Child exposes that children and young people have the right to education no matter who they are: regardless of race, gender or disability; if they're in detention, or if they are refugees.

The New York Declaration for Refugees and Migrants pinpoints education as a critical element of the international refugee response. Furthermore, Sustainable Development Goal 4 aims to deliver *“inclusive and quality education for all and to promote lifelong learning”*. (UNHCR, 2020)

For UNHRC education is a human right that *“protects refugee children and youth from forced recruitment into armed groups, child labor, sexual exploitation and child marriage. Moreover, it empowers by giving refugees the knowledge and skills to live productive, fulfilling and independent lives”* (UNHCR, 2020).

For the Norwegian Refugee Council (NRC), the right to education is exposed as *“a fundamental human right for all children and youth. A quality education provides children and young people with the skills, capacities and confidence they need to allow them to live lives that they have reason to value. Education creates the voice through which other rights can be claimed and protected.”* (NRC, 2019).

Under this consideration, the FGP focuses on planning a project that would allow displaced Venezuelan children to access to their right of education in the education system of Ecuador.

3. METHODOLOGICAL FRAMEWORK

3.1 Information sources

An Information Source is “a source of information for somebody, i.e. anything that might inform a person about something or provide knowledge to somebody” (Hutchins, 1974).

3.1.1 Primary sources

A primary source is “a document or physical object, written or created during the time under study. These sources were present during an experience or time period and offer an inside view of a particular event” (Birkenseer, 2014).

For this project, the primary information sources are original documents like surveys and focus groups. Furthermore, these primary sources would be complemented by information recovered in the field by organizations that are part of the Regional Coordination Platform for Refugees and Migrants from Venezuela (R4V).

The survey would be implemented by the technicians of the project in the offices of the principal's stakeholders and the organization itself. The migrants and refugees visit the offices of NRC, UNHCR, HIAS, UNICEF for humanitarian aid. At this point, it would be possible to survey 25 migrants or refugees per day. In order to achieve this, the Google Forms application will serve for the matter, and a qualified technician to introduce the information of the survey. Most of the questions would be multiple choice and the survey would be anonymous. It is expected to survey a sample of 200 Venezuelan migrants or refugees.

The appendix 3 exposes the survey template.

The focus groups would be implemented with the Venezuelan migrants or refugees that the Norwegian Refugee Council (NRC) or its stakeholders have helped with humanitarian aid. There should be 2 focus groups with a sample of 15 Venezuelan

migrants or refugees each one. The first focus groups would focus in families and the second focus groups would focus in women household heads. Thus, both focus groups would use a dynamic methodology focus in human rights and gender and it would not exceed 2 hours in each one.

The appendix 4 exposes the focus group methodology.

3.1.2 Secondary sources

A secondary source is “*information sources that interpret, include, describe, or draw conclusions based on works written by others. Secondary sources are used by authors to present evidence, back up arguments and statements, or help represent an opinion by using and citing multiple sources*” (Saint Mary’s University, 2020).

For this project, the secondary information sources are websites, journal articles, books, and documentaries.

3.1.3. Summary of Information Sources

Chart 1 Information sources (Author of the Study, 2020)		
Objectives	Primary	Secondary
To identify Venezuelan children that are outside the education system or at risk of dropping out of primary school to distribute information on how to access primary education in Ecuador.	Survey	Historical data and information of the regional Coordination Platform for Refugees and Migrants from Venezuela (R4V)
To distribute information and assistance for Venezuelan families on how to access primary education in Ecuador to establish access to safe and quality primary education.	Focus group	Government Reports, Literature Reviews

Chart 1 Information sources (Author of the Study, 2020)		
Objectives	Primary	Secondary
To implement a play center and school leveling center for Venezuelan migrants and refugee children that were outside the Venezuela education system to integrate into the Ecuadorian education system.		Technical Reports
To train public officials from educational districts, on educational inclusion processes and the right of education to generate integration on primary education.		Government Reports, Technical Reports,
To distribute cash transfers to reduce school dropout in the Ecuadorian education system.		Technical Reports, organization strategy document
To generate a communication campaign to explain the benefits of primary education for migrants and refugees.	Survey	Mass Media, Products, Government Reports,

3.2 Research methods

Research methods “are the techniques you use to do research. They represent the tools of the trade, and provide you with ways to collect, sort and analyses information so that you can come to some conclusions” (Walliman, 2011). Between the research methods that are more used in the implementation of a project we could find: a) analytical method, b) deductive method, c) experimental method, d) statistical methods and e) observation method.

For this project, the methods used are a) analytical method, b) synthetic method and c) statistical method since facts, data and information was used and that is already available to design the project management plan of this pilot.

3.2.1 Analytical Method

Analytical method is when *“the researcher has to use facts or information already available and analyze these to make a critical evaluation of the material.”* (Kothari, 2004).

3.2.2. Synthetic Method

Synthetic method consists of *“breaking the project into a series of very small and discrete blocks of work which can then use historically proven relationships to generate an estimate”*. (Webb, 2000).

3.2.3 Statistical Method:

Statistical methods *“involved in carrying out a study include planning, designing, collecting data, analyzing, drawing meaningful interpretation and reporting of the research findings. The statistical analysis gives meaning to the meaningless numbers, thereby breathing life into a lifeless data”* (Zulfiqar, 2016).

3.2.6 Summary of Research Methods

Chart 2 Research methods (Author of the Study, 2020)			
Objectives	Research methods		
	Analytical Method	Statistical Method	Synthetic Method
To identify Venezuelan children that are	Analytical method would analyze problems, fact or	Statistic method will be used to	Synthetic method will be used to

Chart 2 Research methods (Author of the Study, 2020)			
Objectives	Research methods		
	Analytical Method	Statistical Method	Synthetic Method
outside the education system or at risk of dropping out of primary school to distribute information on how to access primary education in Ecuador.	status in order to accurately forecast potential outcomes while factoring in project variables. It would facilitate the collation of information or literature pertinent to project.	collection, organization, analysis of data improving the research designs and producing quality research which can be utilized for formulating the evidence-based guidelines	identify collected data to generate an estimating.
To distribute information and assistance for Venezuelan families on how to access primary education in Ecuador to establish access to safe and quality primary education.	Analytical method would analyze problems, fact or status in order to accurately design a methodology of distribution of information and assistance on accessing the education system.		
To implement a play center and school leveling center for	Analytical method would analyze problems, fact or status in order to	Statistic method will be used for collection, organization,	

Chart 2 Research methods (Author of the Study, 2020)			
Objectives	Research methods		
	Analytical Method	Statistical Method	Synthetic Method
Venezuelan migrants and refugee children that were outside the Venezuela education system to integrate into the Ecuadorian education system.	accurately design a methodology of leveling of children that are the education system.	analysis of data, therefore improving the research designs and producing quality research which can be utilized for formulating the evidence-based guidelines	
To train public officials from educational districts, on educational inclusion processes and the right of education to generate integration on primary education.	Analytical method would analyze problems, fact or status in order to accurately design a methodology of training on education inclusion and the right to education.	Statistic method will be used for collection, organization, analysis of data improving the research designs and producing quality research which can be utilized for formulating the evidence-based guidelines	

Chart 2 Research methods (Author of the Study, 2020)			
Objectives	Research methods		
	Analytical Method	Statistical Method	Synthetic Method
To distribute cash transfers to reduce school dropout in the Ecuadorian education system.	Analytical method would analyze problems, fact or status in order to accurately design a methodology of distribution of cash transfers to reduce school dropout.	Statistic method will be used for collection, organization, analysis of data improving the research designs and producing quality research which can be utilized for formulating the evidence-based guidelines	Synthetic method will be used to identify collected data to generate an estimating.
To generate a communication campaign to explain the benefits of primary education for migrants and refugees.	Analytical method would analyze problems, fact or status in order to accurately design a communication campaign that explains the benefits of education for migrants and refugees.	Statistic method will be used to collection, organization, analysis of data improving the research designs and producing quality research which can be utilized for formulating the	Synthetic method will be used to identify collected data to generate an estimating.

Chart 2 Research methods (Author of the Study, 2020)			
Objectives	Research methods		
	Analytical Method	Statistical Method	Synthetic Method
		evidence-based guidelines	

3.3 Tools

Tools in project management are “*important items in a project manager’s planning toolkit to help plan, monitor progress, identifying critical paths, and other tasks required for a project to run smoothly*” (Chandana, 2020).

For this project, different types of tools would be used, from data gathering, data analysis, data representation, decision-making, communication and interpersonal team tools. All of them are going to be used in different phases of the project.

3.3.1 Summary of Tools

Chart 3 Tools (Author of the Study, 2020)	
Objectives	Tools
To identify Venezuelan children that are outside the education system or at risk of dropping out of primary school to distribute information on how to access primary education in Ecuador.	Brainstorming, checklist, cost – benefit analysis, document analysis, root cause analysis, multicriteria decision making, political awareness, questionnaires and surveys
To distribute information and assistance for Venezuelan families on how to access primary education in Ecuador to	Brainstorming, focus groups, document analysis, mind mapping, multicriteria decision analysis, context diagram, expert judgment, meetings,

Chart 3 Tools (Author of the Study, 2020)	
Objectives	Tools
establish access to safe and quality primary education.	
To implement a play center and school leveling center for Venezuelan migrants and refugee children that were outside the Venezuela education system to integrate into the Ecuadorian education system.	Simulation, “what if” scenario analysis, analogues, estimating, meetings, resource estimation,
To train public officials from educational districts, on educational inclusion processes and the right of education to generate integration on primary education.	Assumption and constraint analysis, document analysis, root cause analysis, stakeholder analysis, mind mapping, prioritization ranking, stakeholder engagement matrix, stakeholder mapping representation, presentations, conflict management, cultural awareness, leadership, negotiation, networking, political awareness, meetings,
To distribute cash transfers to reduce school dropout in the Ecuadorian education system.	Checklists, cost benefit analysis, document analysis, performance reviews, root cause analysis, cause and effect diagrams, control charts, meetings, problem solving, project reporting, test and inspection evaluation.

Chart 3 Tools (Author of the Study, 2020)	
Objectives	Tools
To generate a communication campaign to explain the benefits of primary education for migrants and refugees.	Stakeholder engagement assessment matrix, communication competence, feedback, nonverbal, presentation, communication styles assessment, cultural awareness, conflict management, political awareness, communication methods, communication models, communication requirement analysis, communication technology, project management information system

3.4 Assumptions and constraints

3.4.1 Assumptions

An assumption is what you believe to be true. “*These are anticipated events or circumstances that are expected during your project’s life cycle, based on your experience or the information available on hand*” (Usmani, 2019).

For this project, different phases would be used from the project assumptions of the possible events that could affect the implementation of the project positively or negatively.

3.4.2 Constraints

Constraints are “*limitations imposed on the project and may give rise to opportunities through removing or relaxing a limiting factor that affects the execution of a project or process*” (PMI, 2017).

For this project, different phases would be used from the project constraints of the possible events that could affect the implementation of the project positively or negatively.

3.4.3 Summary of Assumptions and constraints

Chart 4 Assumptions and constraints (Author of the Study, 2020)		
Objectives	Assumptions	Constraints
To identify Venezuelan children that are outside the education system or at risk of dropping out of primary school to distribute information on how to access primary education in Ecuador.	- All the information needed for the project will be available.	- The time to gather all the information is less than expected.
To distribute information and assistance for Venezuelan families on how to access primary education in Ecuador to establish access to safe and quality primary education.	- All the information needed for the project will be available. -The project would be implemented by the calendar of the education system.	- The law for accessing the education system could change.
To implement a play center and school leveling center for Venezuelan migrants and refugee children that were outside the Venezuela education system to integrate into the Ecuadorian education system.	- There are stakeholders that would complement services of the play center and school leveling center - Data would be exchanged between stakeholders.	- Important stakeholders would not be interested to participate.
To train public officials from educational districts, on	- The government would be transparent about its	- Delays in Government

Chart 4 Assumptions and constraints (Author of the Study, 2020)		
Objectives	Assumptions	Constraints
educational inclusion processes and the right of education to generate integration on primary education.	process in the gathering of data.	processes may constrain the quality of results.
To distribute cash transfers to reduce school dropout in the Ecuadorian education system.	- All the resources needed for the implementation of the project are available.	- The fluctuation of the basic basket of goods.
To generate a communication campaign to explain the benefits of primary education for migrants and refugees.	- All the information needed for the project will be available. - The government would provide the support needed.	- New technologies for communication.

3.5 Deliverables

Projects create deliverables, which are simply *“the results of the project or the processes in the project. That means a deliverable can be something as big as the objective of the project itself or the reporting that is part of the larger project”* (Simplilearn, 2019).

3.5.1 Summary of Deliverables:

Chart 5 Deliverables (Author of the Study, 2020)	
Objectives	Deliverables
To identify Venezuelan children that are outside the education system or at risk of dropping out of primary school to	2500 Venezuelan families are identified and had been surveyed about the access of children to primary education in Ecuador

Chart 5 Deliverables (Author of the Study, 2020)	
Objectives	Deliverables
distribute information on how to access primary education in Ecuador.	
To distribute information and assistance for Venezuelan families on how to access primary education in Ecuador to establish access to safe and quality primary education.	1000 Venezuelan families, that remain in Ecuador, have received information and assistance on how to access the primary education system.
To implement a play center and school leveling center for Venezuelan migrants and refugee children that were outside the Venezuela education system to integrate into the Ecuadorian education system.	2500 Venezuelan migrants and refugee children have received emotional support and primary school leveling in the play center and school leveling center of the project.
To train public officials from educational districts, on educational inclusion processes and the right of education to generate integration on primary education.	100 public officials of the Ministry of Education in the pilot area, Túlcan, have been trained in educational insertion of Venezuela children.
To distribute cash transfers to reduce school dropout in the Ecuadorian education system.	1000 Venezuelan families, that remain in Ecuador, have received cash transfers of a basic salary for 4 months in exchange for their children continuing in the primary education system.
To generate a communication campaign to explain the benefits of	A communication campaign of the benefits of the primary education is deployed at national level.

Chart 5 Deliverables (Author of the Study, 2020)	
Objectives	Deliverables
primary education for migrants and refugees.	

4. RESULTS

4.1. Scope Management Plan

According to the PMI (2017), “*project scope management includes the processes required to ensure that the project includes all the work required and only the work required, to complete the project successfully*”.

4.1.1 Scope definition

The scope for this project was defined through a comprehensive requirements collection process. First, through analysis performed on the organization project of education in emergency implemented in other countries and emergency contexts. From this information, the project team developed the requirements traceability matrix for the pilot.

4.1.1.1 Collection Process

This project will use a three-level scale in order to prioritize requirements. The chart below illustrates these levels and defines how requirements will be grouped:

Chart 6 Prioritize Requirements (Author of the Study, 2020)	
Priority Level	Definition
High	This requirement is needed for the project's success.
Medium	This requirement supports operations but can be complemented later.
Low	This requirement brings quality to the project and is not desirable if the time or resources does not allow it

Chart 7 Traceability Matrix (Author of the Study, 2020)				
Project Name:	EDUCATION IN EMERGENCY FOR VENEZUELAN MIGRANTS AND REFUGEES IN ECUADOR			
Reviewer/Approver		Project Manager		
Traceability #	Requirement Description	Requirement ID	Technical Requirement ID	Test Case ID
1	At least 40% of children identified are women	E1	T94	1
2	At least of 20% of the information distribute are for children	E2	T95	2
3	At least 10% of children are refugees	E3	T96	3
4	At least 40% are rural education districts	E4	T97	4
5	At least 10% of families are refugees	E5	T98	5
6	Communication campaign would get to the 25% of the schools	E6	T99	6

4.1.2 Project Scope Statement

This project includes the design, implementation, and evaluation of a pilot of education in emergency implemented in Ecuador. The deliverables for this project are a baseline, technical Information distribution and assistance plan, leveling plan, capacity building plan, cash transfer plan, communications management plan and evaluation reports. This process would require the hiring of external technical personnel and the cooperation of stakeholders. Additionally, the project would be implemented in 14 months with US\$ 500 000 in budget.

Assumptions for this project are that all the information needed for the project will be available, the project would be implemented by the calendar of the education

system. There are stakeholders that would complement services of the play center and school leveling center, data would be exchange between stakeholders, the government would be transparent about its process in the gathering of data, all of the resources needed for the implementation of the project are available, and the government would provide the support needed.

Constraints for this project are that the time to gather all the information is less than expected, the law for accessing the education system change, important stakeholders would not be interested to participate, delays in government processes may prevent the quality of results, the fluctuation of the basic goods basket, and the new technology for communication.

4.1.3. Work Breakdown Structure (WBS)

In order to effectively manage the work required to complete this project, it will require to be subdivided into individual work packages which will not exceed 40 hours of work per week. This will allow the Project Manager to manage the project's scope more effectively as the project team works on the necessary tasks for project completion. The project is broken down into three phases: the design phase; the implementation phase; and the evaluation phase.

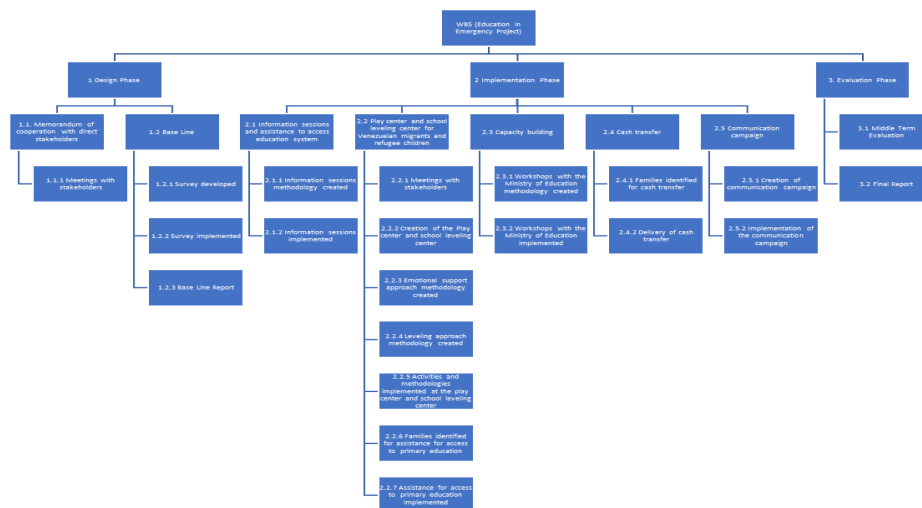


Figure 12. WBS (Author of the Study, 2020)

In order to define the work more clearly, it is necessary to use the WBS Dictionary for the project completion. The WBS Dictionary includes an entry for each WBS element. The project team will use the WBS Dictionary as a statement of work for each WBS element.

Chart 8 WBS Dictionary (Author of the Study, 2020)	
No.	Task
	Education in Emergency Project
1	Design Phase
1.1	Memorandum of cooperation with direct stakeholders
1.1.1	Meetings with stakeholders
1.2	Base Line
1.2.1	Survey developed
1.2.2	Survey implemented
1.2.3	Baseline Report
2.	Implementation Phase
2.1	Information sessions and assistance to access education system
2.1.1	Information sessions methodology created
2.1.2	Information sessions implemented
2.2	Play center and school leveling center for Venezuelan migrants and refugee children
2.2.1	Meetings with stakeholders
2.2.2	Creation of the Play center and school leveling center
2.2.3	Emotional support approach methodology created
2.2.4	Leveling approach methodology created
2.2.5	Activities and methodologies implemented at the play center and school leveling center
2.2.6	Families identified for assistance for access to primary education
2.2.7	Assistance for access to primary education implemented
2.3	Capacity building
2.3.1	Workshops with the Ministry of Education methodology created
2.3.2	Workshops with the Ministry of Education implemented
2.4	Cash transfer
2.4.1	Families identified for cash transfer
2.4.2	Delivery of cash transfer
2.5	Communication campaign
2.5.1	Creation of communication campaign
2.5.2	Implementation of the communication campaign
3.	Evaluation Phase
3.1	Final Report

4.1.4. Scope Verification



Figure 13. Scope Verification (Author of the Study, 2020)

4.1.4.1. Acceptance Form

This document establishes formal acceptance of all the deliverables for the Education in Emergency project. The project has met all the acceptance criteria as defined in the requirements document and project charter. A project inspection has been performed to verify that all deliverables meet performance and product requirements. Additionally, a product evaluation has been performed and determined that all features meet the quality and functional requirements defined within this project.

Project Deliverable	Approved by	Date Approved
Technical Information distribution and assistance plan		

Leveling Plan		
Capacity Building Plan		
Cash Transfer plan		
Communications management plan		
Final report		

Approved by the Organization:

Norwegian Refugee Council

Date

Approved by the Project Manager:

Mishell Carolina Solis Zambrano

Date

4.1.5. Scope Control

The Project Manager and the project team will work together to control of the scope of the project. The project team will ensure that they perform only the work described in the WBS dictionary and generate the deliverables for each WBS element. The Project Manager will oversee the project team and the progression of the project to ensure that this scope control process is followed.

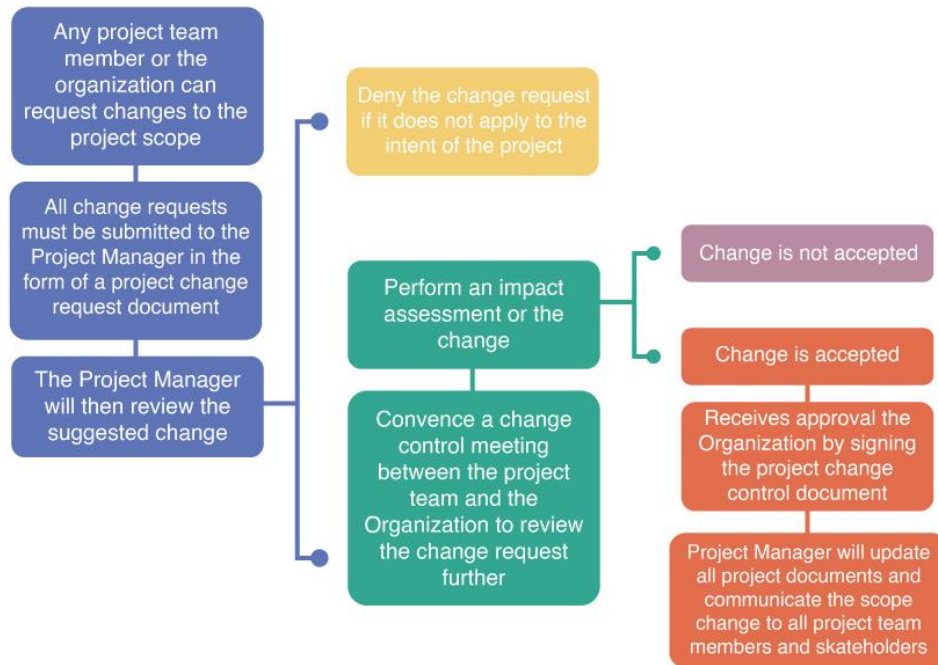


Figure 14. Scope Control (Author of the Study, 2020)

4.1.5.1. Change Control Request Form

Change Request Number:	Date:
Requestor Name:	
Contact Email:	Contact phone:
Change Request Definition:	
Description of proposed change:	
Justification for change:	
Impact of not implementing change:	
Impact description:	
Area to be affected:	
<input type="checkbox"/> Project Schedule <input type="checkbox"/> Project Costs <input type="checkbox"/> Project Scope <input type="checkbox"/> Project Charter	
Alternatives – if applicable:	
Change control recommendation:	

Approved by the Organization:

Norwegian Refugee Council

Date

Approved by the Project Manager:

Mishell Carolina Solis Zambrano

Date

4.2. Schedule Management Plan

4.2.1 Introduction

The project schedule is the roadmap to fulfill that the project will be executed. The purpose of the schedule management plan is to “*define the approach the project team will use in creating the project schedule*” (PMI, 2017). This plan also includes how the team will monitor the project schedule and manage changes after the baseline schedule has been approved.

The **appendix 5 exposes the schedule of the pilot in a Gantt chart** made through MS Project, which includes the dates of start and end of each activity and how activities are aligned between them in terms of schedule execution.

4.2.2 Schedule Management Approach

Project schedule will be created using MS Project starting with the deliverables identified in the project’s Work Breakdown Structure (WBS). Activity definition will identify the specific work packages which must be performed to complete each deliverable. Furthermore, activity sequencing will be used to determine the order of

work packages and assign relationships between project activities. To sum up, activity duration estimating will be used to calculate the number of work periods required to complete work packages.

The following will be designating as milestones for the project schedule:

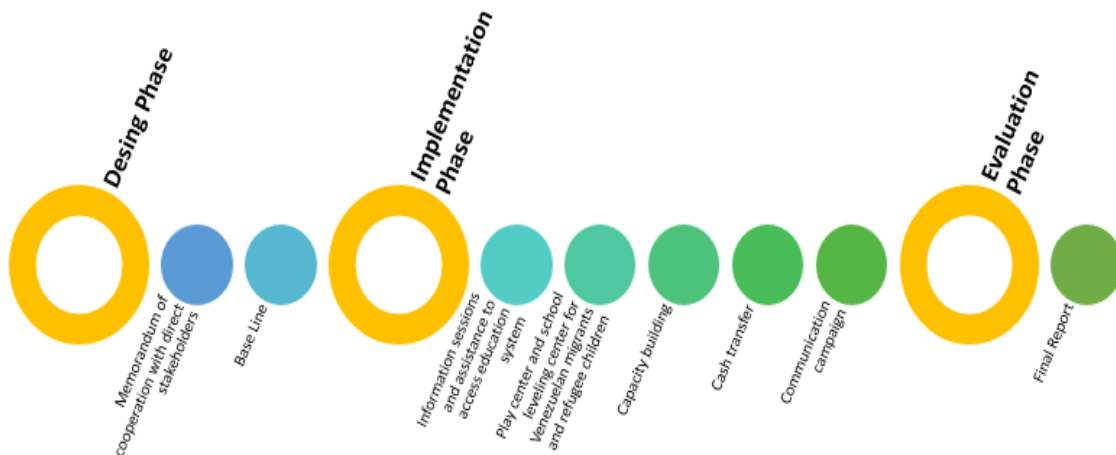


Figure 15. Milestones (Author of the Study, 2020)

4.2.3 Schedule Verification

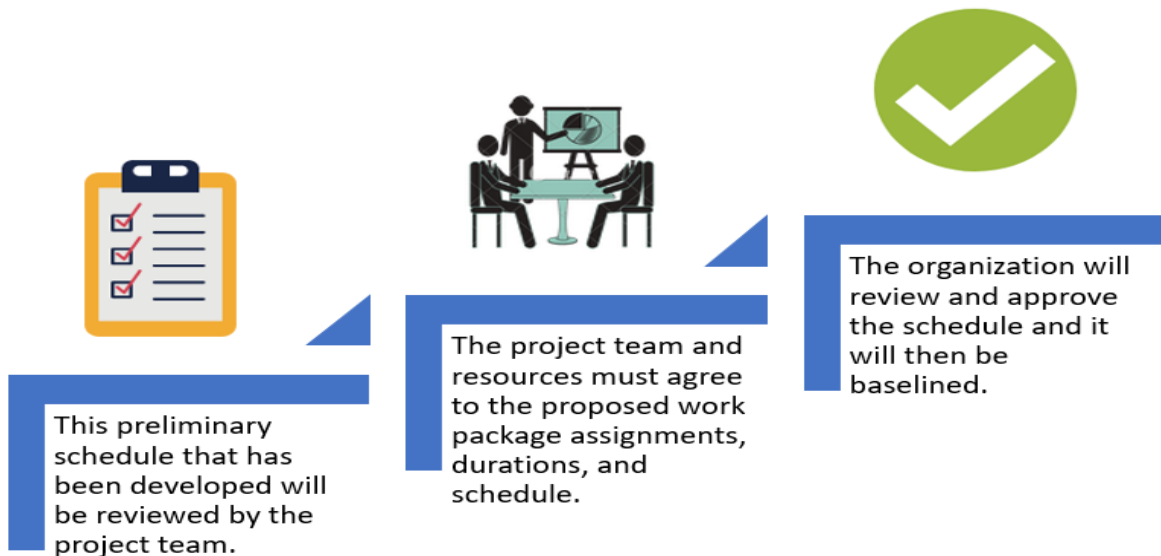


Figure 16. Schedule Verification (Author of the Study, 2020)

The project schedule will be reviewed and updated as necessary on a bi-weekly basis with actual start, actual finish, and completion percentages which will be provided by task owners.

4.2.4 Schedule Changes and Thresholds

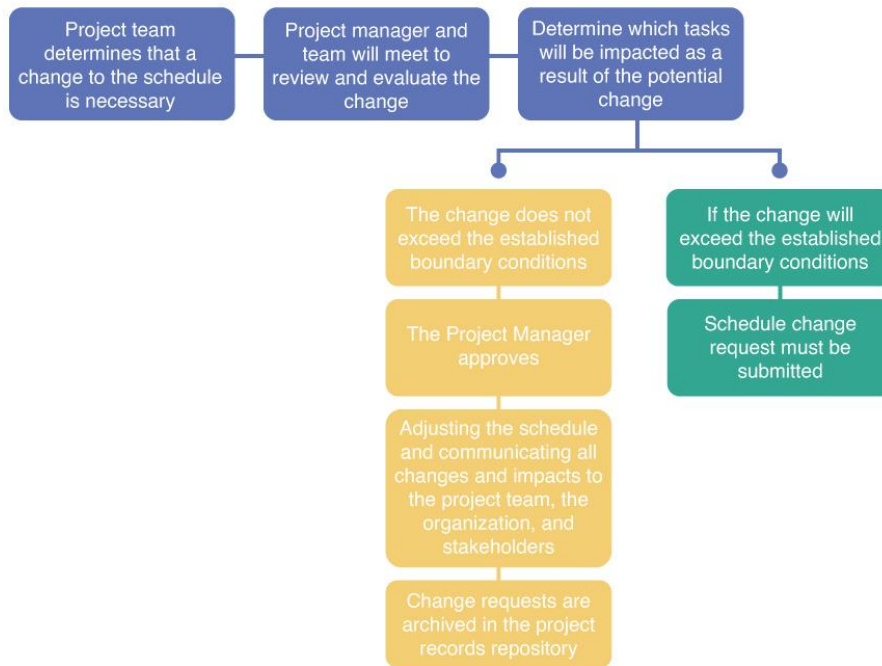


Figure 17. Schedule Changes (Author of the Study, 2020)

Submittal of a schedule change request to the organization for approval is required if either of the two following conditions is true:

- The proposed change is estimated to reduce the duration of an individual work package by 10% or more or increase the duration of an individual work package by 10% or more.
- The change is estimated to reduce the duration of the overall baseline schedule by 10% or more or increase the duration of the overall baseline schedule by 10% or more.

If there are any changes in the project scope, which have been approved by the organization, it will require the project team to evaluate the effect of the scope change on the current schedule. If the project manager determines that the scope change will significantly affect the current project schedule, it may request that the schedule be re-baselined in consideration of any changes which need to be made as part of the new project scope.

4.3 Resource Management Plan

4.3.1 Introduction

The purpose of the resource's management plan is to achieve project success by "*ensuring the appropriate resources are acquired, and team activities are effectively managed*" (PMI, 2017).

4.3.2 Roles and Responsibilities

The project manager, stakeholders and team will all play key roles in managing the scope of this project. As such, the project organization, manager, and team members must be aware of their responsibilities in order to ensure that work performed on the project is within the established scope throughout the entire duration of the project. The table below defines the roles and responsibilities for the project management of this pilot.

Chart 9 Roles and Responsibilities (Author of the Study, 2020)		
Name	Role	Responsibilities
Norwegian Refugee Council (NRC)	Organization	<ul style="list-style-type: none"> - Approve or deny scope change requests as appropriate - Evaluate need for scope change requests - Accept project deliverables - Participate in reviews of the proposed schedule - Approve the final schedule before it is baselined. - Maintain awareness of the project schedule status - Review/approve any schedule change requests submitted by the project manager.
Carolina Solis	Project Manager	<ul style="list-style-type: none"> - Measure and verify project scope - Facilitate scope change requests - Communicate outcomes of scope change requests - Update project documents upon approval of all scope changes - Facilitate work package definition, sequencing, and estimating duration and resources with the project team - Create the project schedule using MS Project - Validate the schedule with the project team, stakeholders, and the organization - Obtain schedule approval from the organization - Baseline the schedule. - Hold bi-weekly schedule updates/reviews - Determine impacts of schedule variances - Submit schedule change requests - Report schedule status in accordance with the project's communications plan.

Chart 9 Roles and Responsibilities (Author of the Study, 2020)		
Name	Role	Responsibilities
2 education promoters, 2 emotional support technicians, 2 leveling teachers, 1 monitor technician, 1 capacity building technician, and 1 communication manager.	Team Member	<ul style="list-style-type: none"> - Participate in work package definition, sequencing, and duration and resource estimating. - Review and validate the proposed Schedule - Perform assigned activities once the schedule is approved. - Participate in bi-weekly schedule updates/review - Communicate any changes to actual start/finish dates to the project manager - Participate in schedule variance resolution activities as needed.
Ministry of Education, UN Refugee Agency (UNCRH), International Organization for Migration (IOM), United Nations Children's Fund (UNICEF), RET International	Stakeholders	<ul style="list-style-type: none"> - Participate in defining change resolutions - Evaluate the need for scope changes and communicate them to the project manager as necessary - Participate in reviews of the proposed schedule - Assist in its validation.

The purpose of the human resources management plan is to achieve the project's success by ensuring that the appropriate human resources are acquired with the necessary skills, that resources are trained if any gaps in skills are identified, that team building strategies are clearly defined, and team activities are effectively managed.

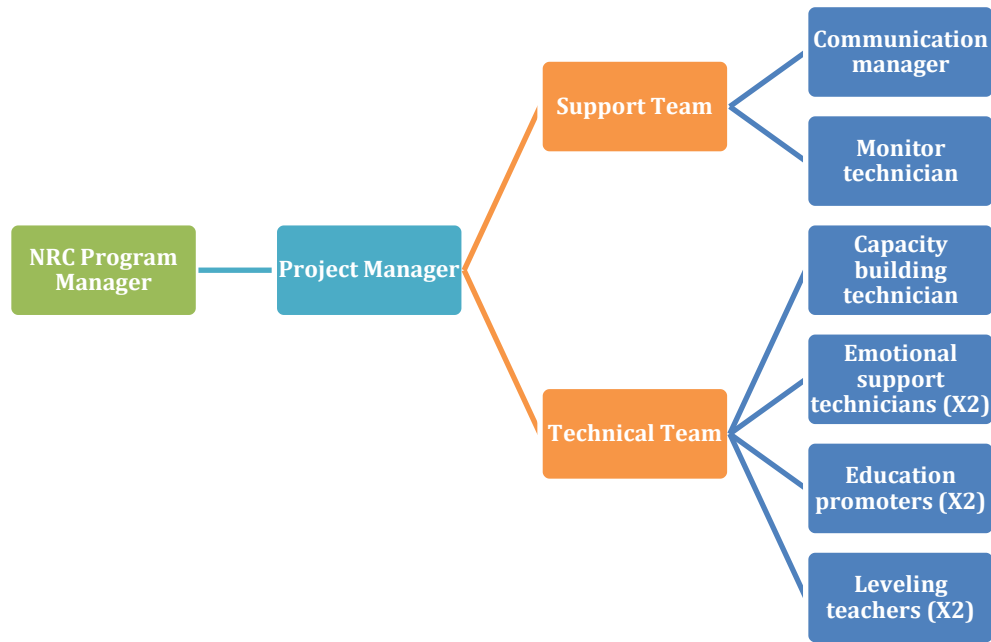


Figure 18. Organizational Structure of the Project Team (Author of the Study, 2020)

Project Manager (1 position) – responsible for:

- Overall budget and technical responsibility for the development and implementation of the pilot
- Develop steps and procedures in the planning and implementation of the project in agreement with stakeholders.
- Ensure that activities are in line with budget lines and limitations.
- Monitor, evaluate and suggest changes & improvements in project procedures and materials based on observations and discussed with project staff.
- Responsible for pedagogical planning, development, implementation and daily follow-up of the project.
- Identify, hire, orient, manage and follow up of national staff.
- Assess needs for capacity building among project staff, partner/s and community-based staff.
- Organize/ collaborate with other organizations on additional training for local education authorities if necessary.

- Carry out assessments (including collection of baseline data) to inform project implementation and to identify areas of expansion and suggested areas of operation in cooperation with national and local authorities
- Coordinate, guide and delegate tasks to support units
- Conduct regular project meetings with project team related to the project and coordination of interventions
- Communicate with and facilitate necessary agreements and collaboration with local authorities, implementing partner and other stakeholders to facilitate access and successful implementation

Education promoters (2 position) - responsible for:

- Implementing independently procedures and activities within own function or core competency as delegated.
- Organizing and delivery of tasks in line with priorities and standards.
- Develop and maintain knowledge of the specialist area of work in which technical assistance and support is being provided, in order to be most effective in supporting the team.
- Use initiative in day to day problem solving in line with agreed procedures, priorities and standards for the area of work.
- Prepare and develop status reports as required by management.
- Promote and share ideas for improvement in their area of expertise.
- Actively promote education standards & principles.
- Stays updated regarding the internal procedures and thematic guidelines;
- Delivers legal awareness sessions (LAS) and individual counselling to beneficiaries on various topics including legal and civil documentation and education.
- Prepares and supports legal assistance to beneficiaries in themes of education.
- Ensures protection mainstreaming in field activities, including identification of cases for protection referrals.

- Undertakes day-to-day data collection and data entry related to field activities and participates in field mapping exercises.

Emotional support technicians (2 position) - responsible for:

- Assist in identification of refugees and migrants in need of social support by conducting social assessment.
- Reviewing available assessment data on food and nutrition.
- If necessary, conduct home visits/ further assessment on key social factors relevant to food and nutritional support services in line with national and International standards and guiding principles by UNHCR.
- Assist in the social assessments and keep track of socio-environmental risks faced by refugees and migrants to ensure mitigation of risks.
- Identify, assess and compile assessment reports.
- Assist in outreach and community dialogue activities on issues related to Gender Based Violence and the right to education.
- Assist in conducting referrals of vulnerable refugees and migrants to partner agencies and follow up with clients to facilitate access to external services.
- Prepare summaries for presentation in psychosocial panel, effect subsequent panel decisions and enter data into database.
- Give feedback to refugees and migrants
- Monitor to ensure social assistance is reaching out to vulnerable refugees and migrants.
- Provide basic counselling and/or psychoeducation to refugees and migrants.
- Open files for all clients (soft and hard) and ensure that case management is in line with sector standards.
- Assist in conducting awareness and sensitization campaigns in the communities.

Leveling teachers (2 position) - responsible for:

- Coordinate the professional learning aspects of the program to deliver best practice, relevant professional learning to ensure consistent content and delivery.
- Build a supportive school culture that enhances educational outcomes for students from refugee and migrants' backgrounds.

Monitor technician (1 position) - responsible for:

- Refine and implement the project monitoring and evaluation strategy.
- Recommend any possible changes based on the lessons learned.
- Set up operational arrangements for collecting, analyzing, and reporting project data, and for investing in capacity building, to sustain the Monitoring and Evaluation function.
- Identify information requirements of components concerning planning, monitoring and evaluation.
- During the life of the intervention, review the performance indicators and reports produced by different stakeholders and suggest necessary changes.
- Monitor and report on the performance of the project and suggest measures to improve the monitoring system.
- Review the final report of any study undertaken in the life of this intervention and ensure that the quality standards are met, and conclusions are accurate.
- Prepare quarterly and annual reports and assist in the preparation of the annual work plans.
- Supervise that staff reports directly to this position.
- Conduct regular field visits to monitor implementation, to ensure compliance with operational procedures and assess progress as well as to deliver technical support to field staff, provide resources, and make clear recommendations on ways to strengthen the program and share learning across programs.

Capacity building technician (1 position) - responsible for:

- Coordinate the training activities, including the preparing presentations of material and guidelines.
- Prepare reports on capacity building related matters including timelines of process, compliance with procedures and overall results as well as recommendation on overall effectiveness.
- Assist and advise staff and supervisors/managers on effective approaches for carrying out fair and consistent performance appraisals and contribute to and equitable manner.
- Identifying training and development needs, designing and developing training and development programs in consideration of the cost of planned programs.
- Designing and developing training and development programs based on both the organization's and the individual needs.
- Plan, direct and deliver development programs to accomplish organizational and departmental goals, as well as devising individual learning plans.
- Identify, select and manage external consultants/resources for key programs and general training requirements.
- Building corporate relations with capacity development and training.

Communication manager (1 position) - responsible for:

- Actively share information and coordinate with the project manager.
- Advise on use of organization brand guidelines to ensure all activities align with prioritized.
- Approved organization messages and branding guidelines for consistent public engagement.
- Actively produce content, taking photos and videos of activities in the field in alignment with the external engagement plan.
- Edit and produce videos as skills allow or manage local consultants/contributors.

- Fulfill specific content requests made by the project manager fulfill its overall external engagement strategy.
- Write compelling stories. (that make use of both data from programmes and compelling human interest)
- Support and contribute to national level publications.
- Organize zonal level events and help with national level events in consultation with the project manager.
- Ensure external presentations are of high quality.
- Serve as a local spokesperson, when required.
- Know emergency communications standards and protocols.
- Provide emergency communications during disaster.

4.3.3. RACI Chart

The following RACI chart shows the relationship between project tasks and team members. Any proposed changes to project responsibilities must be reviewed and approved by the project manager in accordance with the project's change control process.

Chart 10 RACI Chart (Author of the Study, 2020)							
Milestone	Project Manager	Education promoters	Emotional support technicians	Leveling teachers	Monitor technician	Communication manager	Capacity building technician
Project Implementation	R	A	A	A	A	A	A
Project Team is created	R	I	I	I	I	I	I
Memorandum of cooperation with direct stakeholders	R	I	I	I	C	A	I
Survey developed	C	R	A	A	A	A	A
Survey implemented	C	R	A	I	C	C	I
Information sessions, about how to access to the primary education system, a methodology created	C	R	A	I	C	C	C

Chart 10 RACI Chart (Author of the Study, 2020)							
Milestone	Project Manager	Education promoters	Emotional support technicians	Leveling teachers	Monitor technician	Communication manager	Capacity building technician
Information sessions, about how to access to the primary education system, implemented	C	R	A	I	C	C	C
Creation of the play center and school leveling center for Venezuelan migrants and refugee children	R	C	A	A	I	C	A
Identification of the Venezuelan migrants and refugee children outside of the education system	C	R	A	I	I	I	I
Emotional support approach methodology created	C	C	R	A	C	I	C
Leveling approach methodology created	C	C	A	R	C	I	C
Activities and methodologies implemented at the play center and school leveling center for Venezuelan migrants and refugee children	C	C	A	R	C	C	C
Families identified for assistance for access to primary education	C	R	C	C	I	I	I
Assistance for access to primary education implemented	C	R	C	C	I	I	I
Workshops with the Ministry of Education methodology created	C	C	C	C	I	A	R
Workshops with the Ministry of Education implemented	C	C	C	C	I	A	R

Milestone	Project Manager	Education promoters	Emotional support technicians	Leveling teachers	Monitor technician	Communication manager	Capacity building technician
Families identified for cash transfer	C	A	R	A	C	I	I
Delivery of cash transfer	C	R	A	A	C	I	I
Creation of communication campaign	C	I	I	I	I	R	A
Implementation of the communication campaign	C	I	I	I	I	R	A

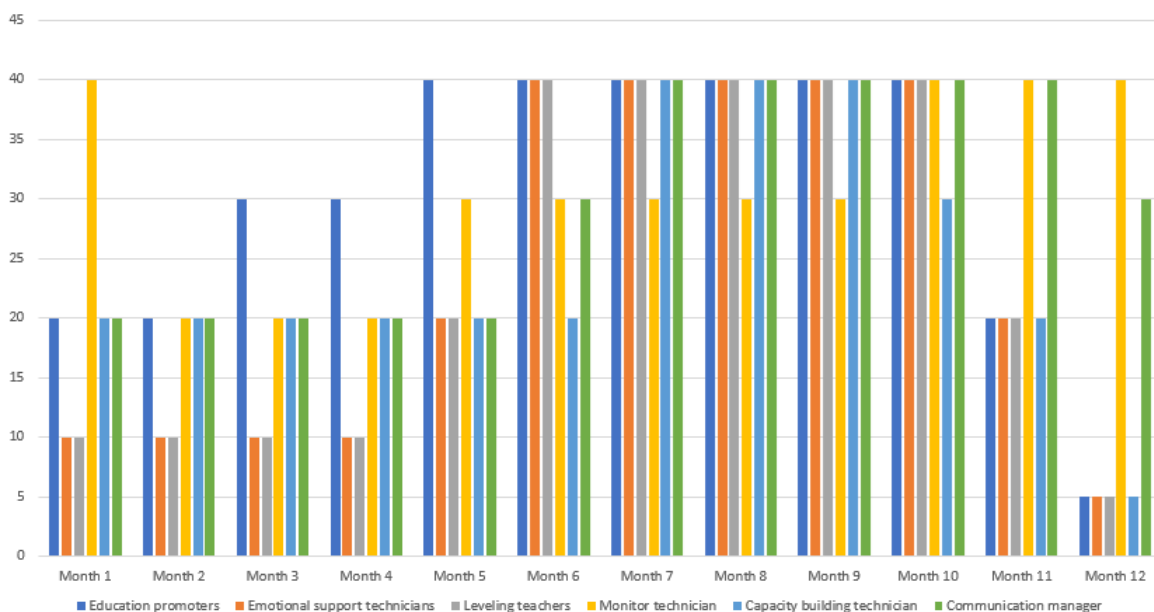
Key:

- R – Responsible for completing the work
- A – Accountable for ensuring task completion/sign off
- C – Consulted before any decisions are made
- I – Informed of when an action/decision has been made

4.3.4 Resource Management

For the pilot, the project staff will consist entirely of internal resources. There will be no outsourcing/contracting performed within the scope of this project.

The pilot will last for 12 months. All resources are required before the project can start. The resource histogram below illustrates the amount of time needed for each resource.



Note:

Work hours per week

Figure 19. Resource Histogram (Author of the Study, 2020)

4.3.5 Training:

There are two trainings scheduled for the project team: a) leadership and cooperation and b) Action without harm. If training requirements are identified, funding will be provided from the project reserve.

4.3.6 Performance Reviews:

The project manager will review each team member's assigned work activities at the onset of the project and communicate all expectations of work to be performed. The project manager will then evaluate each month at each team member performance and how effectively they are completing their assigned work.

Chart 11 Performance Review Matrix (Author of the Study, 2020)				
EMPLOYEE NAME		DEPARTMENT		
POSITION		REVIEWER NAME		
LAST REVIEW DATE		TODAY'S DATE		
CHARACTERISTICS				
QUALITY	UNSATISFACTORY	SATISFACTORY	GOOD	EXCELLENT
Works to Full Potential				
Quality of Work				
Work Consistency				
Communication				
Independent Work				
Takes Initiative				
Group Work				
Productivity				

Chart 11 Performance Review Matrix (Author of the Study, 2020)				
Creativity				
Honesty				
Integrity				
Coworker Relations				
Client Relations				
Technical Skills				
Dependability				
Punctuality				
Attendance				
GOALS				
ACHIEVED GOALS SET IN PREVIOUS REVIEW?				
GOALS FOR NEXT REVIEW PERIOD				
COMMENTS AND APPROVAL				
COMMENTS				
EMPLOYEE SIGNATURE		REVIEWER SIGNATURE		

4.3.7. Recognition and Rewards:

Although the scope of this project does not allow for ample time to provide cross-training or potential for monetary rewards there are several planned recognition and reward items for project team members.

- Upon successful completion of a milestone, a dinner will be held to celebrate the success of each team member with the team members' families present.
- Upon successful completion of the project, any team member who satisfactorily completed all assigned work packages on time will receive a surprise gift.
- Team members who successfully complete all their assigned tasks will have their photo presented to the stakeholders as the employee of the month.
- The company will provide a free family dinner for the employee of the month.

4.4 Stakeholders Management Plan

Early identification and communication with stakeholders are imperative to ensure the success of the pilot by gaining support and input for the project. Some stakeholders may have interests which may be positively or negatively affected by the pilot. By initiating early and frequent communication and stakeholder management, we can more effectively manage and balance these interests while accomplishing all project tasks.

4.4.1 Identify Stakeholders

The Project Team will conduct a brainstorming session in order to identify stakeholders for the project.

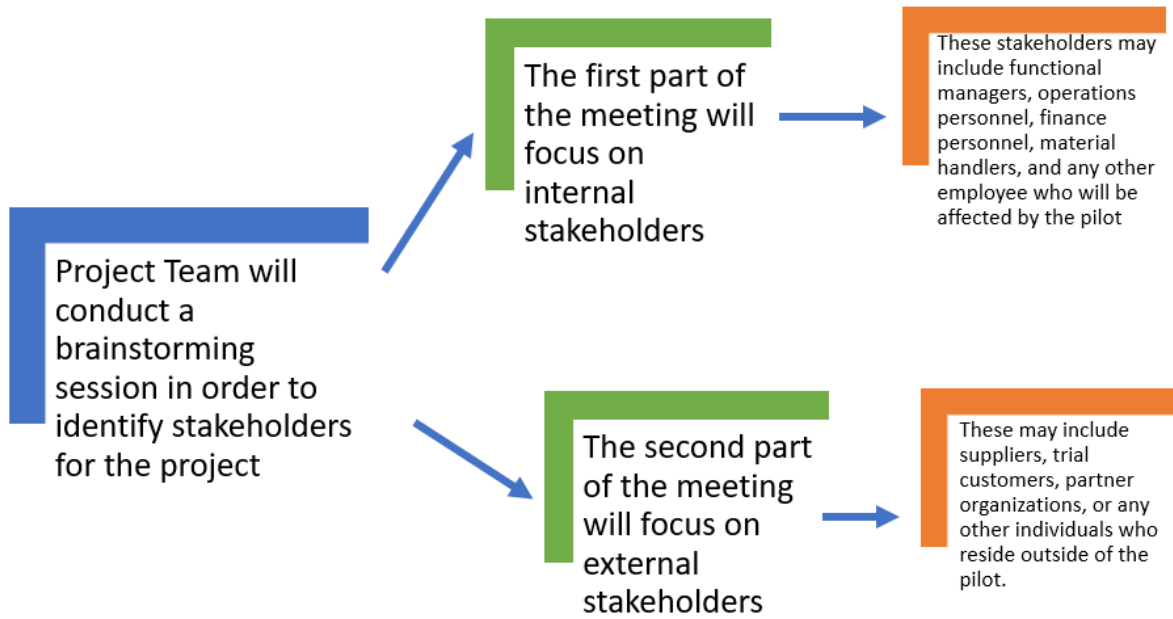


Figure 20. Brainstorming Session (Author of the Study, 2020)

Any individual who meets one or more of the criteria will be identified as a stakeholder. Stakeholders from the same organization will be grouped in order to simplify communication and stakeholder management.

The following criteria will be used to determine if an individual will be included as a stakeholder:

Chart 12 Stakeholders Criteria (Author of the Study, 2020)				
Criteria	Stakeholders			
	Internal		External	
	Directly	Indirectly	Directly	Indirectly

Chart 12 Stakeholders Criteria (Author of the Study, 2020)

Chart 12 Stakeholders Criteria (Author of the Study, 2020)				
Criteria	Stakeholders			
	Internal		External	
	Does the person have an impact on the project's resources (material, personnel, funding)?	<ul style="list-style-type: none"> - Norwegian Refugee Council - Project Manager - 1 communication manager 	<ul style="list-style-type: none"> - 1 monitor technician - 1 capacity building technician - 2 education promoters - 2 emotional support technicians - 2 leveling teachers 	<ul style="list-style-type: none"> - Ministry of Education
	Yes	No	Yes	No
Does the person or their organization have any special skills or capabilities the project will require?	<ul style="list-style-type: none"> - Norwegian Refugee Council - Project Manager - 1 communication manager - 1 monitor technician - 1 capacity building technician - 2 education promoters - 2 emotional support technicians - 2 leveling teachers 		<ul style="list-style-type: none"> - Ministry of Education - UN Refugee Agency (UNCRH) - International Organization for Migration (IOM) - United Nations Children's Fund (UNICEF) - RET International 	

Chart 12 Stakeholders Criteria (Author of the Study, 2020)				
Criteria	Stakeholders			
	Internal		External	
	Yes	No	Yes	No
Does the person potentially benefit from the project or are they in a position to resist this change?	- Norwegian Refugee Council - Project Manager	- 1 communication manager - 1 monitor technician - 1 capacity building technician - 2 education promoters - 2 emotional support technicians - 2 leveling teachers	- Ministry of Education - UN Refugee Agency (UNCRH) - International Organization for Migration (IOM)	- United Nations Children's Fund (UNICEF) - RET International

4.4.2 Key Stakeholders

As a follow-up on to Identify Stakeholders, the project team will identify key stakeholders who have the highest influence on the project or who may be impacted the most by it. These key stakeholders are those who also require the most communication and management which will be determined as stakeholders are analyzed. Once identified, the Project Manager will develop a plan to obtain their feedback on the level of participation they desire, frequency and type of communication, and any concerns or conflicting interests they have.

Chart 13 Key Stakeholders (Author of the Study, 2020)			
Internal		External	
Important Stakeholder	Other Stakeholder	Important Stakeholder	Other Stakeholder
- Norwegian Refugee Council - Project Manager	- 1 communication manager - 1 monitor technician - 1 capacity building technician - 2 education promoters - 2 emotional support technicians - 2 leveling teachers	- Ministry of Education - UN Refugee Agency (UNCRH) - International Organization for Migration (IOM)	- United Nations Children's Fund (UNICEF) - RET International

Based on the feedback gathered by the project manager, the determination may be made to involve key stakeholders on steering committees, focus groups, gate reviews, or other project meetings or milestones. Thorough communication with key stakeholders is necessary to ensure all concerns that are identified and addressed and which resources for the project remain available.

Chart 14 Communication Key Stakeholders (Author of the Study, 2020)			
Internal		External	
Key Stakeholder	Communication Tools	Key Stakeholder	Communication Tools
Norwegian Refugee Council	Meeting Reports	Ministry of Education	Meeting Reports

Chart 14 Communication Key Stakeholders (Author of the Study, 2020)			
Internal		External	
Key Stakeholder	Communication Tools	Key Stakeholder	Communication Tools
Project Manager	Meeting Reports	UN Refugee Agency (UNCRH)	Meetings
1 communication manager	Meetings Email Workshops	International Organization for Migration (IOM)	Meetings
1 monitor technician	Meetings Email Workshops	United Nations Children's Fund (UNICEF)	Focal group
1 capacity building technician	Meetings Email Workshops	RET International	Focal group
2 education promoters	Meetings Email Workshops		
2 emotional support technicians	Meetings Email Workshops		
2 leveling teachers	Meetings Email Workshops		

4.4.3 Stakeholders analysis

Once all project stakeholders have been identified, the project team categorizes and analyzes each stakeholder. The purpose of this analysis is to determine the stakeholders' level of power or influence, plan the management approach for each

stakeholder, and to determine the participation each stakeholder will have on the project.

The project team will categorize stakeholders through a power/interest matrix to illustrate the potential impact each stakeholder may have on the project. Based on this analysis the project team also completes a stakeholder analysis matrix which illustrates the concerns, level of involvement, and management strategy for each stakeholder.

The chart below is used to establish stakeholders and their levels of power and interest for use on the power/interest chart as part of the stakeholder analysis.

Chart 15 Stakeholders Levels of Power and Interest (Author of the Study, 2020)			
Key	Organization	Power (1-5)	Interest (1-5)
A	Norwegian Refugee Council	5	5
B	Project Manager	4	5
C	1 communication manager	3	4
D	1 monitor technician	2	4
E	1 capacity building technician	2	4
F	2 education promoters	1	3
G	2 emotional support technicians	1	3
H	2 leveling teachers	1	3
I	Ministry of Education	4	5
J	UN Refugee Agency (UNCRH)	3	3
K	International Organization for Migration (IOM)	3	3
L	United Nations Children's Fund (UNICEF)	1	2
M	RET International	1	3

Below is the power/interest chart for the Project stakeholders. Each letter represents a stakeholder in accordance with the key in the chart above.

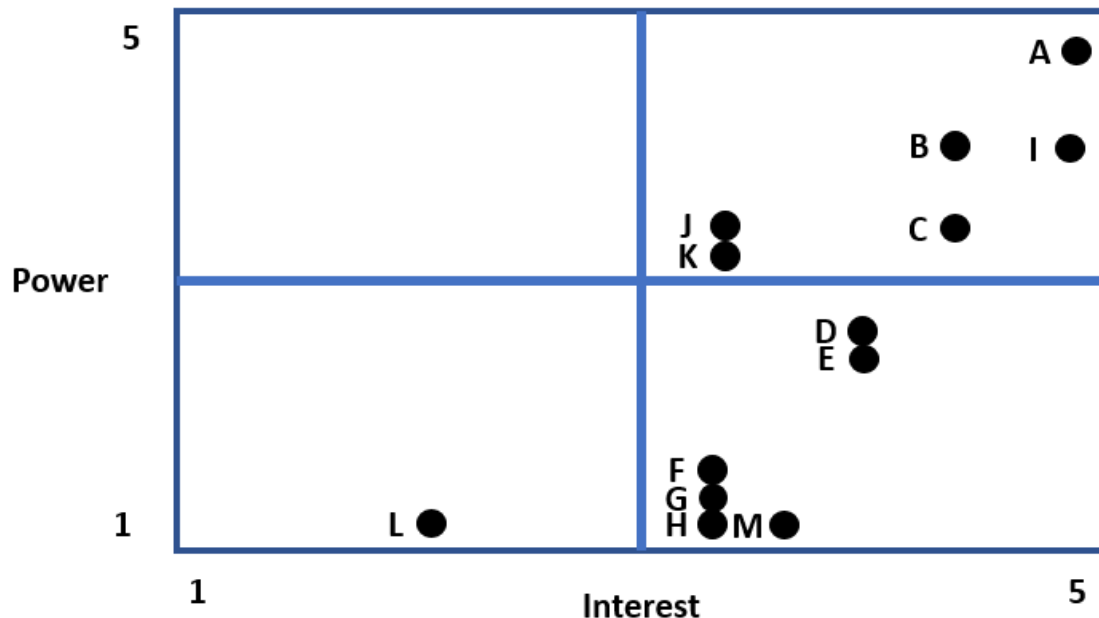


Figure 21. Power / Interest Chart (Author of the Study, 2020)

Based on the power and interest analysis and chart above, stakeholder L (UNICEF) will require minimal management effort as they reside in the lower left quadrant of the matrix. Stakeholders D (monitor technician), E (capacity building technician), F (education promoters), G (emotional support technicians), H (leveling teachers) and M (RET International), in the lower right quadrant, must be kept informed through frequent communication on project status and progress. Stakeholders B and E, in the upper right quadrant, are key players and must be involved in all levels of project planning and change management. Additionally, stakeholders A (Norwegian Refugee Council), B (Project Manager), C (communication manager), J (UNCRH), K (IOM), and I (Ministry of Education) should be participatory members in all project status meetings, gate reviews, and ad hoc meetings as required.

The stakeholder analysis matrix will be used to capture stakeholder concerns, level of involvement, and management strategy based on the stakeholder analysis and power/interest matrix above. The stakeholder analysis matrix will be reviewed and

updated throughout the project's duration in order to capture any new concerns or stakeholder management strategy efforts.

Chart 16 Stakeholders Analysis Matrix (Author of the Study, 2020)			
Stakeholder	Concerns	Quadrant	Strategy
A (Norwegian Refugee Council)	Resource and scheduling constraints for production once project is transitioned to operations	Key Player	Request stakeholder as member of steering committee and obtain feedback on project planning. Frequent communication and addressing concerns are imperative
B (Project Manager)	Resource and scheduling constraints for production once project is transitioned to operations	Key Player	Request stakeholder as member of steering committee and obtain feedback on project planning. Frequent communication and addressing concerns are imperative
C (Communication manager)	Questions regarding design of pilot	Keep Informed	Allow technical staff to work with stakeholder to answer questions and address concerns and provide test results for validation
D (Monitor technician)	Questions regarding design of pilot	Keep Informed	Allow technical staff to work with stakeholder to answer questions and address concerns and

Chart 16 Stakeholders Analysis Matrix (Author of the Study, 2020)			
Stakeholder	Concerns	Quadrant	Strategy
			provide test results for validation
E (Capacity building technician)	Questions regarding design of pilot	Keep Informed	Allow technical staff to work with stakeholder to answer questions and address concerns and provide test results for validation
F (Education promoters)	Ensuring proper handover of project to operations team	Minimal Effort	Communicate project specifications as required
G (Emotional support technicians)	Ensuring proper handover of project to operations team	Minimal Effort	Communicate project specifications as required
H (Leveling teachers)	Ensuring proper handover of project to operations team	Minimal Effort	Communicate project specifications as required
I (Ministry of Education)	Resource and scheduling constraints for production once project is transitioned to operations	Key Player	Request stakeholder as member of steering committee and obtain feedback on project planning. Frequent communication and addressing concerns are imperative
J (UNCRH)	Concerns regarding resources to assist	Keep Satisfied	Communicate resource requirements early and ensure resources are

Chart 16 Stakeholders Analysis Matrix (Author of the Study, 2020)			
Stakeholder	Concerns	Quadrant	Strategy
	project team with product design		released back to the organization when they're no longer required
K (OIM)	Concerns regarding resources to assist project team with product design	Keep Satisfied	Communicate resource requirements early and ensure resources are released back to the organization when they're no longer required
L (UNICEF)	Questions regarding design of pilot	Keep Informed	Allow technical staff to work with stakeholder to answer questions and address concerns and provide test results for validation
M (RET International)	Questions regarding design of pilot	Keep Informed	Allow technical staff to work with stakeholder to answer questions and address concerns and provide test results for validation

4.5 Risk Management Plan

As organizations begin new projects, they begin operating in an area of uncertainty that comes along with developing new and unique products or services. The purpose of the risk management plan is to establish the framework in which the project team

will identify risks and develop strategies to mitigate or avoid those risks. However, before risks can be identified and managed, there are preliminary project elements which must be completed. These elements are outlined in the risk management approach.

This project is considered a low risk project as it has an overall risk score of 28 on a scale from 0 to 100. The project risk score is the average of the risk scores of the most significant risks to this project. A risk score below 30 is low risk project, a score between 40 and 70 is a medium risk project and a score above 70 is a high-risk project.

Before risk management begins it is imperative that a foundation is established for providing structured project information, thus, the following process was made prior to developing this Risk Management Plan:



Figure 22. Risk Brainstorming (Author of the Study, 2020)

4.5.1 Risk Management Approach

The approach we have taken to manage risks for this project included a methodical process by which the project team identified, scored, and ranked the various risks. The most likely and highest impact risks were added to the project schedule to ensure that the assigned risk focal points take the necessary steps to implement the mitigation response at the appropriate time during the schedule. Upon the completion of the project, during the closing process, the project manager will analyze each risk as well as the risk management process. Based on this analysis, the project manager will identify any improvements that can be made to the risk management process for future projects. These improvements will be captured as part of the lessons learned knowledge base.

4.5.2 Risk Identification

For this project, risk identification was conducted in the initial project risk assessment meeting. The project manager chaired the risk assessment meeting and distributed notepads to each member of the team and allowed 15 minutes for all team members to record as many risks as possible.



Figure 23. Risk Identification Process (Author of the Study, 2020)

In order to determine the severity of the risks identified by the team, a probability and impact factor was assigned to each risk. This process allowed the project manager to prioritize risks based upon the effect they may have on the project. The project manager utilized a probability-impact matrix to facilitate the team in moving each risk to the appropriate place on the chart.

The risks associated with this project include technical, business, organizational, project management and environmental risks.

The following Risk Breakdown Structure (RBS) is representative of a collaborative effort by team members, informed in part by risk assumptions and lessons learned from similarly implemented initiatives. The table below identifies risks that are both internal and external to the project, five critical risks have been broken down for proper assessment.

Chart 17 Risk Breakdown Structure (RBS) (Author of the Study, 2020)		
RBS Level 0	RBS Level 1	RBS Level 2
0. Project Risk: Pilot project of education in emergency for Venezuelan migrants and refugees in Ecuador	1. Business Risk	1.1 Competition
		1.2 Suppliers
		1.3 Cash flow
	2. Technical Risk	2.1 Design Compatibility
		2.2 Lack of technical knowledge
		2.3 Monitor System
	3. Organizational Risk	3.1 Executive Support
		3.2 Team Support
		3.3 Stakeholders Support
		4.1 Communication

Chart 17 Risk Breakdown Structure (RBS) (Author of the Study, 2020)		
RBS Level 0	RBS Level 1	RBS Level 2
	4. Project Management Risk	4.2 Resource Management
		4.3 Procurement
	5. External or Environmental Risks	5.1 Political
		5.2 Regulations
		5.3 Climate Change
		5.4 Schedule Delays

4.5.3 Probability and Impact Scales

The quality and integrity of the project risk analysis for the pilot requires that the different levels of risk probability and impact be defined. The number of probability and impact levels defined reflects the high degree of detail required for the risk management process of this project with risk impacts ranging from physical injury to a customer or employee to no noticeable impact. These scales were utilized in the evaluation of the threats and opportunities of the project and following the relation of process failure mode with Risk Management.

Chart 18 Probability Levels (Bukowski, 2019)		
Rating	Description	Potential Failure Rate
10	Very High (almost inevitable)	More than one occurrence per day or probability of more than 3 in 10 events
9	High (very often)	1 occurrence every 3 to 4 days or a probability of 3 in 10 events
8	High (repeated failures)	1 occurrence per week or a probability of 5 occurrences in 100 events
7	High (often)	1 occurrence every month or one occurrence in 1000 events

Chart 18 Probability Levels (Bukowski, 2019)		
Rating	Description	Potential Failure Rate
6	Moderately high (frequent)	1 occurrence every 3 months or 3 occurrences in 1000 events
5	Moderate (occasional)	1 occurrence every 6 months to 1 year or 5 occurrences in 10000 events
4	Moderately low (infrequent)	1 occurrence per year or 6 occurrences in 100000 events
3	Low (relative few)	1 occurrence every 1 to 3 years or 6 occurrences in 10 million events
2	Low (few and far between)	1 occurrence every 1 to 5 years or 2 occurrences in one billion events
1	Remote (unlikely)	1 occurrence in greater than 5 years or less than 2 in one billion events

Chart 19 Impact Levels (Bukowski, 2019)		
Rating	Description	Potential Failure Rate
10	Dangerously High	Failure could highly affect the supplier and stakeholders
9	Extremely High	Failure would create noncompliance with standards and regulations
8	Very high	Failure renders the unit inoperable or unfit for use
7	High	Failure causes a high degree of stakeholder's dissatisfaction
6	Moderate	Failure results in partial malfunction of the supply
5	Low	Failure creates enough of a performance loss to cause the stakeholders to complain
4	Very Low	Failure causes a minor performance loss, and can be overcome with supplier process modifications

Chart 19 Impact Levels (Bukowski, 2019)		
Rating	Description	Potential Failure Rate
3	Minor	Failure creates a minor nuisance to the supplier, but it can be removed without performance loss
2	Very minor	Failure may not be visible to the supplier, but would have minor effects on the supply process
1	None	Failure would not be noticeable to the supplier and would not affect the supplier process

Working from our Scales of Probability and Impacts defined, the following figure explains the scores that will be assigned to the project risks identified.



		Threats										Opportunities											
Probability	10	10	20	30	40	50	60	70	80	90	100	100	90	80	70	60	50	40	30	20	10	10	
	9	9	18	27	36	45	54	63	72	81	90	90	81	72	63	54	45	36	27	18	9	9	
	8	8	16	24	32	40	48	56	64	72	80	80	72	64	56	48	40	32	24	16	8	8	
	7	7	14	21	28	35	42	49	56	63	70	70	63	56	49	42	35	28	21	14	7	7	
	6	6	12	18	24	30	36	42	48	54	60	60	54	48	42	36	30	24	18	12	6	6	
	5	5	10	15	20	25	30	35	40	45	50	50	45	40	35	30	25	20	15	10	5	5	
	4	4	8	12	16	20	24	28	32	36	40	40	36	32	28	24	20	16	12	8	4	4	
	3	3	6	9	12	15	18	21	24	27	30	30	27	24	21	18	15	12	9	6	3	3	
	2	2	4	6	8	10	12	14	16	18	20	20	18	16	14	12	10	8	6	4	2	2	
	1	1	2	3	4	5	6	7	8	9	10	10	9	8	7	6	5	4	3	2	1	1	
		1	2	3	4	5	6	7	8	9	10	10	9	8	7	6	5	4	3	2	1		
		Negative Impact										Positive Impact											

Figure 24. Probability and Impact Matrix (Author of the Study, 2020)

4.5.4 Risk Register

Chart 20 Risk register (Author of the Study, 2020)									
RBS Code	Risk Num.	Cause	Risk	Consequence	Probability	Impact	Pxl	Tigger	Owner
5.1	1	There could be unexpected events from the country of origin	Migrants and Refugees does not arrive to Ecuador	We would not have beneficiaries	5	10	50	When the migrants and refugees arrive, they could access to education	Project Manager
3.3	2	Coordination of the external stakeholders is needed	External Stakeholders are not interested in the pilot	We would not be able to implement the play center and school leveling center for Venezuelan migrants and refugee children	5	8	40	The external stakeholders interested in the project could not complement services of the play center and school leveling center	Project Manager
3.2	3	Illness or unexpected events of the technical resources	Main technical Resources not available due to personal issues	Delay in the implementation of the project	3	4	12	Not solve in 24 hours	Project Manager
2.2	4	Lack of specific technical knowledge about the Venezuelan	Changes schedule of the project	Delay in the implementation of the project	3	5	15	Call from the organization	Project Manager

Chart 20 Risk register (Author of the Study, 2020)									
RBS Code	Risk Num.	Cause	Risk	Consequence	Probability	Impact	Pxl	Tigger	Owner
		migrants and refugees context							
5.2	5	Change in the education regulations of Ecuador	Changes in scope of the project	Delay in the implementation of the project	8	10	80	The regulations does not allow migrants and refugees to access to education	Project Manager

4.5.5 Risk Response Plan

Chart 21 Risk Response Plan (Author of the Study, 2020)					
RBS Code	Risk Num.	Risk Response	New Probability	New Impact	New Pxl
5.1	1	Monthly follow up the Venezuelan migrant wave	3	7	21
3.3	2	Identify and coordinate with other external stakeholder that could provide complementary services for the play center and school leveling center	3	5	15
3.2	3	Create a resource backup calendar	1	2	2
2.2	4	Implement technical training of Venezuelan migrants and refugee context for the team project	1	3	3
5.2	5	Monthly follow up the education regulations	4	10	40

4.5.6 Risk Matrix with Response

		Threats										Opportunities											
Probability	10	10	20	30	40	50	60	70	80	90	100	100	90	80	70	60	50	40	30	20	10	10	
	9	9	18	27	36	45	54	63	72	81	90	90	81	72	63	54	45	36	27	18	9	9	
	8	8	16	24	32	40	48	56	64	72	80	80	72	64	56	48	40	32	24	16	8	8	
	7	7	14	21	28	35	42	49	56	63	70	70	63	56	49	42	35	28	21	14	7	7	
	6	6	12	18	24	30	36	42	48	54	60	60	54	48	42	36	30	24	18	12	6	6	
	5	5	10	15	20	25	30	35	40	45	50	50	45	40	35	30	25	20	15	10	5	5	
	4	4	8	12	16	20	24	28	32	36	40	40	36	32	28	24	20	16	12	8	4	4	
	3	3	6	9	12	15	18	21	24	27	30	30	27	24	21	18	15	12	9	6	3	3	
	2	2	4	6	8	10	12	14	16	18	20	20	18	16	14	12	10	8	6	4	2	2	
	1	1	2	3	4	5	6	7	8	9	10	10	9	8	7	6	5	4	3	2	1	1	
		1	2	3	4	5	6	7	8	9	10	10	9	8	7	6	5	4	3	2	1		
		Negative Impact										Positive Impact											
Risk Score												Risk Score after Response Plan											

Figure 25. Risk Matrix with Response (Author of the Study, 2020)

4.5.7 Risk Monitoring

The most likely and greatest impact risks have been added to the project plan to ensure that they are monitored during the time the project is exposed to each risk. During the project team meetings, they will discuss the status of that risk; however, only risks which fall in the current time period will be discussed. Risk monitoring will be a continuous process throughout the life of this project.

4.6 Communication Management Plan

This Communications Management Plan sets the communications framework for this project. It will serve as a guide for communications throughout the life of the project and will be updated as communication needs change. This plan identifies and defines the roles of persons involved in this project. It also includes a communications matrix which maps the communication requirements of this project. An in-depth guide for conducting meetings details both the communications rules and how the meetings will be conducted, ensuring successful meetings. A project

team directory is included to provide contact information for all stakeholders directly involved in the project.

4.6.1 Communication Management Approach

The Project Manager will take a proactive role in ensuring effective communications on this project. The communications requirements are documented in the Communications Matrix presented in this document. The Communications Matrix will be used as the guide for what information is communicated, who will be doing the communicating, when to communicate it and to whom to communicate.



Figure 26. Communication Plan Change Process (Author of the Study, 2020)

4.6.2 Communication Management Constraints

All project communication activities will occur within the project's approved budget, schedule, and resource allocations. The project manager is responsible for ensuring that communication activities are performed by the project team and without external resources which will result in exceeding the authorized budget. Communication activities will occur in accordance with the frequencies detailed in the Communication Matrix in order to ensure the project complies to schedule

constraints. Any deviation of these timelines may result in excessive costs or schedule delays and must be approved by the organization.

Norwegian Refugee Council (NRC) organizational policy states that where applicable, standardized formats and templates must be used for all formal project communications. The details of these policy requirements are provided in the section titled “Standardization of Communication” in this document.

Moreover, Norwegian Refugee Council (NRC) organizational policy also states that only the project manager may authorize the distribution of confidential information. Thus, the project manager is responsible for ensuring that approval is requested and obtained from the organization prior to the distribution of any confidential information regarding this project.

4.6.3 Stakeholders Communication Requirements

As part of identifying all project stakeholders, the project manager will communicate with each stakeholder in order to determine their preferred frequency and method of communication. This feedback will be maintained by the project manager in the project’s Stakeholder Register. Standard project communications will occur in accordance with the Communication Matrix; however, depending on the identified stakeholder communication requirements, individual communication is acceptable and within the constraints outlined for this project.

In addition to identifying communication preferences, stakeholder communication requirements must identify the project’s communication channels and ensure that stakeholders have access to these channels. If project information is communicated via secure means or through internal company resources, all stakeholders, internal and external, must have the necessary access to receive project communications.

Once all stakeholders have been identified and communication requirements are established, the project team will maintain this information in the project's Stakeholder Register and use this, along with the project communication matrix as the basis for all communications.

Chart 22 Level of Communication by Stakeholder (Author of the Study, 2020)	
Stakeholder	Level of Communication
Norwegian Refugee Council (NRC)	Executive level: communications should be presented in summary format unless the organization requests more detailed communications.
Project Manager	As the person responsible for the execution of the project, the Project Manager is the primary communicator for the project distributing information according to this Communications Management Plan.
Project Team	The Project Team requires a detailed level of communications which is achieved through day to day interactions with the Project Manager and other team members along with weekly team meetings.
Steering Committee	The Steering Committee requires communication on matters which will change the scope of the project and its deliverables.
Key External Stakeholders (Ministry of Education, UNHCR, OIM)	These are the stakeholders with whom we need to communicate to keep

Chart 22 Level of Communication by Stakeholder (Author of the Study, 2020)	
Stakeholder	Level of Communication
	informed of the advancement of the implementation of the project.
Other External Stakeholders (UNICEF, RET International)	These stakeholders are not to be informed of the advancement of the execution of the project unless they are needed for technical expertise.

4.6.3 Team Directory

The following table presents contact information for all persons identified in this communications management plan. The email addresses and phone numbers in this table will be used to communicate with these people.

Chart 23 Team Directory (Author of the Study, 2020)			
Role	Name	Email	Phone
Norwegian Refugee Council (NRC)	Maykelis Pacheco	mpacheco@nrc.no	(593) 253-543
Project Manager	Carolina Solis	csolis@nrc.no	(593) 289-143
Steering Committee	Jonathan Salazar	jsalazar@nrc.no	(593) 278-514

4.6.4 Communication Methods and Technologies

The project team will determine, in accordance with Norwegian Refugee Council (NRC) organizational policy, the communication methods and technologies based on several factors to include stakeholder communication requirements, available technologies (internal and external), and organizational policies and standards.

Norwegian Refugee Council (NRC) maintains a Teams platform which all projects use to provide updates, archive various reports, and conduct project communications. This platform enables senior management, as well as stakeholders with compatible technology, to access project data and communications at any point in time. Teams also provides the ability for stakeholders and project team members to collaborate on project work and communication.

Norwegian Refugee Council (NRC) maintains software licenses for MS Project software. All project teams are responsible for developing, maintaining, and communicating schedules using this software. The project schedule will be maintained on TEAMS

4.6.5 Communication Matrix

Chart 24 Communication Matrix (Author of the Study, 2020)							
Communication Type	Objective of Communication	Medium	Frequency	Audience	Owner	Deliverable	Format
Kickoff Meeting	Introduce the project team and the project. Review project objectives and management approach.	Face to Face	Once	- Norwegian Refugee Council - Project Team - Key Stakeholders	Project Manager	- Agenda - Meeting Minutes	Soft copy archived on project TEAMS site
Project Team Meetings	Review status of the project with the team.	- Face to Face - Conference Call	Weekly	Project Team	Project Manager	- Agenda - Meeting Minutes - Project schedule	Soft copy archived on project TEAMS site
Technical Design Meetings	Discuss and develop technical design solutions for the project.	Face to Face	As Needed	Project Team in each technical area	Project Manager	- Agenda - Meeting Minutes	Soft copy archived on project TEAMS site
Monthly Project Status Meetings	Report on the status of the project to management.	- Face to Face - Conference Call	Monthly	Norwegian Refugee Council	Project Manager	- Slide updates - Project schedule	Soft copy archived on project

Chart 24 Communication Matrix (Author of the Study, 2020)							
Communication Type	Objective of Communication	Medium	Frequency	Audience	Owner	Deliverable	Format
							TEAM S site
Project Status Reports	Report the status of the project including activities, progress, costs and issues.	Email	Monthly	- Norwegian Refugee Council - Project Team - Key Stakeholders	Project Manager	- Project Status Report - Project schedule	Soft copy archived on project TEAM S site

4.6.6 Communication Flowchart

The communication flowchart below was created to aid in project communication. This flowchart provides a framework for the project team to follow for this project. However, there may be times or situations which fall outside of the communication Flow chart where additional clarification is necessary. In these situations, the Project Manager is responsible for discussing the communication with the organization and deciding on how to proceed.

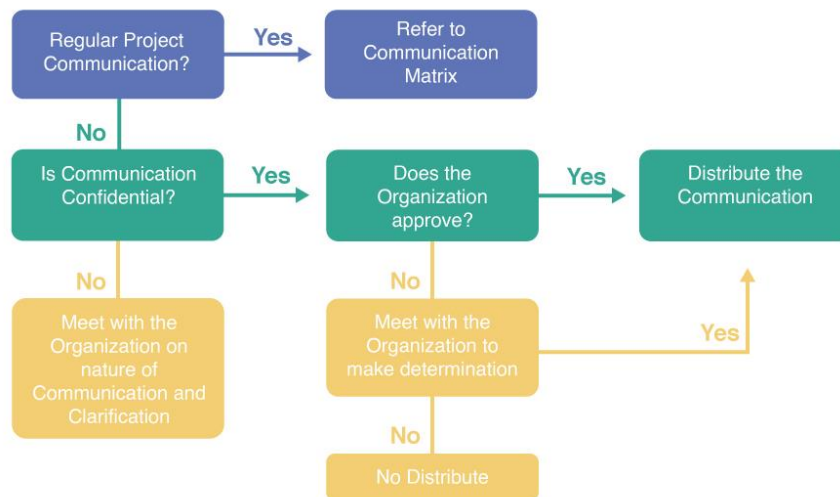


Figure 27. Communication Flow chart (Author of the Study, 2020)

4.6.7 Guidelines for Meetings



Figure 28. Meetings Tools (Author of the Study, 2020)

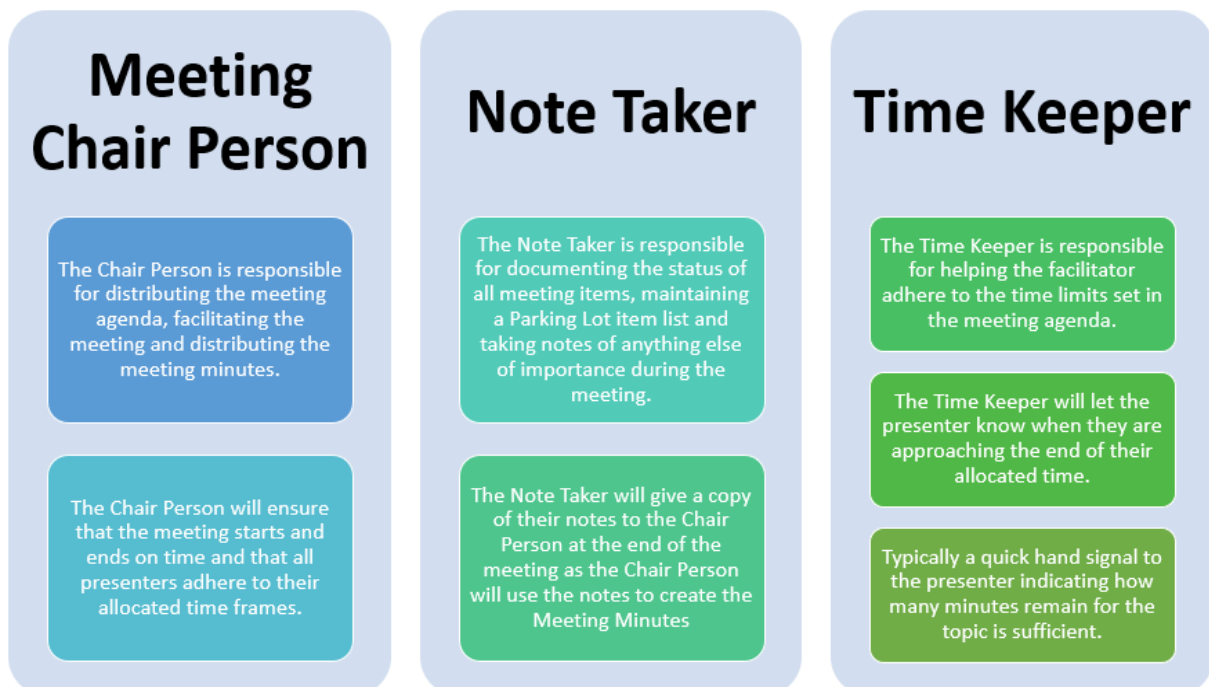


Figure 29. Meetings Roles (Author of the Study, 2020)

4.6.8 Communication Standards

For this project, we will utilize Norwegian Refugee Council (NRC) standard organizational formats and templates for all formal project communications. Formal project communications are detailed in the project’s communication matrix and these include:

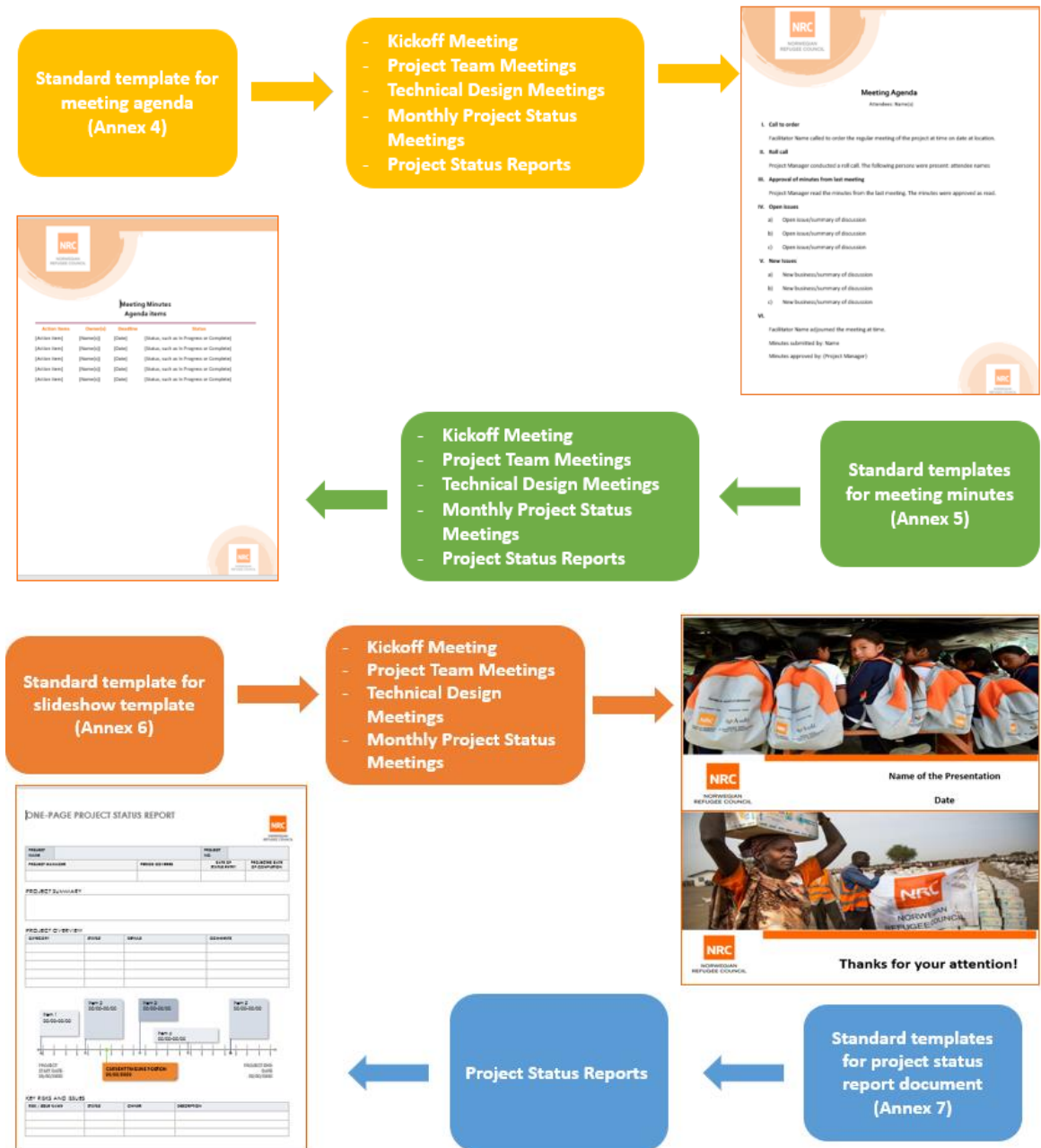


Figure 30. Communication Standard Templates (Author of the Study, 2020)

Informal project communications should be professional and effective but there is no standard template or format that must be used.

4.6.9. Communication Escalation Process

Efficient and timely communication is the key to achieve a successful project completion. As such, it is imperative that any disputes, conflicts, or discrepancies regarding project communications are resolved in a way that is conducive to maintaining the project schedule, ensuring the correct communications are distributed, and preventing any ongoing difficulties.

In order to ensure projects, to stay on schedule, and ensure that issues are resolved, Norwegian Refugee Council (NRC) will use its standard escalation model to provide a framework for escalating communication issues. The table below defines the priority levels, decision authorities, and timeframes for resolution.

Chart 25 Communication Escalation Model (Author of the Study, 2020)			
Priority	Definition	Decision Authority	Timeframe for Resolution
Priority 1	Major impact to project or business operations. If not resolved quickly there will be a significant adverse impact to schedule.	Norwegian Refugee Council (NRC)	Within 4 hours
Priority 2	Medium impact to project or business operations which may result in some adverse impact to schedule.	Project Manager	Within one day
Priority 3	Slight impact which may cause some minor scheduling difficulties with	Project Manager	Within two days

Chart 25 Communication Escalation Model (Author of the Study, 2020)			
Priority	Definition	Decision Authority	Timeframe for Resolution
	the project but no impact to the operations		
Priority 4	Insignificant impact to project but there may be a better solution.	Project Manager	Work continues and any recommendations are submitted via the project change control process

NOTE: Any communication including sensitive and/or confidential information will require escalation to higher level for approval prior to external distribution.

5. CONCLUSIONS

Having developed and structured the Project Management Plan for the pilot project of education in emergency for Venezuelan migrants and refugees in Ecuador, this project concludes:

1. Education in emergency, has been a methodology used in crisis context with emphasis in war context and natural disasters context. It is the first time that this methodology would be implemented as a pilot for a humanitarian crisis like Venezuela where an economic component has taken a great part of the decision to migrate, and the context of migration could change from one day to another.
2. Every component of this study was geared towards ensuring that the pilot project of education in emergency for Venezuelan migrants and refugees in Ecuador could be executed with the expected results and contributes to the social and economic integration of Venezuelan migrants and refugees to the Ecuadorian society, giving an alternative to continue their life project in a new country.
3. The Project Management Plan design in this document takes as its baseline the FGP Charter, WBS and Schedule made in the Graduation Seminar. Using a template as a guide, I was able to develop the objectives, project description, preliminary scope statement, initial project risks, project deliverables, summary milestones, and project budget.
4. The Scope Management Plan provides the scope framework for this project. It was developed with the information gathered during meetings with project stakeholders and from project document reviews. This plan documents the scope management approach, the role of project managers and stakeholders as they belong to project scope; scope definition; the need of verification and control measures to implement changes in the scope; and the project's work breakdown structure.

5. The Schedule Management Plan as the roadmap for how the project will be executed, was created with the baseline of the FGP Charter and the Scope of the project. While the Project Management Plan was developed the Schedule had some corrections to obtain the Schedule Network Diagram and Project Gantt chart, in order to adequately identify and execute each project activity to ensure the pilot implementation without time constraints, and allowing the team to monitor the project schedule and manage changes after the baseline schedule has been approved.
6. The Resource Management Plan identified the resources required to implement the pilot. Those resources were identified and classified. The resource management plan exposes the project tasks and roles and responsibilities of the team members, the project organization chart, the staffing management approach, and details how the resources will be managed throughout the pilot.
7. The Stakeholders Management Plan exposes the pilot strategy to effectively manage the stakeholders during the execution of the project. It details how stakeholders will be identified, classified, managed and engaged throughout the pilot, the Stakeholder Register and Stakeholder Analysis were developed to provide the strategy for managing their concerns, communications, and efforts to engage them in the implementation of the project.
8. The Risk Management Plan was developed taking in consideration the context of migration and external and internal risks that could affect the implementation of the project. This document was developed with stakeholders and subject matter experts in order to identify the principal risks that could affect the implementation of education in emergency. The document captures and classifies project risks, so that effective risk responses could be planned. Likewise, there are more moderate risks which with an effective risk response they could become lower risks for the project.
9. The Communication Management Plan was important in the development of this project management plan because the pilot has a major component of communication and relies on it for the effective engagement of stakeholders

in the execution. In fact, it developed a Communications Matrix which exposes all project stakeholders, moreover it presented the mechanisms and tools for communication, the time for dissemination of information and the templates that should be used for it. All the information would be saved and archived for its evaluation and analysis of the results of the pilot.

10. Project Management Plan developed in this document would take a step forward in the design of projects with the incorporation of the methodology of *PMBOK® Guide*. Moreover, at technical level, the pilot incorporates the use of cash transfers in the implementation of a project of education in emergency, two elements that had not been developed in the same project.

6. RECOMMENDATIONS

After developing and working on the Project Management Plan for the pilot project of education in emergency for Venezuelan migrants and refugees in Ecuador the project manager proposes the following recommendations to the Norwegian Refugee Council (NRC):

1. The context of migration could change for one day to another, it is recommended previous the implementation of the pilot, to review if the context of migration would not change the scope of the project.
2. It is recommended at a technical level, to incorporate more cash transfers in the implementation of social integration like education for migrants and refugees because it allows an economic integration and independence from humanitarian aid.
3. The FGP Charter is the baseline for the development of the Project Management Plan, nevertheless, it could change during the development of the Project Management Plan because it is a brushstroke of the project idea. Furthermore, that would deepen with the tools like expert judgment, surveys, stakeholder meeting and literature review.
4. The Coordination Platform for Refugees and Migrants from Venezuela is the main tool for reviewing documents in the context of migration in the humanitarian crises of Venezuela. It exposes the principal actions made in the regional level and the stakeholders involved. Currently, this platform would become an important tool for literature review to validate the scope of the project.
5. One of the main constraints of the project is related to the time. The monitor of the schedule management plan would allow the efficiency of the project with the resources and planned budget.
6. The organization should take in consideration the possibility that the engagement of many stakeholders could lead to the need of more resources for its implementation. The project management plan exposes the main

resources needed. However, it would be the decision of the organization if there is the need of more resources or support technicians for the execution of the project.

7. The humanitarian context is in constant change, the organizations from the private sector, government and civil society are becoming part of this context; and for that reason it is necessary to use the tools developed in the Stakeholders Management Plan to keep track of the power and influence of new organizations that are part of the humanitarian context in Ecuador.
8. The risks identified in the Risk Management Plan were identified as internal or external factors that could affect the implementation of the pilot as a whole project, however there could also be risks in every activity of the implementation phase. Therefore, it would be recommended to generate a risk matrix with technicians of each activity to identify those risks.
9. At the evaluation phase it is recommended to implement an external evaluation that would identify lessons learned, challenges and recommendations for future interventions. For this external evaluation, there should be an analysis of the implementation of the communication management plan.
10. It is recommended to incorporate the methodology of *PMBOK® Guide* in the design of humanitarian projects.

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8. APPENDICES

Appendix 1: FGP Charter



PROJECT CHARTER	
Date:	Project Name:
28 February 2020	Education in Emergency for Venezuelan migrants and refugees children in Ecuador
Knowledge Areas / PM Processes:	Application Area (Sector / Activity):
Knowledge Areas: Integration, Scope, Time, Cost, Quality, Human Resources, Communication, Risk, Procurement and Stakeholders PM Processes: Initiation, Planning, Executing, Monitoring and Controlling	International Cooperation and Development, Migration, Education, Displacement
Project Start Date:	Project Finish date:
April 2020	December 2020
Project Objectives (General and Specific):	
General Objective:	



PROJECT CHARTER

To develop a project management proposal to establish access for Venezuelan migrants and refugee children in Ecuador to safe and quality primary education.

Specific Objectives:

7. To identify Venezuelan children that are outside the education system or at risk of dropping out of primary school to distribute information on how to access primary education in Ecuador.
8. To distribute information and assistance for Venezuelan families on how to access primary education in Ecuador to establish access to safe and quality primary education.
9. To implement a play center and school leveling center for Venezuelan migrants and refugee children that were outside the Venezuela education system to integrate into the Ecuadorian education system.
10. To train public officials from educational districts, on educational inclusion processes and the right of education to generate integration on primary education.
11. To distribute cash transfers to reduce school dropout in the Ecuadorian education system.
12. To generate a communication campaign to explain the benefits of primary education for migrants and refugees.

Project purpose or justification (merit and expected results):

Education in emergency is important in situations of external displacement because children had their studies interrupted when they started their displacement and even before the emergency or humanitarian crises.

Due to the economic and humanitarian crises in Venezuela, more than 4 million people have escaped violence, poverty, and hunger from Venezuela since 2015. From those 4 million people, 1.1 million are children in need of protection and access to basic services and rights, like education.

Therefore, children that are part of the mass migration from Venezuela, would need to have a space to learn, play, and receive the emotional support they need to begin the recovery process. The purpose of the project is to implement this space that allows Venezuelan children through a playful approach to catch up with their studies and have emotional support.



PROJECT CHARTER

Subsequently, the project would support the Venezuela families need to have access to information and be assisted to enroll their children in the primary education system as part of the social integration in the Ecuadorian context.

Complementary to this, the project helps to build the capacity of public officials from educational districts on educational inclusion and generates communication messages for tolerance, not discrimination, integration and, the right to education of migrants and refugees.

Description of Product or Service to be generated by the Project – Project final deliverables:

Objective 1: 2500 Venezuelan families are identified and had been surveyed about the access of children to primary education in Ecuador

Objective 2: 1000 Venezuelan families, that remain in Ecuador, have received information and assistance on how to access the primary education system.

Objective 3: 2500 Venezuelan migrants and refugee children have received emotional support and primary school leveling in the play center and school leveling center of the project.

Objective 4: 100 public officials of the Ministry of Education in the pilot area, Tulcan, have been trained in educational insertion of Venezuela children.

Objective 5: 1000 Venezuelan families, that remain in Ecuador, have received cash transfers of a basic salary for 4 months in exchange for their children continuing in the primary education system.

Objective 6: 1 national communication campaign that exposes the benefits of education for migrants and refugees was carried out in the pilot area, Tulcan.

Assumptions:

All the information needed for the project will be available

The project would be implemented by the calendar of the education system

There are stakeholders that would complement services of the play center and school leveling center.

Data would be exchange between stakeholders

The government would be transparent about its process in the gathering of data

All the resources needed for the implementation of the project are available

The government would provide the support needed.



PROJECT CHARTER		
Constraints:		
<p>The time to gather all the information is less than expected.</p> <p>The law for accessing the education system change.</p> <p>Important stakeholders would not be interest to participate.</p> <p>Delays in government processes may impede the quality of results</p> <p>The fluctuation of the basic basket of goods</p> <p>New technology for communication.</p>		
Preliminary Risks:		
Socio-economic country changes could affect the resources needed for the implementation of the project.		
A lack of political commitment could affect the scope of the project.		
Inadequate communication with beneficiaries could raise false expectations that the project does not meet and could affect the implementation of the project.		
If there is no commitment to the key stakeholders, the implementation of the project would be delayed affecting the time planned for the execution of the project.		
Budget:		
The overall budget is US\$ 500 000		
Milestones and dates:		
Milestone	Start date	End date
Design Phase	September 1st 2020	November 2st 2020
Memorandum of cooperation with direct stakeholders	September 1st 2020	September 21th 2020
Meetings with stakeholders	September 1st 2020	September 21th 2020
Base Line	September 22th 2020	November 2st 2020
Survey developed	September 22th 2020	September 28th 2020
Survey implemented	September 29th 2020	October 30th 2020
Baseline Report	November 2st 2020	November 2st 2020
Implementation Phase	November 3rd 2020	July 30th 2021
Information sessions and assistance to access education system	November 3rd 2020	January 25th 2021



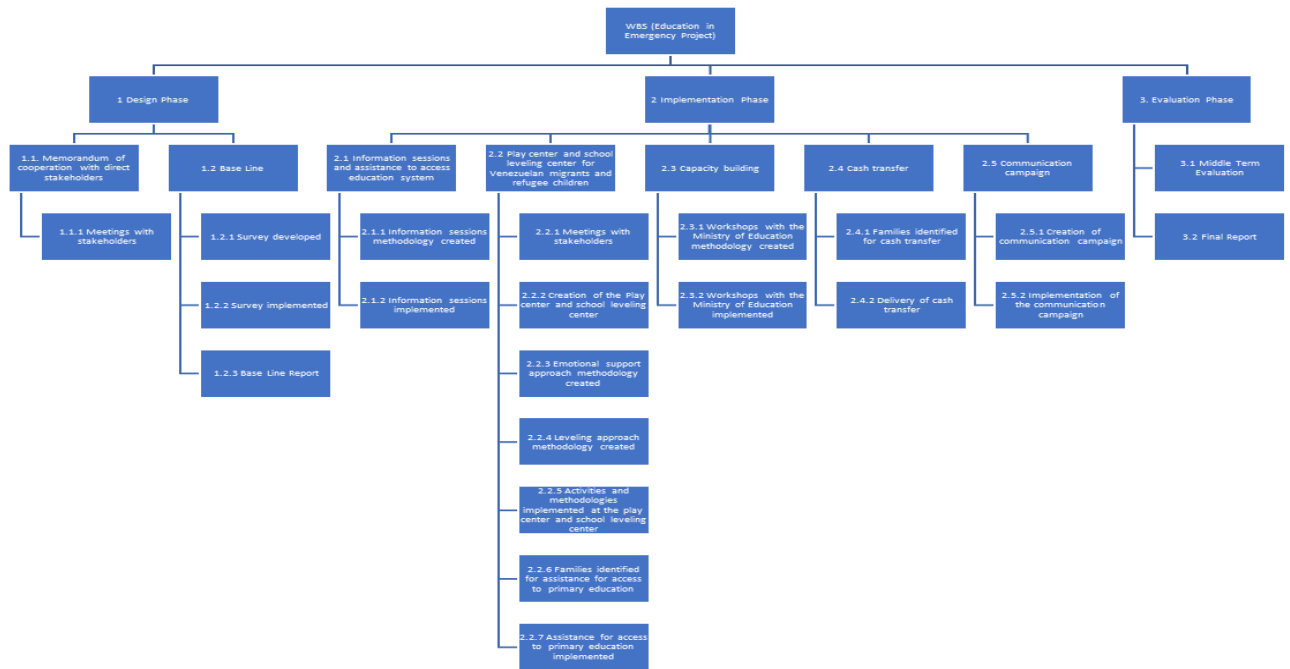
PROJECT CHARTER		
Information sessions methodology created	November 3rd 2020	November 16th 2020
Information sessions, implemented	November 17th 2020	January 25th 2021
Play center and school leveling center for Venezuelan migrants and refugee children	November 3rd 2020	July 30th 2021
Meetings with stakeholders	November 3rd 2020	November 30th 2020
Creation of the Play center and school leveling center	November 3rd 2020	January 4th 2021
Emotional support and leveling approach methodology created	December 22th 2020	January 4th 2021
Activities and methodologies implemented at the play center and school leveling center	January 5th 2021	August 2nd 2021
Families identified for assistance for access to primary education	January 5th 2021	February 15th 2021
Assistance for access to primary education implemented	February 16th 2021	August 2nd 2021
Capacity building	January 26th 2021	April 19th 2021
Workshops with the Ministry of Education methodology created	January 26th 2021	February 15th 2021
Workshops with the Ministry of Education implemented	February 16th 2021	April 19th 2021
Cash transfer	January 5th 2021	August 2nd 2021



PROJECT CHARTER		
Families identified for cash transfer	January 5th 2021	February 15th 2021
Delivery of cash transfer	February 16th 2021	August 2nd 2021
Communication campaign	April 23th 2021	August 5th 2021
Creation of communication campaign	April 23th 2021	May 13th 2021
Implementation of the communication campaign	May 14th 2021	August 5th 2021
Evaluation Phase	August 6th 2021	September 1st 2021
Final Report	August 16th 2021	September 1st 2021
Relevant historical information:		
<p>The organization has previous work in the implementation of projects and consultancies in migration and refugees' social needs in Ecuador, specifically in the area of emergency response. At this moment, it is seen the need to transit from the emergency response to the economic and social inclusion. Under that consideration, the organization has experience in education in emergencies as an approach to social inclusion with the support of stakeholders with whom there is a previous work relationship.</p>		
Stakeholders:		
<p>Direct stakeholders: Ministry of Education, <i>Norwegian Refugee Council</i> (NRC), UN Refugee Agency (UNCRH), International Organization for Migration (IOM), United Nations Children's Fund (UNICEF), RET International</p> <p>Indirect stakeholders: HIAS, Pastoral Social Cáritas, International Red Cross, Ministry of International Affairs,</p>		
Approval:		
Student: Mishell Carolina Solis Zambrano	Signature:	
Authorized by:	Signature:	

Appendix 2: Pilot WBS

No.	Task
	Education in Emergency Project
1	Design Phase
1.1	Memorandum of cooperation with direct stakeholders
1.1.1	Meetings with stakeholders
1.2	Base Line
1.2.1	Survey developed
1.2.2	Survey implemented
1.2.3	Baseline Report
2.	Implementation Phase
2.1	Information sessions and assistance to access education system
2.1.1	Information sessions methodology created
2.1.2	Information sessions implemented
2.2	Play center and school leveling center for Venezuelan migrants and refugee children
2.2.1	Meetings with stakeholders
2.2.2	Creation of the Play center and school leveling center
2.2.3	Emotional support approach methodology created
2.2.4	Leveling approach methodology created
2.2.5	Activities and methodologies implemented at the play center and school leveling center
2.2.6	Families identified for assistance for access to primary education
2.2.7	Assistance for access to primary education implemented
2.3	Capacity building
2.3.1	Workshops with the Ministry of Education methodology created
2.3.2	Workshops with the Ministry of Education implemented
2.4	Cash transfer
2.4.1	Families identified for cash transfer
2.4.2	Delivery of cash transfer
2.5	Communication campaign
2.5.1	Creation of communication campaign
2.5.2	Implementation of the communication campaign
3.	Evaluation Phase
3.1	Final Report



Appendix 3: Survey Template

Question	Options
1. How many members have your family?	1 to 2 members
	3 to 5 members
	6 or more members
2. Who is the household head?	Female
	Male
3. Age of the children in the family?	Less than 5 years
	Between 5 to 10 years
	Between 10 to 14 years
	Between 15 to 18 years
4. Is there a family member with disability or illness?	Yes
	No
	Yes, it is the child
5. Is the child in the education system?	Yes
	No
6. Was the child in the education system of Venezuela	Yes
	No
7. Which is the migrant status of the members of the family?	Regular
	Irregular
	Refugees
	Mix
	Children irregular
8. Do you know that your children have the right to access education system?	Yes
	No
9. Do you know the documents and process that are required for incorporate your children to the education system	Yes
	No
10. Any organization have given you information about access to education system?	Yes
	No
11. Do you think your children need education leveling?	Yes
	No
12. Do you think your children need emotional support?	Yes
	No
13. Would you be able to buy the school supplies?	Yes
	No
14. Which was the reason you leave Venezuela?	Economic Reasons
	Political Reasons
	Security Reasons
	Human Rights
15. How much is your monthly income?	Less than 100 dollars
	Between 100 to 300 dollars
	400 dollars or more

Appendix 4: Focus Group Methodology

1. Dynamics "I'd like to be (a superhero)"

Mission: To highlight the diversity of the group as reflected in the different ways of thinking, feeling, acting, and the resilience of people in a condition of human mobility.

Indication:

Step 1. Give the participants a cardboard and markers to draw on and ask people to choose a superhero, think about what they look like (8 minutes)

Step 2. Ask participants to form a circle in the center of the room

Step 3. Ask those present to introduce themselves by saying their name and at the end they should add the phrase "and I would like to be. (name of superhero) because (name the why)".

Step 4. Ask for a volunteer to start the exercise and continue until all participants have introduced themselves, with the facilitator introducing himself or herself to the last

Step 5. Close by highlighting the diversity of the group as reflected in each person's dreams and accomplishments

2. Problematization dynamics: ¿Who am I and what do I do?

Mission: To learn more about the attendees and their migration path

Indication:

Step 1. Give each participant an A3.

Step 2. Ask each participant to construct a timeline in 30 minutes by answering the following questions:

Who am I: How is my family constituted, what is my greatest fear, ¿what do I do for a living?

My migration history: When I migrated, how did I do it, what organizations supported me, why did I migrate, what was the educational situation in Venezuela, why am I in Ecuador?

Step 3. Ask each participant to explain their timeline in no more than 3 minutes.

3. Group work:

Mission: To identify the information they would like to receive in order to access the educational system

Indication:

Step 1. Groups of 5 members are made, each group will be given a flip chart, cards and markers.

Step 2. The facilitator will paste on a flipchart the three focal questions for each group:

Focal questions for each group:

What are the barriers to access to education in Ecuador?

Where do they need support in the process of accessing education?

In what aspects does your child need schooling?

In which aspects does your child need psychosocial support?

Step 3. The group will discuss the focus questions and write down their answers on the cards

Step 4. Each group will paste their prioritized answers on the flip chart (under the question)

4. Presentation of the Process of Access to Education System:

Mission: To validate the information provided in the information sessions on access to education

Indication:

Step 1. The technician will make the presentation

Step 2. The facilitator will give each participant a card and marker to write down questions about the information provided

Step 3. At the end of the presentation, the following questions will be read and answered

Step 4. The plenary will be asked for suggestions to improve the presentation

Appendix 6: Meeting Agenda Template



Meeting Agenda

I. Call to order

Facilitator called to order the regular meeting of the project at time on date at location.

II. Roll call

Secretary conducted a roll call.

The following persons were present:

III. Approval of minutes from last meeting

Secretary read the minutes from the last meeting.

The minutes were approved as read.

IV. Open issues

- a) Open issue/summary of discussion
- b) Open issue/summary of discussion

V. New Issues

- a) New business/summary of discussion
- b) New business/summary of discussion

Minutes submitted by: Name

Minutes approved by: (Project Manager)

Appendix 7: Meeting Minutes Template



Meeting Agenda

Minutes items

Action Items	Owner(s)	Deadline	Status
[Action item]	[Name(s)]	[Date]	[Status, such as In Progress or Complete]
[Action item]	[Name(s)]	[Date]	[Status, such as In Progress or Complete]
[Action item]	[Name(s)]	[Date]	[Status, such as In Progress or Complete]
[Action item]	[Name(s)]	[Date]	[Status, such as In Progress or Complete]
[Action item]	[Name(s)]	[Date]	[Status, such as In Progress or Complete]

Appendix 8: Slideshow Template



NORWEGIAN
REFUGEE COUNCIL

Name of the Presentation

Date



NORWEGIAN
REFUGEE COUNCIL

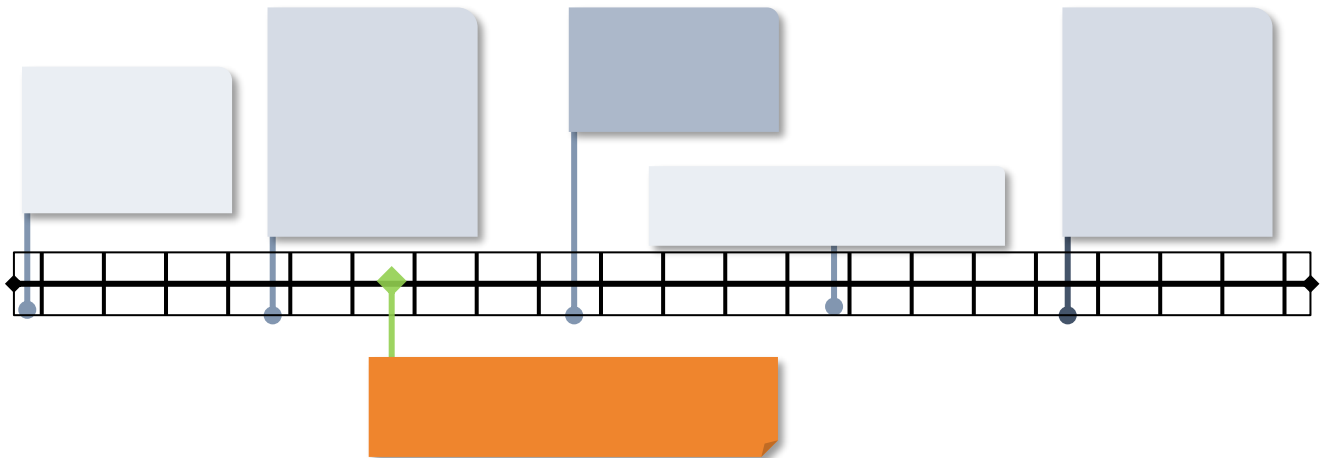
Thanks for your attention!

Appendix 9: Project Status Report Template



PROJECT NAME		PROJECT NO.	
PROJECT MANAGER	PERIOD COVERED	DATE OF STATUS ENTRY	PROJECTED DATE OF COMPLETION

PROJECT SUMMARY



PROJECT OVERVIEW

CATEGORY	STATUS	DETAILS	COMMENTS

KEY RISKS AND ISSUES

RISK / ISSUE NAME	STATUS	OWNER	DESCRIPTION